RI2integrate

(DTP1-1-184-1.1)

WP4 RI integration tool

Output 4.3 Community Awareness raising tool

Developed by the Ex Ante Kft. within a subcontract with the Central Transdanubian Regional Innovation Agency (PP1)

General

The main objective of Act 4.3. is to develop a common and widely applicable tool for knowledge sharing and awareness raising for wider public, especially youth. f8.6

The awareness raising will be stressed on the utilization of the R&D results, and wide economic and social embeddedness of their activity.

The variety of themes that will eventually presented and the media that will eventually used will be influenced by several factors: the scientific orientation of RI, the space allowances for the exhibition and the fundamental communication concept all plays a role.

To assure the success of this kind of awareness raising tool, the following factors will be considered: interdisciplinary approach; varying methods; didactical reduction. Offering a wide range of activities for so called visitors.

Considering all these characteristics, Act 4.3. will develop 2 guidelines. D 4.3.1 will deal with different methods and concepts of awareness raising (applicable in any RIs), while D 4.3.2 will concentrate on the visitor centre tool.

Content

Project context

The development of the European Union's flagship research and development infrastructure investments has been carried out in many places already. These facilities aim not only to contribute to the scientific impact of certain regions, but also to address economic issues and to balance out the territorial distribution of research facilities within the community. One of the main roles of the research institutes will be the implementation of their research results in the economy to increase economic development. To maximize the outcome, the research facilities have to cooperate effectively with the local governments, industry and civil participants. A common challenge for research and development infrastructures (RI) to reach macro-regional embeddedness. Embeddedness builds on three key actors, local businesses, local authorities and government institutes, and the wider community.

The main objective of RI2Integrate is to foster the embeddedness of RI's in their region with the use of various approaches and tools. It addresses this issue through three main activities. First, it provides a utilization guide for governments at different territorial levels. Second, it provides a roadmap for RI related business ecosystems to support enterprises to cooperate effectively with the research centres. Third, it provides a tool to raise community awareness related to RI institutes. It aims to raise awareness on RIs and on innovation in communities, especially among the youth.

This present document is related to the third activity of the RI2Integrate project and aims to support research and development infrastructures to disseminate their research results in the wider society. This document introduces basic principles of public awareness raising and intends to show some useful ideas how to deal with awareness raising among the youth.

1. **Introduction**

Awareness raising is a crucial activity of an initiator who aims to bring attention to a certain problem or an issue, or intends to increase the communication flow, knowledge transfer or cooperation among different actors. Bringing attention to a topic might seem easy considering the available communication channels nowadays. However, it has to be understood that awareness raising is not equivalent to informing communities. Awareness raising is a process in which informing is the first step that initiators need to take to work towards the desired outcome, changed behaviour. Informing people can be challenging in today's information overload, but raising awareness and reaching changed attitude might be even more testing and complicated. To have an effective awareness raising campaign initiators of the campaign should understand how it really works and what are the main obstacles in realizing a campaign and reaching the ultimate goal.

This guideline introduces the principles of public awareness raising and aims to increase the understanding of the awareness raising process. The guideline pays particular attention to the main objective of RI2 project which is the better integration of research and development infrastructures (RI) to the Danube Region and the improvement of scientific knowledge transfer to local economies. In this handbook special emphasize will be put on the presentation and possible application of awareness raising concepts, methods and tools in relation to the research and development infrastructures.

This handbook has been developed primarily as a resource for decision-makers, administrators, the academic staff, lecturers, teachers and community leaders dealing with issues of public awareness raising. The approaches and strategies presented in this guideline aims to stimulate the application and further development of awareness raising methods in RI institutions.

Awareness is a board and blurry term, although it is widely understood. Awareness raising is a part of the permanent and interactive communication flow and it is a process which stimulates transfer and exchange of information in order to improve knowledge and the

mutual understanding of a certain topic. It also supports the development of competencies and skills which might be assets in changing individual attitudes and behaviours. It is important to keep in mind that raising public awareness should be done with the intention of having positive influence on society. Otherwise, it might become a simple propaganda tool. To have a long-term and effective awareness raising campaign it is important to discover in advance and later meet the needs and interests of the target groups and actors involved or aimed in the awareness raising process. Special attention has to be paid to the permanent maintenance of interests of target groups and actors, their attitude towards the awareness raising campaign has to be monitored and evaluated during the process, and also should include feedbacks from the groups.

Raising public awareness of any issue is challenging and the achievement of long-lasting behavioural change is even a harder task. However, this handbook will demonstrate that the combination of the better understanding of human communication, the knowledge of effective approaches to public awareness-raising, and careful planning of the campaign helps to have a positive effect and the desired social change maintained in long-term regarding to the core issue of the campaign.

The handbook does not aim to provide a general model of awareness raising or to become an applicable how to do guidebook. It rather aims to be a tool which stimulates discussion on the topic, generate ideas and thoughts, and helps decision makers to find the right approach or the right combination of approaches to deal with the challenging task of public awareness raising. In this handbook several approaches will be presented, such as personal communication, mass communication, educational programs, advocacy and public relations or PR. An effective awareness raising campaign compounds of the various combination of these approaches, although it is not necessary to include all the different modes. Each approach has its advantage and opportunities to contribute to the success of the campaign and later in this guideline will be presented in greater detail.

The guideline compounds of several sections. After this introduction, it continues with the overview of basic concepts and ideas related to the awareness raising process. It is followed by the introduction of a possible way of planning a public awareness raising strategy or campaign. Later, different approaches to awareness raising will be demonstrated and evaluated. Then, particular emphasize will be put on the youth as a target group of our awareness raising actions. Afterwards, some key factors of a successful awareness-raising campaign will be discussed. The guideline finishes with the conclusion of final ideas and thoughts.

2. Awareness raising

Awareness raising might be defined as a process in which initiators of the project or campaign aim to raise awareness in a certain topic and attempts to inform individuals, a community, a section of the society or the general public. Public awareness raising campaigns aim to shape the target groups attitudes, behaviours and beliefs towards a topic. The general goal of the awareness raising process is to stimulate positive changes on the individual or community level to achieve the defined goal or the aim of the campaign (Sayers, 2006) – for example the better involvement of the youth in the life of the research and development infrastructure to foster knowledge transfer.

Others define public awareness as a process which leads to the increase of community's consciousness and understanding of an organization and its activity (The City of Red Deer, 2006). In this second view, an organization wish to build awareness by informing the general public about its purpose and main goal, about the services and resources they possess and provide or available to the public. Organisations run awareness raising campaigns to inform potential audiences about their events, volunteers about available opportunities, and current or future sponsors to ensure financial funds.

The above mentioned two definitions of public awareness raising differ significantly. They are different due to the approach which they have. In the first case awareness raising is linked to educating people about a certain topic, while the second one is informing crowds about the activity of a non-governmental organization. Despite these differences, some shared, key points can be identified. First of all, awareness raising is a process, which means that it has to be planned, goals, targets and activities should be defined and set, and as a process it has to have a timeframe within which it operates. Second, awareness raising aims to inform the public – regardless whether about the activity of a civil organization or about a topic. Third, it is always an educating activity which requires different methods and actions depending on the target group. Thus, awareness raising is a complex issue where clarification of fundamental details is needed.

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Public awareness raising has close relation to and utilizes the experiences of mass communication and social marketing. Social marketing is a practice of communicating a "good idea" with the declared aim of changing individual or community attitudes and actions. These ideas might include messages about environmental or health concerns or involvement of the youth in certain activities. It is relatively easy to promote the understanding of an issue with the use of the right strategies and approaches compare to changing attituted, behaviours and practices of certain individuals or groups. This latter is a more challenging issue and in many cases, it is one of the most difficult tasks of awareness raising campaigners (Sayers, 2006).

To have an effective awareness raising strategy firstly it is necessary to overlook the basic principles of communication. Communication is a human activity and people often forget or neglect the complexity of it. Communication can be defined as a tool to exchange meanings, in which messages and people interact and enable meaning to be produced and understanding to occur (O'Sullivan et al. 1983).

Figure 1. Stages of communication

(Source: O'Sullivan et al. 1983)

To catch the core of communication, it is also possible to draw a simpler explanation of it. Communication is a process that consists of three different stages (Figure 1). People involved in communication transmit (1) and receive (2) information using one or several channels for communication. Communication depending on the situation can be one way or two way. For example a presentation is a clear one way communication until at the end questions and open discussion is allowed. Then it transforms to be two way communication. This also presents

the flexibility of communication which easily can switch. After the information is received or transmitted, the receiver intends to unfold or decode it (3) and then understand the meaning embedded in the information. Usually, this last phase of the communication process is the least successful, and in many cases loss of meanings appears.

The loss of meanings might happen because of various reasons. It is a common challenge to separate quality information from quantity and it is also hard to avoid misunderstandings and misinterpretations. This is especially relevant when language barriers are present. Not necessarily because the individuals participating in the communication speak two different languages, but because of their level of education and knowledge on the topic that is communicated.

The effectiveness of communication is influenced by three different factors. These are (1) the transmitting channels that are used in communication; (2) personal experiences or opinions of the people involved in communication; and (3) environmental factors which usually have little relation to the message that is communicated but might have serious impact on the understanding of the message. Environmental factors include the physical space in which communication occurs and the external distractions that influence the quality of communication. Examples for the three main influencing factors might be one similar to the following. Having a conversation through phone on the side of a busy road is difficult and might mean a barrier for effective talking. It might be ever more difficult to have successful talk when the discussed topic requires deep understanding and a certain level of education or the general background knowledge of the listener or reader.

Considering the above mentioned factors, it is necessary to use the right communication channels for informing people, to design the message carefully and focus on the easy understanding, and eliminate or minimize external disturbing factor.

Wiio (1978) from the field of human communication researches argues that communication usually fails, except by accident. He defined several possible reasons why communication tends to fail. First, communication might fail because of language and cultural differences.

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For example, the more diverse your audience, the more likely it is that someone from the target group will misunderstand the message. Second, communication might fail because of personal differences – mostly due to the different life experiences and opinions of individuals –, and third, because of the loss of information as a result of personal inattention and/or external disturbing factors (Korpela, 2010).

Wiio (1978) argued that if a message can be interpreted in several different ways, then it will be interpreted in a manner that maximises the damages of the message. He also pointed out that there always be a person who knows better what you meant with your message than you, thus overthinking your message. He emphasized the importance of quality over quantity. The more you communicate, the worse communication succeeds. He also stated that if you repeat an incorrect message over and over again it will get accepted as a correct message. That is the way how false propaganda works. Wiio (1978) thinks that using mass communication channels to spread information or a message it is more important to design the message to be seen in a good way, rather showing how it is exactly. Ergo, in certain cases the message should be embedded in a carrier that catches attention and later it will be unfold by the recievers. Thus, designing carefully the message might make our communication more effective. It is also a generally accepted fact that the further the person receives the message – physically, intellectually and emotionally –, the less interested he is, and the message loses importance or interest to him. Besides, in some certain cases, the situation in which communication happens is more important than the message itself, thus it is more likely to forget about the message (Korpela, 2010).

Wiio (1978)'s findings on the barriers to effective communication has received a renewed attention after the global spread of internet and online communication platforms. The online world provides fertile ground for misunderstandings and misinterpretation as a result of the elimination of voice or tone and body language used in daily personal communications. The University of Yale Library provided a guideline or advices for the 'netiquette' in communication via e-mail. The library suggested to keep paragraphs short and separate them

with blank lines, avoid the use of capital letters, place the most important information or message in the first paragraph, have a subject for the e-mail, limit sentence length and use the active rather than passive voice whenever it is possible (Sayers, 2006).

After overviewing the possible obstacles to effective communication, we intend to help readers to learn how to communicate successfully. To have an effective communication, it is essential to know how messages are interpreted and understood. First, it is useful to briefly overview the theory of experiential learning. The theory was developed by Kolb (1984), who researched the learning process of individuals (Figure 2). One of his examples to explain the learning process of certain individuals is the way how we learn to ride a bike. This example clearly illustrates the four-step experiential learning model (ELM). In the stage of "*concrete experience*", the person intend to learn how to ride a bike physically experiences the bike in the "here-and-now". This experience forms the basis for observation and reflection and the learner has the opportunity to consider what is working or failing. Thus, the learner has a reflection on his first experiences and observations on the issue. This is the second phase, "*reflective observation*". The learning process also includes the stage in which the learner thinks about possible ways to improve on the next attempt made at riding. This is the stage of "*abstract conceptualization*". Every new attempt to ride the bike is informed by a cyclical pattern of previous experience, thought and reflection, which is the "*active experimentation*" (Kolb, 1984). To summarize, learning is the outcome of personal experiences, reflection on the gathered experiences, thinking over the issue and active experimentation.

It is important to note that experiential learning can exist without a teacher and relates solely to the meaning-making process of the individual's direct experience. However, though the gaining of knowledge process occurs naturally, but an original learning experience requires certain elements. According to Kolb (1984), in order to gain knowledge from an experience, the learner must have four abilities:

- The learner must be willing to be actively involved in the experience;
- The learner must be able to reflect on the experience;

- The learner must possess and use analytical skills to conceptualize the experience;
- The learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

Figure 2. David Kolb's cycle of experimental learning
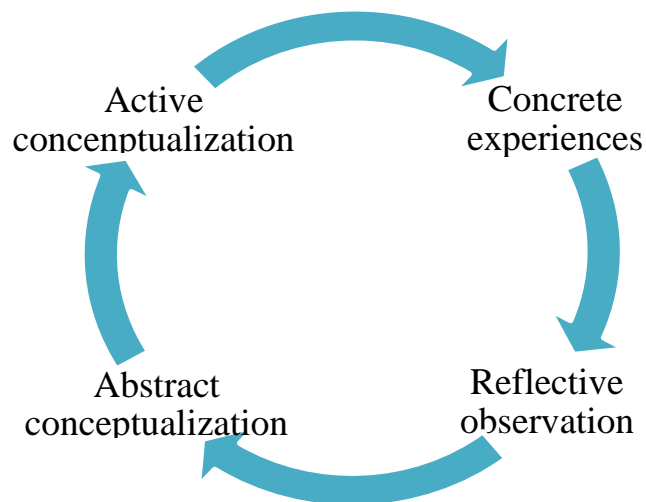
(Source: Kolb, D. 1984)

It is also important to note that learning process includes most of our senses, from tasting through smelling to seeing. Humans learn through sight in 83% of the cases, while only 11% through hearing. The remaining 6% can be divided between smelling, touching and tasting (Sayers, 2006). Thus, it is important to note that an effective communication has to build mostly on visual components or on the combination of visual and audial components.

Knowing the fundamental principles of human communication it is necessary to approach a public awareness raising campaign with understanding the followings:

1. Setting clear goals
2. Knowing the audience
3. Discovering possible problems and find solutions

4. Ensure credibility

5. Present the message you intend to spread with the use of various approaches

6. Quality over quantity

7. Assume that the communication has been unsuccessful until you do not have evidence for the contrary.

Awareness raising is a process which aims to promote the visibility and credibility of an issue or a topic among individuals or in a certain community, generally among the declared target group. Awareness raising is also a tool to improve the level of education of people and inform them about possible ways to change their behaviour. Before, starting an awareness raising campaign, it has to be carefully planned and include four key actions: (1) researching the issue to gather knowledge on the topic which is the target of raising awareness; (2) mobilising support and supporters; (3) informing the public, basically to do the campaign; and (4) lobbying decision makers to continue support for the campaign. A well planned and thoughtfully presented campaign is one of the most effective tools to communicate information about a particular topic or issue for a large number of people or to the general public (Sayers, 2006).

However, having an awareness raising campaign and successfully informing individuals about a topic does not automatically lead to behavioural change. One of the greatest examples for this problem is global warming. People do have the necessary amount of information about global warming and are generally aware of the consequences of their lifestyles, but having the information and possibilities to change does not lead to significant changes in their behaviours. Although, this issue is far more complicated and not necessarily related merely to the individual level but also to the policy level. But the issue of global warming clearly examples that problem related to changing individual attitudes and practices.

If an awareness raising campaign intends to reach behavioural change it is necessary to understand and accept that it is a long and hard process. To design an intervention which aims

to change on existing individual attitudes and practices requires the understanding of behaviour change theories and ability to use them in practise (Glanz et al. 1990). Experts of behavioural change identified five different stages or phases of behavioural change (Brug et al. 2005; DiClemente, 2007) (Figure 3).

Figure 3. Five stages of behaviour change

MAINTENACE
sustains behaviour change

ACTION
practices the desired behaviour

PREPARATION
intends to take action

CONTEMPLATION
aware of the problem and the opportunity to change

PRE-CONTEMPLATION
unaware of the problem

(Source: DiClemente, 2007)

First stage is pre-contemplation. In this stage, the individual has no intention to take action within the next 6 months and is generally unaware or under-aware of the problem. Thus, individual attitudes and practices are not influenced by anything. Second is contemplation. The individual intends to take action within the next 6 months. He or she is aware that a problem exists but has not yet made a commitment to take action or have not enough information to change behaviour. Third stage is preparation. The individual intends to take action within the next 30 days and has taken some steps towards changing his own attitude. It is generally accepted that the first three stages are pre action stages in which only informing

appears but no changes. When an individual reaches the fourth stage, he or she takes action. On this stage, the individual changes his or her behaviour for a shorter period of time, usually for less than 6 month. But before being able to maintain his or her new practices looses interest or motivation. The fifth stage is maintenance. In this stage the individual changes his or her attitude or behaviour for more than 6 months and works to prevent relapse and consolidate the gains attained (Brug et al. 2005; DiClemente, 2007). These five stages can be completed with a sixth stage in which the individual has no temptation to relapse and has full confidence in maintaining the change. This stage is the termination, although in many theories it is not accepted as an independent stage.

To achieve lasting behavioural change, individuals must be encouraged to move through each of the stages successfully in order to reach the phase in which they can maintain their new behaviours. To have an effective awareness raising campaign it is necessary to know in which phase our target group is in, and develop the strategy and the message according to their situation.

Robinson (1998) suggested an other approach for long lasting behavioural change and argued that providing the necessary information on a certain issue does not mean that social change will appear. Thus, awareness raising campaign should focus not merely on the provision of information but on providing possible tools to individuals to change attitudes and behaviours. Robinson (1998) believes that in some cases it might happen that individuals already have enough knowledge about a certain problem, however, an obstacle stops them to do what we want them to do, change their attitude. To reach social change Robinson (1998) identified seven different steps:

1. Knowledge – being aware of the problem
2. Desire – imagining a different or another possible future
3. Skills – knowing what to do and how to do to reach that imagined future
4. Optimism – confidence or belief in success
5. Facilitation – possession of the necessary resources and support infrastructure

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6. Stimulation – a stimulus that promotes action

7. Reinforcement – regular communication that reinforce the original message or messages

Robinson (1998) argues that each step is an obstacle that has to be overcome with the use of effective communication and education. His theory is often called the Seven Doors approach due to the fact that he visualized the steps as doors that has to be opened during the process of awareness raising in order to achieve social change (Figure 4).

Figure 4. The Seven Doors approach to reach behavioural change
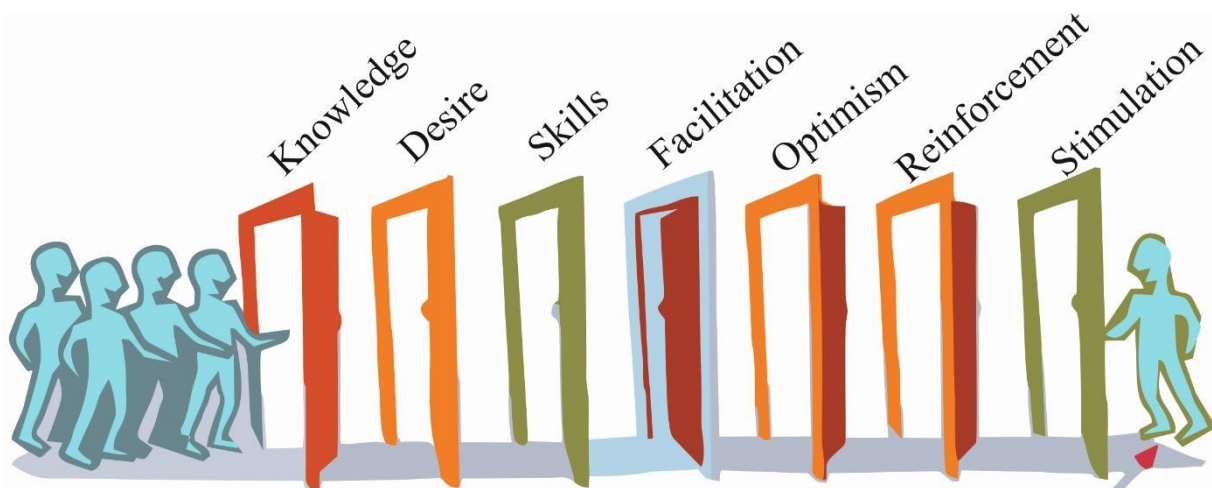
(Source: Robinson, 1998)

In this section, a general overview of awareness raising has been provided. It is important to know that communication is not as easy as it is considered in daily life. There are some critical factors on which special emphasize should be put to improve the effectiveness of our communication on a certain topic. Although, as some scientists claim, communication will always fail, but with careful planning and the right communication it is possible to eliminate misunderstandings and misinterpretation up to a point. Furthermore, as the outcome of our

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public awareness raising campaign is to change in social behaviours, attitudes and practices, it is also important to note how changes in social behaviour can be achieved. It is not a simple result of informing and communication with individuals, but it is the outcome of hard campaigns with constant monitoring and feedbacks from the target group. To conclude, public awareness raising is a difficult process but mindful strategies and plans can help us reaching our goals set before the campaign.

Take away message:

- Awareness raising is a process in which the initiators of a project aims to raise awareness in a certain topic and attempts to inform individuals, a community or the society.

- Awareness raising campaigns aim to shape the target groups attitudes, behaviours and beliefs towards a topic.

- The general goal of the awareness raising process is to stimulate positive changes on individual or community level

- Communication is difficult, loss of information happens constantly

- If the awareness raising campaign aims to change behaviours, informing individuals is not enough, they have to learn the new behaviours with the help of campaigners, and should be motivated and encouraged to maintain their new habits.

3. **Planning public awareness raising**

In the previous section it has been demonstrated that starting even a simple awareness raising campaign with seemingly simple messages can become challenging project. Awareness raising projects are complex and thus requiring detailed planning, coordination and management. Most of the campaigns involve various target groups, objectives and approaches, sometimes tight deadlines and strict financial policy. That is why detailed planning of the campaign is fundamental for the success of the awareness raising campaign.

In a campaign the initiator might communicate one central message or several closely related messages that support the key message. Communication strategies usually take place within a defined period of time, depending on the target group and the issue which we intend to communicate. For example in Australia the government runs skin cancer awareness raising campaigns. Their target group is the general population of the country, but the time period when they run their campaign is the summer season because of obvious reasons. Thus, it is easy to understand that campaigns always have a timeframe within they operate (Sayers, 2006).

An effective public awareness raising campaign has four fundamental components:

1. Message – Campaigners must define the campaign goal and central message
2. Audience – Campaigners are required to explore the target group(s)
3. Strategy – Campaigners must to test the materials and approaches used in the campaign and revise it for further correction
4. Timing – All campaigns have a timeframe, implementation should be according to the plan (Sayers, 2006).

During the planning of the awareness raising campaign decision makers and stakeholders should gather together to have a negotiation and decide about certain issues related to the strategy. It is important to find possible answers for some simple questions on the beginnings. The answers to these basic questions will help to create the fundaments of the initiated public awareness raising campaign.

Starting questions for an effective awareness raising campaign plan:

1. What will be the central message of the campaign?
2. What are the main goals of the campaign?
3. Who is the target group of our campaign?
4. What is the geographical scope of the campaign?
5. On which scale the campaign should operate, local, regional or national?
6. How many people do we want to reach with our campaign?
7. What kind of communication strategy will be the most effective for reaching the target group?
8. How much information should be provided to support our message?
9. Is public involvement necessary to ensure success? How they should be involved?
10. How much influence does the target group want on the campaign?
11. What is the timeframe of the project?

In the followings of this chapter, few key steps of creating a successful campaign will be detailed (Figure 5). The chapter aims to provide a general guidance on how to plan a public awareness raising campaign.

4. **Step one: Defining the overall purpose, objectives and outcomes of the campaign**

When planning a public awareness raising campaign, it is helpful to start with the clarification of the overall objective of the campaign. The initiators of the campaign have to define the core issue or the problem and reasons why they start the communication campaign. To define the purpose and objective of a general marketing or promotion campaign might be quite easy. In this case the general objectives are related to economic benefits. While other more targeted campaigns might focus on the increase in the sale of a certain product. This latter one is more specific and can be quantified. Thus, two types of campaign objectives can be identified, general and specific objectives. For example, in the case of this project a general goal is the awareness raising of the wider public and youth about the research and development

infrastructures and their scientific results. While a specific target would be the better involvement of the youth – especially those within a defined age group – in the application and use of the knowledge produced by these facilities.

Figure 5. Guiding steps to create a successful public awareness raising campaign

1. Define purpose, objectives and outcomes

2. Identify the audience

3. Decide on the key message

4. Select actions

5. Select tools

6. Develop a plan

7. Evaluate and monitor
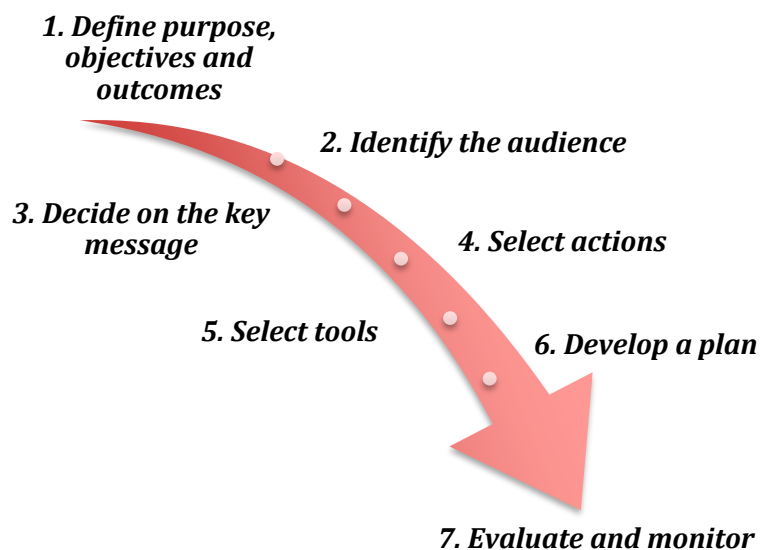
(Source: The City of Red Deer, 2006)

It is also helpful to define smaller objectives at the beginnings. This helps initiators to break down the project into smaller, more manageable tasks, instead of struggling with the project as a whole.

Finally, it also has to be clarified what will be the results or the outcomes at the end and what we would like to see to change. These end results in many cases do not need to be so specific at the beginnings, rather broad goals are recommended. However, it might depend on the requirements of the organization or on the project itself (The City of Red Deer, 2006).

5. **Step two: Identify the audience**

Public awareness raising campaigns are generally the most successful if they are designed and planned with a specific audience in mind. Sometimes the target group or groups will be identified by their membership in a particular age group and sometimes by special interests or problems. It is also important to keep in mind that different groups require different approaches. While people with hearing or seeing problems should be targeted with the consideration of their special needs, youth should be targeted with different approaches.

When planning the awareness raising campaign, it is necessary to be informed about the community which we aim to reach with our campaign. In some cases, detailed information is required, in other cases the general overview of the target group and their interests are already enough. The information we might gather about the target group ranges from the age and gender of people included in the target group; the social, cultural and political context in which they live; to the economic standing and educational level of them. In some certain situations it is necessary to know their language as well. For example, different language and approach is needed when the target group is the youth or academics, political decision makers or immigrants (The City of Red Deer, 2006). Thus, approaches should be chosen according to the needs of the target groups.

Gathering information on certain target groups in greater detail might include researches. A research on the target group should include the overview of their social and demographic status. If we strictly focus on demographics, it is possible to differentiate singles, married couple, divorced, families with children, couples with children, young adults, teenagers, seniors and others. It might be also important to explore the cultural, religious and political issues related to the target group, since these factors have impact on their interests towards a certain issue. Identifying the needs, available resources, potential barriers and enablers existing within the target group might benefit the research as well. For example, it is possible to explore whether a target group is motivated or not to be informed about a certain topic. If the members of the group are motivated there is no need for stimulating the engagement of

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them to the campaign. But their motivation can be known only after researching the target group. For example, it is easier to engage the youth with the work of RI facilities if we target those that participate and are active in special clubs or courses, while those who are less involved in these activities need motivation. It is also important to keep in mind that attitudes, motivations might change with time, individuals being interested in our topic might loose interest later.

Research on target groups falls in to two categories: primary and secondary research (Babbie, 2011). Researches can be qualitative and quantitative depending on the methods and tools which are used to gather information and data from the researched subject. Primary research involves collecting or generating data directly from the population that we examine, usually with the use of interviews, surveys, observations and other research methods. A research is secondary when a previously completed research provides information for the researchers. For example, the use of census data, government released data, published research reports and other databases are all means for carrying out a secondary research. For example, to gather information about students interests, conducting interviews with their teachers or asking them personally might be good approaches.

Depending on the campaign, it might be also necessary to identify primary and secondary audiences. In some certain cases, secondary target groups can be crucial to be able to communicate with the primary target group. For example, in educating the parents about an issue might be difficult if they do not visit those places that we are using for facilitating the awareness raising campaign. To put simply, they do not visit the library while we intend to popularize reading through engaging people with the activities of libraries. In this cases, the involvement of a secondary target group, their children might help us to reach the primary group. Scholars have documented that children share knowledge with their parents, therefore children are effective message or information carriers (Basdevant, et al. 1999). In health promotion campaigns we might target the general population. It is documented that those people who do garden in their free time have better health condition and also promote healthy

lifestyles at home. Thus, the involvement of gardeners to the campaign as a secondary target group might facilitate the campaign and help to reach and inform family members about healthy lifestyles (Zick, et al. 2013). In the case of involving students to RI facilities a secondary group can be the motivated students and the primary target those students who are less motivated. The already motivated group might help us to involve less motivated with sharing their stories with them or convincing them to participate. Thus, with the help of secondary groups, the primary groups can be reached as well, although sometimes it is challenging to find who can be a useful secondary group (The City of Red Deer, 2006).

Research on the target group can include also the discovering of the needs of the community and the identification of specific challenges or issues that has to be addressed. It is important to discover the potential obstacles to success such as the limited internet access or low level of internet use of individuals, or the geographical remoteness of individuals. It is always beneficial to explore potential enablers that help to reach effectively our target group and discover the available resources in the community which we can mobilize during the campaign. For example, in traditional societies finding and convincing a community leader might have a positive effect on the campaign and help to make it successful.

6. **Step three: Decide on your key message**

Designers of effective public awareness raising campaigns identify one or two key messages that they intend to communicate to the selected target groups. Once the initiators of the campaign decided on the overall purpose of the campaign and identified the key target groups that they intend to address with their communication, the key message of the campaign should be designed. Later, the entire plan will be organized around the core message.

Special attention has to be paid for defining the message of the campaign. Initiators of the campaign should decide whether they intend to inform, influence or persuade the target group. Usually it is not merely informing, since it is the least successful way to reach changes in behaviours. It is also important to decide on the tone of the message; the message will be

serious or humorous? The tone used in the message triggers various emotions which have an effect on the fact how and how much the target group remembers to the received message. For example, in the case of public health messages it is important to decide whether the campaign focuses on prevention – influencing behaviours – or on curing – persuading people to engage with healthcare facilities (The City of Red Deer, 2006).

It is necessary to keep in mind that an effective message should have a certain level of personalisation. It has to reflect to the person – as us, our, me –, or raise the questions in the individuals that why is it important to him? How does it affect him? What action can he do? Personalisation brings attention from individuals and increases their engagement with the issue, thus contributing to the success of the campaign.

When designing the message, it is necessary to have little space for linguistic or cultural misunderstanding. To avoid complications it is useful to pre-test the message with the use of focus groups comprised of people representing the general target group (Sayers, 2006). The use of focus groups might inform us in advance on possible misunderstandings and helps to increase the effectiveness of the message.

Usually campaign messages have limited geographical reach. The campaign might be relevant only in a certain city, region or a country, but rarely in the combination of these different geographical areas. It might be because the key message is related to a specific geographical area, for example initiators of the campaign intend to better involve local students to the work of research facilities.

In many cases the language or the cultural context means a significant barrier for the understanding of the message as well. Language differences might also result in not translatable messages or messages that can be translated only with the loss of information. A company or an NGO might have a slogan which they use in a certain country effectively but in another it cannot be implemented due to language differences, thus a new message has to be created.

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The most effective awareness raising messages are typically short, simple, flexible and memorable. They should be also fresh and novel to ensure that people notice the message and react to them. For example, slogans are short phrases used in advertising or in politics and designed to be flexible and memorable. As the Stevenson (2010) defines, slogans are short and striking or memorable phrases used mostly in advertising. This definition captures the nature of slogans, notably they are short, memorable and striking or impressive. Furthermore, slogans are usually re-used to reinforce the same message within the target group.

Two distinct types of messages can be defined: awareness and action messages. Awareness messages provide general information about a certain issue and aim to inform and educate target groups and support their behaviour change. While action messages describe in details what kind of actions or new practices people should take to adopt particular behaviours and attitudes. For example, the aftermath of the 2004 Tsunami demonstrated the importance of action messages. A tsunami early warning system has been implemented by 2005, however some scholars emphasized that providing information about the arrival of a tsunami would be ineffective without informing people in the coastal areas how to respond to such a situation (New Scientist, 2005). Thus, the combination of awareness and action messages are necessary in many cases to have an effective awareness raising campaign and reach the desired outcome.

It is important to keep in mind that messages should be designed to be positive focusing on the opportunities provided by the new behaviour rather than on the risks and sanctions associated with the practices. If a message emphasizes the sanctions an individual has to take than it is likely that the campaign will fail because individuals will not change their behaviours. How our attitudes towards eco-friendly living and lifestyles would change if we need to resign from many of the assets which makes our lives convenient?

Having trustworthy or good information is critical to the credibility of the awareness raising campaigns. Good information confirms the importance of both awareness and action messages and emphasizes the reliability of the messages and suggested behaviours.

Information or the central message of the campaign might be backed up with the use of statistics, fact sheets, research results or quotes from individuals affected by the core issues. The right information that carries the message is the combination of the above mentioned information sources. However using too many facts might decrease the interest of individuals targeted by the campaign and the message would loose the personal character.

Awareness raising campaigns and their messages are often overlooked or ignored by the target groups. It is the result of the modern society in which individuals are showing signs of information overload (Rogers et al. 2013) and a phenomenon called attentional blink (Ward et al. 1997; Shen – Mondor, 2006). Attentional blink is a phenomenon that reflects the temporal costs in allocating selective attention or simply when the brain is blinded for a short period of time when something catches its attention. It is estimated that people receiving up to 3500 messages daily (Sayers, 2006). For those who are planning an awareness raising campaign they have to keep this fact in mind. But no need to give up the entire campaign.

There are various possible ways to overcome this problem and to navigate our message among other information and ensure that it is going to reach the target group. The first crucial thing to overcome the overload of information is to provide quality information. It has been already discussed that effective messages provide quality information from the right information sources. It is also important to avoid the overload of information; quality should be over quantity. The improvement of the message might be done with the incorporation of case studies, personal stories or recommendations from people, often presented in their own words. Personal communication helps the audience to feel more connected to the message or the issue of the campaign and also helps them to realize the significance of that message in their own lives (Sayers, 2006). Thus, the combination of quality information and personalisation might help our message to reach the target group in the sea of information masses.

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7. **Step four: Select actions and activities**

After the goal and objectives of the campaign has been set, the target group was identified and the key message was declared it is necessary to select the activities with which the initiators will ensure the success of the campaign. To decide what actions would make sense in the campaign firstly a brainstorming activity should be done to generate a lots of ideas. It is also helpful to consider adapting useful actions from other awareness raising campaigns that were done recently in the area of the campaign. This might help in implementing those actions that are effective.

Once a lots of ideas were generated, it is important to consider which actions would fit the best to the chosen target group and would support or communicate the best way the defined message. It is important to synchronize the activates with the available material, immaterial and financial resources and budgets. Besides, effective actions or activities motivate the people that work on them, thus it is advised to choose those activities that the workers want and consider as entertaining. Motivated employees work better on the activity and it might have the outcome of better engagement of the target group with these activities.

8. **Step five: Selection of communication tools**

There are a variety of communication tools that are available and can help to us to reach the target group with our message. Depending on the audience the use of one or several communication tools may be the most effective.

In this subsection detailed overview of available communication tools will not be provided. The overview of possible communication channel will be discussed separately in the 5th chapter.

9. **Step six: Develop a plan**

In a plan for a public awareness raising campaign it has to be decided who will do what and when. The project has to be broken down to small easily doable tasks and required things has

to be listed. It is necessary to be as specific as it is possible to be able to monitor what has been done and what will be done.

Using a planning template

- Name or give a title to the campaign.

- Appoint the campaign coordinators.

- Define the scope of the campaign. Including issues to be addressed, the focus of the campaign and have a short summary of the main purpose.

- Define the desired goals and objectives. Focusing on changes in awareness and behaviours.

- Define the central message.

- Define the target group. Usually the primary group but in some cases the secondary groups as well. Crucial to describe them in details.

- Build a communication strategy. Decide about the approaches and techniques to be used for communicating the message.

- Campaign management. Include budget and resources, timeframe and responsibilities.

- Monitoring and evaluation.

10. **Step seven: Evaluate and monitor**

Planning an awareness raising campaign can not miss monitoring and evaluation. It is not possible to demonstrate the effectiveness or success of a campaign without monitoring and evaluation of the outcomes. This also means, we can only evaluate if we know what is the situation right now and what we would like to reach in the future, simply we intend to get from point A to point B. In long term, monitoring also should include further dates to verify

whether the changed behaviour or practice is maintained in long-term or not. This stage might be called point C. It is also important to note, that evaluation should be built in the project from the beginnings and constant feedbacks should be gathered during the awareness raising campaign to make necessary corrections. This means that indicators of success should be used.

The general expectations from the evaluation that it has to provide information that is credible and useful. It has to inform decision makers about the success of the project and enable outsider stakeholders to get informed about the outcome of the project. Therefore, an evaluation should be systematic and evidence based, should contribute to the formulation of clear consequences for future practices and enable continuous learning improvement and development (OECD – Development Centre, 2008).

Figure 6. The evaluation cycle

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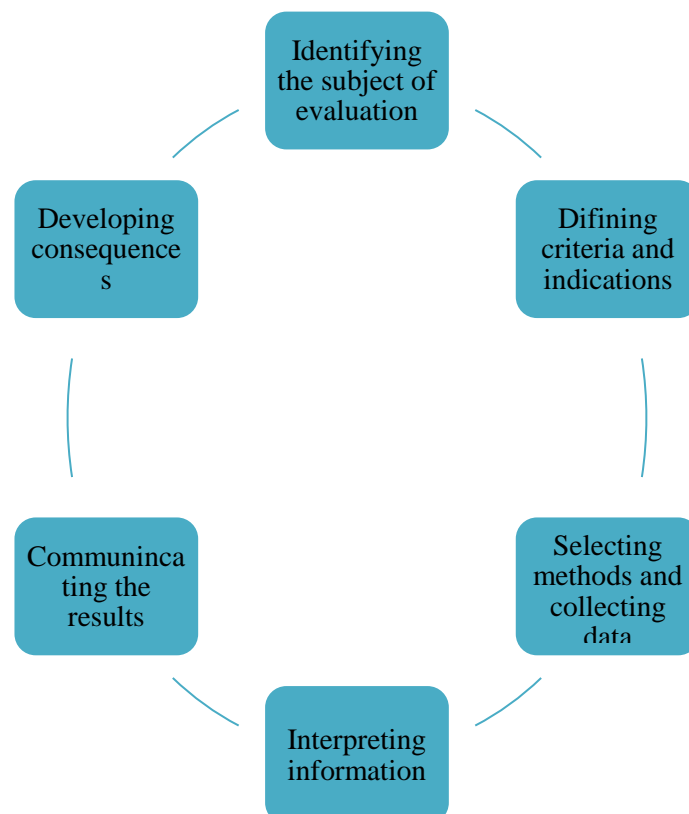
(Source: Stufflebeam – Shinkfield, 2007)

The basic rules of evaluation are straightforward. As it was already mentioned the most basic component of a credible evaluation process is that it is systematic and thorough. The evaluation can consider the entire work, but it is more suggested to focus on specific questions. After the closer area of evaluation has been identified, criteria and indicators should be used to measure outcomes. Criteria answers to the evaluation question that was asked, while indicators demonstrate whether the criteria have been met or not. The next step is to choose the adequate methodology that will enable the evaluators to investigate the evaluation question and collect data. It is not always necessary to collect new data, usually there are – although sometimes limited – data from the work process as well that might be sufficient to answer the key evaluation questions. It is also useful to integrate data collection process into the daily work. Existing or generated data should be interpreted and evaluated according to the evaluation criteria. The last step is the communication and discussion of results. This last phase sometimes is the most neglected part of evaluation process. However, it is crucial since informing of stakeholders about the success of the campaign is a must, besides the discussion might mean useful feedbacks for future campaign activities. Thus, evaluation process might be understood as a cyclic process (Figure 6) which always have suggestions and consequences for next activities (OECD – Development Centre, 2008).

A key challenge related to the evaluation process is the issue of self-evaluation. Self-evaluation is carried out by those who were responsible for the implementation and management of the entire project. This approach might raise tensions between objectivity and subjectivity of the evaluation process due to obvious reasons. Although, self-evaluation might be acceptable in various cases, depending on the organisation, activity and purpose of the evaluation. In many cases, it is suggested to rather combine self-evaluation with external evaluation to get advantages from both approaches and limit the disadvantages or questions related to reliability.

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The key advantage of self-evaluation is the fact that objectives of the project and the evaluation of the process are decided by actors within the company, thus they are well-aware of the project itself. An evaluation carried out within the organisation has the advantage of providing new stimulus for the project and easy implementation of the recommendations as well. However, there is the constant risk that the self-evaluation process is going to be subjective which means the biggest disadvantage of the approach. In smaller organisations the low level of available capacity means a barrier in the self-evaluation process. In other cases, the lack of professional knowledge means an obstacle as well, thus personal trainings are needed to be able to carry out before the evaluation to reach higher proficiency and greater objectivity (OECD – Development Centre, 2008).

In the case of external evaluation, the first advantage is the fact that the evaluator has greater objectivity on the outcomes. As an outsider, he might have a different perspective that helps to generate useful thoughts and conclusions. On the other hand, it might happen that the evaluator might not be familiar with certain methods related to a particular approach of the project. Another disadvantage is the fact that evaluators have to be provided by the necessary information, which takes time from the organisation in which self-evaluation would be possible. Problems may rise after the evaluator leaves because it might be complicated to follow up with his logics on the results and conclusions. That is why, it is advised in many cases to use the mixture of the two approaches in the evaluation process.

In this chapter, we have focused on how to plan an effective awareness raising campaign. A careful strategy includes the objective of the campaign and the desired outcome. It is also important to think through how the desired outcome will be reach. Thus, detailed planning of the message and the defining of the target group which we intend to inform should be done. Effective messages are short, catchy and share many similarities to slogans from marketing and advertising. Although, in every case basic information about the target group should be gathered to be able to create a message that fits to them the most. After the communication

started it is also necessary to monitor the entire process to make corrections if the project is not effective or does not reach the target. Once the campaign is over, evaluation of its success should be done with the use of certain indicators.

> Take away message:
>
> - An awareness raising campaign consists of four elements: the message, the audience, the strategy and timing
>
> - Setting clear goals and desired outcomes on the beginning is a must
>
> - It is necessary to be informed of the target group, in some cases the involvement of a secondary group facilitates the campaign
>
> - A good message is simple, short, memorable, personal, fresh, positive, credible, striking and leaves no space for misunderstanding
>
> - Messages can be awareness and action messages
>
> - Campaigns should include various tools and approaches
>
> - Evaluation and monitoring form the beginnings to have constant feedback

11. **Approaches to awareness raising**

A communication strategy provides information about the campaign message, stimulate discussion and information sharing and inspire local innovations related to the campaign issue. The choice of mix of approaches in our communication strategy will be guided by a number of considerations, including the extent of reach aimed at the awareness raising campaign, the complexity of the message, our knowledge of the target group, the availability of communication infrastructure and resources. Those planning an awareness-raising campaign for the first time may be surprised by the variety of potential approaches and techniques available to them. There is certainly no lack of choice when it comes to preparing a communications strategy. The Internet constantly provides new opportunities for marketing, for example the rapid growth of blogs, vlogs, social media and various other interfaces.

The more commonly used approaches can be grouped into five categories, with each describing its primary approach or emphasis:

- Personal communication;

- Mass communication;

- Education;

- Public Relations (PR);

- Advocacy

Before detailing each of the communication approaches, it is important to note that most of them benefit from the use of physical, visual or auditory supporters. The use of photos or drawings, soundtracks and videos each make the message more understandable, interactive and increase the effectiveness of the campaign. It is also facilitate the success of the campaign if those who already adopted necessary behaviours will get a reward, thus encouraging them and others to participate. To summarize, an effective communication strategy incorporates a mix of one or two approaches from at least three of the five categories.

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12. Personal communication

Social marketers already emphasized the importance of personal approach and claim that it is often the most effective means of selling a good idea. Personal communication helps the audience or the target group to feel more connected with the message of the campaign and help them to understand the significance of that message in relation to their life or work.

Personal communication might include various channels to communicate:

- community and stakeholder meetings,

- public forums, presentations and workshops,

- social events,

- in societies and cultures where oral traditions dominate role plays and performances,

- word of mouth - person to person.

13. Mass communication

While personal communication tends to be the most effective means of raising awareness of issues in smaller communities, it is not always the most efficient strategy for communicating a message to the broad society. To achieve this, we must rely on mass communication through the 'mass media'.

Consciously or unconsciously, people are often influenced by mass media, such as persuading the media to use a particular product or indirectly persuaded to support a particular political ideology or political party. In connection with this matter, there are some contemporary theories related to the influence of mass communication which has been classified into four sections, namely:

- Individual Differences Theory: According to this theory an individual's character is influenced by the media, but the outcome of the influence is various and depends on the certain individual.

- Social Categorization Theory: Social classification is based on income level, gender, education, residence, religion and other. This theory explains that people who share certain characteristics or belong to the same social group will perform the same attitudes towards an issue. This affects their responses to receive the messages transmitted in the mass media.

- Theory of Social Relations: Most of the people receiving the messages transmitted in the media obtain information through relationships or contacts with others rather than receiving directly from the mass media. Interpersonal relationships have a strong influence on the delivery of information by the media.

- Theory of Cultural Norms: The message conveyed by the mass media in certain ways can lead to different interpretations by the public in accordance with the culture. This implies that the media influence individual attitudes and cultural norms as well. First, the information conveyed can strengthen the cultural patterns prevailing and convinces people that cultural norm is still valid and must be obeyed. Second, the mass media might create a new culture that can improve the old one. Third, mass media can change the cultural norms that already exists and are valid for a long time (Paul, et al. 2013).

To summarize, mass media theories claim some controversial thoughts, for example that individual might understand messages differently but attitudes of certain social groups might be similar. Despite this incoherence, it is important to note that mass media effects directly and indirectly the society, thus our message might reach people that did not engage with our campaign directly. However, it might mean that indirect channels will transform the core message of the campaign, although campaigners have little influence on this issue. It is also important to mention that mass media has the potential to set new cultural norms, which is usually the main target of awareness raising campaigns, namely to change social behaviours and practices.

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Examples of mass media communication include:

- printed materials - for example billboards, brochures, cartoons, comics, pamphlets, posters and resource books,

- audiovisual resources - for example videos,

- websites, email discussion lists, blogs and vlogs,

- media interviews, feature articles and announcements in newspapers, magazines and electronic publications accessible online,

Although, for several decades the most popular media platform for people was television, there were signs already in the late 2000s that internet is going to take over television as the biggest advertising sector (Sweney, 2009). As a result, communication platforms and the nature of mass communication has changed and technological innovations create new channels to share messages with people. Innovation have the potential to support to greater awareness raising campaigns, since geographical remoteness is not a barrier any longer.

14. Education

Raising awareness about an issue or topic does not necessarily lead to long lasting changes in behaviours and beliefs. To achieve long-term benefits it is necessary to consider how to provide our target group with the right skills and incentives to change their behaviour and attitude towards the issue which we promote.

There are several common approaches to education in awareness-raising. These include the followings:

- train the trainer workshops and programs,
- formal and informal educational programs presented in local education centres,
- enhanced information literacy skills, which enable individuals to find use for the provided information within their communities,
- permanent and travelling exhibitions and collections,
- training in presentation and media skills.

Two types of education are relevant to awareness-raising campaigns:

1. Formal education - content and skills that are included in school curricula and taught in the context of local issues and needs.

2. Informal education - workshops, presentations and other approaches designed primarily to impart information and skills to adults

15. Public Relations

Public Relations or 'PR' deals broadly with activities designed to establish and maintain the reputation or credibility of the awareness-raising campaign. PR is described as "the planned and sustained effort to establish and maintain goodwill and mutual understanding between an organisation [awareness raising campaign] and its publics.

Examples of useful PR might include regular briefings for the media on the progress of the campaign and stakeholder meetings for government agencies and other organisations involved with facilitating and supporting the campaign. Celebrity spokespeople will often provide very effective PR opportunities.

16. Advocacy

Advocacy and lobbying efforts are often overlooked when planning awareness-raising campaigns but can be crucial to ensure the ongoing support from governments and civil organisations.

Examples of advocacy and lobbying include:

- forming strategic alliances and partnerships with government, civil society and commercial organisations,

- meeting with politicians at all levels of government but focusing on ministers and other officials with the authority and power to provide resources,

- cultivating political 'champions',

17. Defining and avoiding propaganda

Propaganda in its purest form is simple an information that is spread for the purpose of promoting some cause (Sayers, 2006). It is a specific type of message that aims to influence opinions and behaviours of people, rather than providing information. It is usually embedded in political debates.

However, it is important to note few things about propaganda. In the twentieth century, the term propaganda has been associated with a manipulative approach, but historically it was a neutral descriptive term (Smith, 2016). Even today, the term propaganda has neutral or sometimes even positive connotation in various cultures. For example in Spanish speaking countries of South-America it is agreed that propaganda is associated with advertising and is not interpreted in a negative way like in North America or in Europe.

Despite these regional differences it is generally understood to be about the spread of false or misleading information. The message itself does not need to be always untrue to identify it as a propaganda, but it is enough if many facts and information is presented in a way that might mislead individuals. Propaganda aims to influence attitudes and behaviours rather than communicating information and help the society to understand a certain issue better. They key difference between propaganda and other messages that it tries to evoke strong and irrational emotional reaction from the receiver through mis-information and prejudices.

To avoid propaganda in awareness raising campaign, it is important to describe few of its characteristics. Propaganda uses the following common techniques:

- Exploitation of fear or mistrust
- Constantly repeating mis-information
- Dichotomy of choices – there is no middle ground for compromise
- Direct instructions for action
- Generalisation and oversimplification
- False rationalisation
- Utilization of negative stereotypes

In this chapter, an overview of possible approaches to public awareness raising has been provided. Key communication approaches are personal and mass communication, education, PR and advocacy. An effective campaign combines few of these approaches. The chapter also put an emphasize on avoiding propaganda, which in many cases shares similarities with awareness raising, however, it differs significantly in the desired outcomes and used tools.

Take away message:

- Awareness raising campaigns might choose from several approaches to reach their overall goal

- Most common approaches are personal and mass communication, education, public relations (PR) and advocacy

- While running a campaign, it is important avoid propaganda

18. **Tools**

To fully understand the importance of adoption of awareness rising tools it is necessary to be aware of what technologies are available for adoption currently and what technologies will be available in the future to disseminate visitor centres (we should not to forget about the different channels and needs of different target groups).

A literature review of the trade and academic literature was undertaken to develop a list of technologies which were currently available, used or emerging.

Before describing general communication tools, it is necessary to clarify few things related to awareness raising. Initiators of the campaign should decide which tools are most likely to appeal to the target group; which tools offer the best result for a reasonable money for the actual project; which tools the organisation can afford; does the organisation have an expertise that might make the product look professional? If not, can the organisation afford to hire someone for doing the professional job?

19. **Local newspaper**

Local newspaper has an important role in informing local residents about things going on in their town, part of the town (district), city centre, etc. especially when it comes to daily or weekly newspapers, information quickly spread around. If an awareness raising campaign focuses on the local community, local newspaper might be one of the best choice for sharing idea, and try to get in touch with the target group. It is helpful to interact with local reporters or to organize a press conference to present your campaign and the purpose of it to the wider community. While news is spreading, people will read, acquaint themselves, talk about, think and maybe you will soon come across supporters and see the first steps done towards your goal. Unfortunately, it has the disadvantage of not reaching the younger population, however it is an effective tool to contact and convince the elderly to participate in the awareness raising campaign.

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Awareness raising can be done through the implementation of paid advertisements in the paper or interviews carried out with the member of the target group to personalize the campaign for other members of the group.

1.1. **Posters and Brochures**

Distributing information through brochures, flyers, and posters can be an effective strategy for communicating with a number of people quickly and can be used, especially to target specific neighbourhoods or populations (for example, using posters in high schools to communicate with teenagers). While these methods have severe space limitations, this can aid research partners in creating concise, easy-to-understand text that will communicate research findings with a broad population. Brochures and posters might be useful tools to promote particular programs or activates related to the awareness raising campaign. Posters have the advantage of targeting the right community if they are placed in places often visited by the youth or other social groups. If the target group is the general society, posters should be places in central locations or on public transportation (in form of advertisements). On the contrary, brochures have the disadvantage of not being selective.

2. **Stickers**

An alternative way of promoting events and raising community awareness might be the distribution of self-adhesive stickers. These guerrilla campaigns might be great tools for reaching specific target groups, for example stickers are good channels for communicating with the youth and subculture groups – greens, musicians, and others. Stickers promote awareness raising through the presentation some facts and key information on the topic or spreading the slogan of the campaign. They might be tools also for promoting the website address of the project.

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3. **Presentation and public/community events**

Community events are great interactive tools to increase the success of the awareness raising campaign. Presentations are be useful tools to address target group and explain them the core issue of the awareness raising campaign. Community events also provide the opportunity to have two-way communication with the target group and this ensures feedback from the members and supports the success of the campaign. Community events are great opportunities for encouraging the engagement of the target group with the campaign and through games, quizzes and contests awareness raising can start. Games increase the familiarity of the community with the issue. Successful events might attract more people to the next events and help to community building around the core issue.

4. **Radio and TV**

Radio and television broadcasts might reach a great variety of people from various social, demographic background and from different geographical areas. That is why, radio and TV are really helpful tools if we aim to reach a high number of people regardless to their status. To increase the focus of the project, it is advices to appear with the campaign in local radio talks or TV, through which more specific groups can be reached. Common tools that awareness campaigns use are promotion through paid advertisements, being present in talk shows or in short programs. These communication channels highly increase the visibility of the campaign, and might contribute to engagement of various groups and even supporters.

5. **Webpage**

The Internet is an enabling technology giving centres access to specialised information and communication services, including information/interactive kiosks, email and related communication services.

Information/interactive web-based kiosk are implemented in centres to give clients direct access to information and services directly through Internet technology.

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Email services allow visitors and potential visitors to access the local knowledge and expertise of the visitor centres to supplement the information retrieved from Internet-based services.

6. **Blogs and vlogs**

Blogs and vlogs are regularly updated with news, information and posts related to a certain topic of interest. Blogs can be used effectively to explain the core issue of the awareness raising campaign, but in many cases long texts and scientific language distracts readers. Thus, blogs should focus on key issues, present short facts and start debate. As a place for discussing issues and asking topic related questions, blogs might be useful elements for public awareness raising. Although, blogs are not too effective tools in reaching the youth.

On the other hand, vlogs, video sharing personal sites are popular among the youth. Communication seems to be more one way, since followers receive information through the video. A well-illustrated, clever and short, easily understandable and catchy video might spread around the world in few days. Thus, it brings attention to topic in a global scale. Although, vlogs always offer place for commenting or communicating with the uploader of the video, but the main use of vlogs in public awareness raising remains bringing attention to the topic through images and stories.

7. **Social media**

Social media are computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. Social media use web-based technologies, desktop computers and mobile technologies (for example smartphones and tablet computers) to create highly interactive platforms through which individuals, communities and organisations can share, co-create, discuss and modify user-generated content or pre-made content posted online. Social media is now often compared to the Industrial Revolution because of its potential to reorganise society and the way how it operates. It has grown from a tool for connecting with friends and sharing

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photos, into a vibrant personal communication web which is having a great deal of impact on the worlds of individuals. Content in social media is user-generated, data is created through the interactions of individuals (Obar – Wildman, 2015).

For scientists, access to these new forms of media opens various channels of communication that were undreamed of before. Scientific findings can be transmitted around the world immediately. People with shared interests are not limited by time and space.

Social media is an effective tool to reach people. It provides easy opportunities to promote the planned activities, events and core issue of awareness raising by using photos and graphics, initiate debate. It is necessary to correlate social media activity with the activities on ground. Social media faces with information overload as well, thus in this case it is suggested to avoid quantification but emphasize content. It might be helpful to use personal language but it has to be kept short.

Although, for a while social media was labelled as an online space for the younger generation, nowadays it is observed that all social groups are present, regardless to their age. However, differentiation of user groups can be noticed, on certain social media pages only the youth is present.

Social media as a tool for awareness raising has not been verified sufficiently. Target groups might be reach by the content of the campaign, however little is known whether it triggers changes. In many cases the "passive participation" is observed, which means that on social media people tend to show signs of higher level of participation and support, but it is coupled with low level of motivation. Furthermore, sometimes social media is considered not truth worthy, which might decrease the credibility of the entire campaign.

When communicating through social media:

- Don't just talk at people – aim to actively engage with them.
- Ask questions to encourage interaction and discussion.
- Interact with other pages / people (comment, share, retweet).

- Respond politely and respectfully to comments. Sometimes the best is to just ignore.

- Maintain your professionalism. Don't let your emotions rule when posting or responding to comments.

- Use spell check – it only takes a minute.

- Be consistent: check your site regularly and build a cohesive social media presence.

- Don't post sensitive or confidential information – if in doubt leave it out.

Tip for tweeting:

- Keep it short. If you are stuck for space, delete redundant words such as 'very' and try to limit your tweet to 120 characters to allow people room to retweet it.

- Make it easy to read. Watch spelling and grammar, and correct punctuation. Avoid CAPS as it comes across as shouting. Use quote marks if you're quoting.

- Write as if you are writing a newspaper headline. You want to grab people's attention. Use strong, colourful, everyday nouns and verbs. People will be more inclined to retweet your tweet if it is superbly written and grabs attention.

- Rewrite if necessary. If you're linking to a blog post or an article on a website that is not your own, you don't have to use their headline if you think you can write a better one.

- Check your tweets before publishing. Tweets cannot be edited once published, but they can be deleted and rewritten if you notice an error immediately. However, planning before publication and correcting errors in follow-up tweets is better than deleting something which has already been published and seen by your followers.

- Don't just tweet to promote yourself. Tweeting about your own work is great, but constantly overselling yourself will turn people off, and you will become invisible.

- Engage in conversation. Twitter is as much about the conversation you have with others, so don't be afraid to mention others on relevant topics, and to respond to people who interact with you.

- Retweet with careful consideration. You are displaying your editorial judgement to the world, and what you retweet reflects on you.

- Credit others. If you're retweeting someone, credit them for their work – it's common courtesy

- Using hashtags.

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8. **Publications & reports**

No matter what the topic is, a summary of the research findings should be written – even if only for internal use. Results that are meant to produce a formal research paper will have a ready-made document to distribute. Reports or summaries of the report can be shared with other organizations, with government, and with members of the academic community. Reports can be published on the Library's Digital Archive of the local university/ies and can be distributed through the local/regional library/ies. Student researchers or faculty advisors may be able to present the report at conferences or publish the report in an academic journal.

9. **Cooperation agreements**

One of the main tools of the visitor centres to disseminate themselves is to cooperate with other educational institutions. Nowadays, this is the most effective way to raise the youth's awareness for sciences. Visitor centres have various opportunities to cooperate.

Train the trainers. A good opportunity is to train the teachers to collect more practice-oriented curriculums. Keep the practices in RI centres, give some projects to the pupils and let them to use experimental teaching methods. For this reason, train the teachers concepts could be a good option to change the old fashioned and non-effective teaching models and traditions.

Joint to annual school events. Visitor centres can participate on the annual events keep in the local educational institutions where they have the opportunity to show their researches, utilization and influence for the economy development and for daily life.

Experimental teaching/learning. In experiential learning, the student manages their own learning, rather than being told what to do and when to do it. The relationship between student and instructor is different, with the instructor passing much of the responsibility on to the student. The context for learning is different - learning may not take place in the classroom, and there may be no textbooks or academic texts to study. Finally, the curriculum itself may not be clearly identified - the student may have to identify the knowledge they require and then acquire it themselves, reflecting on their learning as they go along.

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This chapter gathered some of the possible tools that can be used during an awareness raising campaign. The chapter aimed only to generate ideas in the initiators of the future campaigns related to the research and development facilities and did not aim to suggest a single set of tools for their campaigns.

Take away message:

- Awareness raising campaigners can choose from various tools – from stickers to twitter – to reach their target group

- We can differentiate traditional (flyers, TV, radio) and modern communication tools (social media, flashmobs, events)

- Technological innovation provides the latest channels to communicate the message of awareness raising campaigns to the target group

- Each of the tools have pros and cons regarding their reach and effectivity

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10. **Awareness raising among the youth**

This roadmap intends to describe the recent trends in youth education, collect and classify existing tools and approached in awareness raising which could be applicable in research and development infrastructures.

Communication with children or the youth should be more careful, since they process information and experiences differently to adults. Particular events that are troubling or traumatic might cause even long term psychological upset if the right approaches and techniques are not used to communicate these issues. In deciding on the appropriate communication approach to the children it is important to take into consideration their age, language abilities, level of schooling and interests. It has to be understood also how children in different ages communicate and what they like to talk about (Sayers, 2006).

Although, communicating with children is complex, there are some golden rules that awareness raising campaigners can follow in developing their communication strategies:

- Keep the message short and simple

- Ensure that the message communicated is honest and transparent

- Provide information content that is appropriate to all ages of children and projects a positive outlook

- Ensure the content contains easily understood examples and help children to visualise the message and describe it to others such as their families and friends

- Never dismiss questions from children, rather questioning should be encourages (Sayers, 2006)

A good example for communicating an issue to children is the following about improving children's awareness about disasters. Talking about disasters is not making children fearful, they are rather more frightened from what is whispered or not discussed as a matter of fact. Let children speak about this issue and try to answer their questions with easy, understandable

information. It is also necessary to keep in mind when you prepare them for the disaster or giving them instructions how to adopt information has to fit to their skills and abilities. Give examples of certain effects of a disaster that could happen in their area. It is also advised to help them to memorize emergency phone numbers.

The main take away messages are the followings for raising awareness among the youth related to the research and development infrastructures:

- In RI learning environment such as the science centre, varieties of exhibits spanning various disciplines are incubators of scientific knowledge and emphasises hands-on exploratory learning.

- Experimental learning - exhibition environment influences a visitor's learning.

- For visitor centres, this translates that we need to focus on the visitor, not on the content of the exhibition.

- Experience is what the science centres should offer.

- If you go to an exhibit only 5% of the visitors read the text, therefore, you need to make the design of the exhibit as explainable as possible and needed to challenge people.

- Rotate exhibitions.

- Engage the visitors in a story being told and have a lasting impact.

- Using special effects.

- Always use mixture of approaches and tools in order to reach wider public.

D 4.3.2 will concentrate on a broader guideline for visitor centres to attract especially youth. The tools and approached identified in recent study will be further elaborated with detailed suggestions for a successfully implemented awareness raising campaign in D 5.3.1.

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Take away message:

- Careful communication is needed with children and youth

- Message should be designed according to their age, level of education and knowledge of the topic

- Good messages are short, simple and honest

- It is also advised to use examples to boost understanding

- When communicating with children, questions should be welcomed, listened and carefully answered.

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11. **Success factors**

This chapter provides a short overview of the features of successful awareness raising campaigns. The overview intends to grasp those factors that might play a key role in the development of successful campaigns and tries to generalize some of the findings.

Key elements for successful awareness raising campaigns can be identified through the overview of campaign planning. Each step of the campaign process has some key factors that needs to be addressed if one intends to have an effective campaign.

1. Planning and monitoring: A successful awareness raising campaign is planned in details, has clear goals and defines the gap between the current and desires situation. Evaluation and monitoring is continuous.

2. Goal setting: Objectives and targets are clear and set in advance. Keep in mind the SMART objectives – specific, measurable, achievable, realistic and timebound.

3. Target audience: Target groups and their needs have to be identified.

4. Message: It should be developed in a way that it captures audience attention, suggests acceptable solutions to solve the problem and motivates the target group.

5. Stakeholder engagement: Partners and networks are identified, and relevant stakeholders are engaged to the campaign – researchers, policy-makers, trainers, media representatives, volunteers and others.

6. Staff motivation: feeling attached to and motivated to do the campaign. Staff have loyalty to the message.

7. Communication channels: Tools and channels are identified to communicate properly the message.

8. Resource management: Material, human and financial resources are identified to support the campaign. It is essential to have plans how to collect additional funding.

9. Multisectoral collaboration: the campaign is integrated into broader initiatives and strategies (Masiuliené, et al. n.d.).

The above listed factors are interconnected. The amount of expertise and number of stakeholders involved in the campaign have significant affect on the campaigns success and influence on the target group. Sustainable resources and monitoring or evaluation contributes to the adaptability of the campaign. Research on the target group helps to find the communication channel that are the best adaptable approach to reach them, thus it increases the success as well (Masiuliené, et al. n.d.). To summarize, factors are interconnected, and this emphasizes the necessity of having a comprehensive approach in planning the awareness raising campaign.

Take away message:

- Successful awareness raising campaigns are:

- Carefully planned and goals are clear,

- Uses the right communication tools and channels for the carefully designed massage,

- Target groups are explored,

- The staff working on the campaign is motivated and have the necessary knowledge,

- and necessary stakeholders and partners are discovered

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12. **Good examples**

13. **Serbia**

The Petnica Science Center in Serbia is a unique, alternative, and future-oriented school founded in 1982 by a group of students seeking to participate in the design of a new model of science education (Figure 7). It seeks out gifted young students and helps them to adopt critical thinking skills, understanding and applying advanced concepts in modern science and technology. Petnica Science Center is a non-government and fully non-profit institution which exists thanks to the support and of a broad group of alumni, friends, organizations, schools and companies from Serbia and abroad.

Figure 7. Petnica Science Center in Valjevo, Serbia

(Source: https://twitter.com/hashtag/petnica)

Petnica research centre deals with awareness raising through various organized programs every year, camps, courses and workshops. These programs are supervised and coordinated by university teachers, researchers and research assistants from Serbia. These annual

educational programs are offered for high-school students and have an annual cycle. First programs are implemented in four complementary groups. New students first attend a week-long winter course with intensive theoretical work (lectures, demonstrations, discussions). Spring courses are shorter and focused on practical training in instrument manipulation, fieldwork, data acquisition and processing (statistics), etc. During the two-week summer science camps the students are free to work on small and sometimes not so small research projects. During this time, they gain precious insight into the real scientific work, including all the difficulties and problems that exist in professional work. Fall courses provide students a chance to meet again, to discuss results, to finalize their papers, and to attend to scientific lectures kept by researchers about their work and presenting the latest news from the expanding boundaries of modern science and technology. Participants who successfully complete their results in the form of science papers are invited to participate at the Petnica Annual Students' Conference, where they have a chance to present their research results to other participants, collaborating teachers and scientists.

In the case of Petnica Research Center, awareness raising was approached through educational and mentoring programs, focused on high school students and early researchers. The programs enable students to engage with the activity of the research center and to get professional help in initiating their own projects. Thus, awareness raising in Petnica is inclusive and focuses on motivated youth who intend to start a scientific carrier.

14. **Hungary**

ELI ALPS Research Institute in Szeged, Hungary participates in a series of events that is initiated by the Commission of the European Union. The event, Researchers Night in many cases labelled as the festival of Science is gaining financial support from European bodies aiming to strengthen the Community's overall competitiveness. They believe that inspiring the youth to participate in scientific activities and encouraging them to set foot on a scientific carrier contributes to the reach of the goal. Researchers Night presents the newest research results, applied tools and the importance and daily life of research and development

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infrastructures to all members of society. From the youngest generation to the oldest, anyone can engage with the programs of the event for free of charge (Figure 8).

Figure 8. A chemical experiment on Researchers Night in Hungary

(Source: https://index.hu/tudomany/2017/09/07/kutatok_ejszakaja_indul_a_regisztracio/)

Researchers night has long traditions in Hungary. It is usually organised at the end of September from early afternoon till late night. This year it is going to be special, since in many places across the country programs will be available on two nights, Friday and Saturday. ELI ALPS Research Institute will join to the events for the first time this year. Detailed program is not available yet, although it is sure that they are going to provide programs related to the agenda of the event. People can expect programs where the institute will present their activity, the used scientific instruments and devices and hold some lectures.

In this case, ELI ALPS engages with awareness raising issues through a nationally organized program which aims to involve people from various age groups. Although, special emphasize

is put on the inclusion of students from elementary, secondary and high schools or universities. The awareness raising aims to educate and inform students through various interactive activities, and aspires to set them on scientific carrier.

15. **Austria**

University of Graz in Austria approaches awareness raising in various ways, from programs for children to knowledge transfer to local enterprises. KBB – Knowledge for businesses in border region was a project operated for 3 years between 2009 and 2012, and managed by the Institute for System Science, Innovation and Sustainability Research at the University of Graz. The main objective of the project was to establish a mechanism to support the development of competitive companies especially small and medium-sized enterprises in the border region between Austria and Slovenia.

The Institute aims to reach its goal with offering suitable methods for transferring technology, training consultants and implementing specific technology transfer projects. The project aimed to bring research and development results into practical use by establishing and identifying networks between relevant institutions and future areas. The main target groups of the project were companies from the border region and researcher. The project organised various events, for example trainings to improve knowledge and technology transfer. It also promoted bilateral cooperation among science centres, the industry and small and medium-sized companies. During the project a partner network has been established which includes all relevant stakeholders related to the topic of knowledge and technology transfer.

KBB approached awareness raising through the improvement of communication and cooperation between market players and research and development infrastructures. It aimed to increase transfer of research results, knowledge and technology towards companies to improve their adaptability. The target group were companies lying on both side of the Austrian-Slovenian border.

In Romania, Casa Experimentelor or the House of Experiments is a notable institution to raise public awareness in relation to research and development results (Figure 9). Casa Experimentelor started its activities in January 2016 and open 7 days a week. It hosts permanent exhibitions of scientific devices. The institute aims to improve education and knowledge by implementing the basic principle of learning by doing. The objectives are to ensure a higher level of education, an increased interest in science and knowledge and to serve as an effective support for education institutions.

The basic concept of Casa Experimentelor is to offer a large range of possibilities for various interactive experiments which can allow visitors to conduct personal experiments of a certain phenomena, explore new situations and raise questions to professionals. This is an opportunity to discover the technology world directly through practical experiments. It leads to an increased interest in the application of the theoretical principles of almost all scientific fields learned in school.

Figure 9. Learning by experiencing in Casa Experimentelor

(Source: https://invatamantsector3.ro/scoala-mihai-botez-la-casa-experimentelor/)

It is estimated that more than 50,000 children, students, teachers, parents and other adults have visited Casa Experimentelor. Since the opening, the institute became a popular destination for residents of Bucharest and for communities from other parts of the country.

Casa Experimentelor is a useful example for raising public awareness. It aims to educate and inform children, students, teachers and various other groups through learning by doing methods. Visitors can learn how to use scientific devices with the help of professionals and control it by their own hands. Interactive learning methods increase the engagement of participants to a certain topic and increases the effectivity of learning. Thus, Casa Experimentelor is a worthy example to consider in scientific communication campaigns.

17. **Croatia**

In Croatia, BLUE – SMART or Blue Education for Sustainable Management of Aquatic Resources is a program run by the Department of Ecology, Agronomy and Aquaculture of University of Zadar. The department cooperates with various civil organisations in the project such as WWF Adria, and private companies like Cromaris. The general objective of BLUE SMART is to create new skills and competences in blue economy sector and increase the employability of current and future workers of the sectors in the wider area of Zadar. The activities that the project will implement address two specific objectives. First, the establishment of a new graduate study "Sustainable Management of Water Ecosystems" at University of Zadar. Second, the designing of a Training Course for the Vocational Education and Training in „Introduction to sustainable aquaculture practices". The reason why the initiative has been lunched is the strong presence of blue economy in Croatia, which needs educated people in the sector.

The project targeted mostly students and young people, but it also put an emphasize in the people already working in the blue economy (Figure 10). Project activities aimed to improve conditions for training new generations of students and experts with appropriate skills needed

in the blue economy. Training of those who already work in the sector will acquire new skills that can be adopted in their daily work.

The project targeted mostly students and young people, but it also put an emphasize in the people already working in the blue economy. Project activities aimed to improve conditions for training new generations of students and experts with appropriate skills needed in the blue economy. Training of those who already work in the sector will acquire new skills that can be adopted in their daily work.

Figure 10. A roundtable meeting on fishery improvement in the University of Zadar

(Source: https://bluesmart.hr/en/downloading_content/press_releases/round_table_on_the_topic_fishery_
improvement_project_for_small_pelagic_fish_in_the_adriatic_held_in_zadar/)

The case of BLUE SMART program initiated by University of Zadar is an example of raising awareness through education programs and trainings. The project aims to increase the knowledge, skills of future and current workers of blue economy.

18. **Czechia**

The Fort of Science is an Interactive Science Centre at Palacky University in Olomouc (Figure 11). According to many people the Science Centre is an oasis of science. It combines the unique atmosphere of the place with the capability to educate and inspire students, children and their parents. The architecturally exceptional building functioned as a depot for the military in the past, however in 2015, the fort transformed to a haven for knowledge, education and science.

The Fort of Science provides numerous interactive and general exhibitions, a digital planetarium, games for increasing knowledge and logics, a giant model of the brain and the eye, a gyroscope to train pilots and astronauts, possibility to carry out experiments in chemistry and science, and organizes various other programmes for schools. Through the programs, the centre aims to introduce new ways of learning to the visitors. Experiments and interactive models are used to show the natural laws and phenomena. It helps the visitors to explore science through practical activities. This makes the centre an ideal place to enrich lectures of physics, biology or geography. Thus, the general aim of popularizing science and boosting knowledge is reached with the implementation of innovative programs.

Figure 11. The fort of Science in Olomouc, Czechia

(Source: http://www.wachal.cz/references/the-fortress-of-knowledge.html)
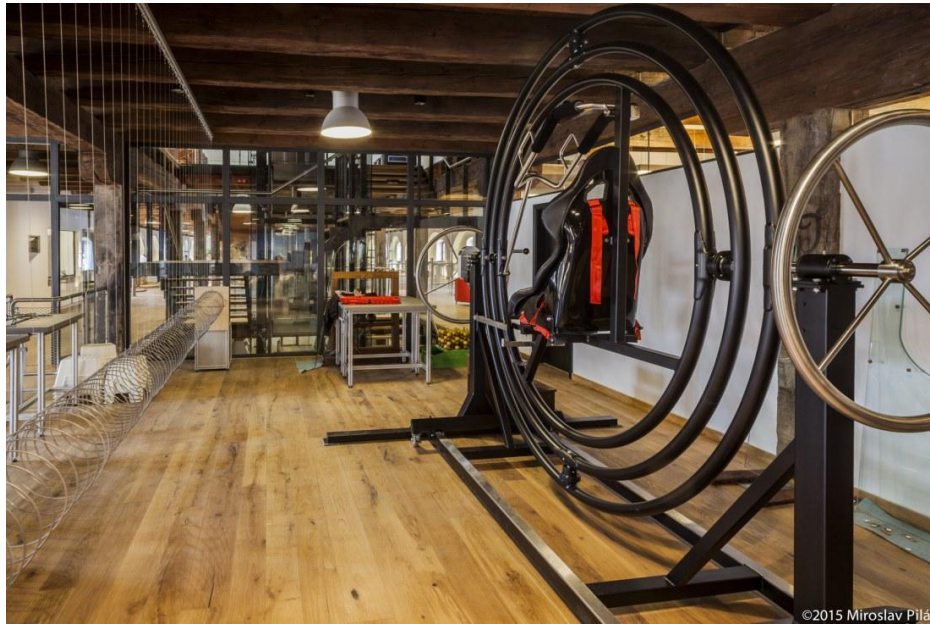
Fort of Science is a remarkable example for raising public awareness. It aims to educate various groups, although it mostly focuses on children, students, teachers. Intends to increase their knowledge by practical methods, basically with the application of learning by doing. These interactive learning methods increase the engagement of participants to a certain topic and increases the effectivity of learning. Thus, Fort of Science is a worthy example to consider in scientific communication and educating campaigns.

18.1.   **Slovenia**

In Slovenia, the Centre of Experiments in Maribor offers an example of educating through involving young children and students from secondary schools to experience science on their own. Like many newly developed science centre, the Centre of Experiments Maribor uses new forms of pedagogical programs to upgrade the knowledge and practical skills of visitors. The centre offers presentations and demonstrations of about 50 experiments from a permanent collection. They are designed to get acquainted with natural sciences from various fields of

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science: physics, mathematics, engineering, chemistry, biology, etc. With the help of the demonstrator, visitors can test experiments on their own.

The initiative performs activities in the field of work with young people, including young people with special needs, for their greater competence and careers, informal education and for other values and contents that are relevant to young people. The institute also works on the promotion of science and knowledge, with special emphasize on natural sciences, modern technologies and the implementation of development, research and innovation activities. The Centre of Experiments Maribor was established for cooperation with youth and children, schools, teachers, youth centres and others who are interested in the promotion of science and knowledge.

The Centre of Experiments Maribor is an example of raising awareness through experimental pedagogy and learning by doing methods. It aims to transfer knowledge to visitors from various fields of science through the active engagement of them in the activities.

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20. **Conclusion**

This guidebook intended to provide an overview of public awareness raising campaigns. It aimed to introduce the reader of this book to the world of awareness raising and overviewed possible ways of planning a campaign, presented some different approaches, applicable tools for campaigners and briefly discussed how to communicate with the youth in a awareness raising campaign. It also summarized some key factors which needs to be met or considered while initiators of public awareness raising campaigns plan the process. Later an example of a science centre has been presented to show how awareness raising could be translated to the aim of this project, which intends to start awareness raising in relation to research and development infrastructures. The main of the paper was to present few ideas related to public awareness raising campaigns, and did not intend to become a guideline for how to do certain awareness raising projects, it rather aimed to become a toolkit to generate discussion on the topic and stimulate new ideas for initiators.

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