



The key features of successful awareness raising campaigns

*Prepared by: Laura Masiulienė
In co-operation with Janet Looney (EIESP)
Hanne Aertgeerts (VUB)
Maurice de Greef (VUB)*



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Table of Contents

1. Introduction	3
2. Methodology	5
3. What are the elements of a successful awareness raising campaign?	6
3.1. Success factors of awareness raising campaigns in meta-reviews or evaluations in adult learning and in health	6
3.1.1. Success factors of awareness raising campaigns in adult learning.	6
3.1.2. Success factors of awareness raising in campaigns in health	9
3. Conclusions and advice on factors for success	12

1. Introduction

Low literacy¹ remains one of the main challenges facing European society. One in five European 15-year-olds and almost one in five adults lack the literacy skills needed to function successfully in a modern society². Literacy is fundamental to human development, social and cultural participation, eradication of poverty, reduction of child mortality, achievement of gender equality and the development of strong democratic societies³. Low literacy skills increase the risk of poverty and social exclusion and limit numerous opportunities for cultural participation, lifelong learning and personal growth⁴. In other words, sufficient literacy skills help people to live full and meaningful lives.

The need to address the challenge of high rates of low literacy is now a key priority at the European level. Among the recent key European responses to the literacy challenges are the following:

1. Council Conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (“ET 2020”)⁵, which set the EU “literacy” target to have less than 15% low-achieving 15-year-olds in reading, mathematics and science by 2020⁶.

2. The EU 2020 Strategy, which set ambitious objectives for smart, inclusive and sustainable growth for the entire European Union and emphasised that young people play an essential role in achieving this. Quality education and training, successful labour market integration and more mobility among young people are key in fully realising the EU’s potential to achieve the Europe 2020 objectives.

3. The EU High Level Group of Experts on Literacy, which was established in 2011 by the European Commission, by invitation of the Council, examined strategies to support literacy through lifelong learning. The Group’s work resulted in a ground-breaking report, in which literacy has been reviewed at EU level for the first time⁷. The report set out proposals for improving literacy for youth and adults, and identifying common success factors in literacy programmes and policy initiatives.

4. The European Literacy Policy Network (ELINET) was established in 2014. It is based on the work of the EU High Level Group of Experts and strives “to improve literacy policies in all member countries, reduce the number of children, young people and adults with low literacy skills in Europe and to support the increase of reading skills and reading for pleasure”⁸.

This report is part of the work of the ELINET network. The report aims to contribute to ELINET’s objectives by providing evidence on success factors of awareness raising campaigns. Initially, the fundraising campaigns were also to be included in this report. However, in our literature we were not able to identify any evaluations of fundraising campaigns; therefore the decision was made to focus only on awareness raising campaigns.

¹ In this report understanding of literacy is in line with its definition provided on the ELINET webpage, i.e. literacy is a multi-layer concept, from baseline literacy to functional and multiple literacy (see more at: <http://www.eli-net.eu/about-us/>)

² EU High Level Group of Experts on Literacy 2012, *Final Report*. Luxembourg: European Commission.

³ *Why literacy is important?* Retrieved <4 March 2015>: <http://www.unesco.org/en/education-ar/themes/learning-throughout-life/literacy/literacy-important/>

⁴ EU High Level Group of Experts on Literacy 2012, *Final Report*. Luxembourg: European Commission.

⁵ European Council. *Conclusions on a strategic framework for European cooperation in education and training ('ET 2020')*, (2009/c 119/02). Official Journal of the European Union.

⁶ European Council. *Conclusions on a strategic framework for European cooperation in education and training ('ET 2020')*, (2009/c 119/02). Official Journal of the European Union.

⁷ EU High Level Group of Experts on Literacy 2012, *Final Report*. Luxembourg: European Commission.

⁸ ELINET Network (2014). *Who we are*. Retrieved <1 April 2015>: <http://www.eli-net.eu/>

Awareness raising campaigns can be defined as organised communication activities which aim to create awareness on particular topics (health, environment, education), behavioural change among the general population and to improve the focus on better outcomes (better health, greater environmental protection, reduced early school leaving)⁹. They often take the form of mass media campaigns¹⁰. Messages can be conveyed through many different channels, such as mass media (television, radio), social media, public relations, events, talks, demonstrations, tours and leaflets. Awareness raising campaigns are recognised as the most efficient and effective means of communicating information especially to the general public¹¹. Still, not all of them are effective in terms of influencing people's beliefs and changing their behaviour. Therefore, in order to establish and develop a successful awareness-raising campaign for low literacy in Europe, it is crucial to know the features of successful campaigns.

This report contributes to deepening this knowledge by bringing together findings from meta-analyses on success factors of awareness raising campaigns in different fields, in particular in adult education and health.

The current report is based on the desk research conducted by the ELINET team 8 for the report "Indicators for evaluation of awareness and fundraising for low literacy in Europe: Research Review"¹². In line with the objectives outlined in the initial Call for a "European Policy Network of National Literacy Organisations" and defined activities, Team 8 earlier reviewed alternative methodologies to evaluate awareness- and fundraising campaign activities. The current report provides a further more in-depth analysis of meta-studies identified during the desk research conducted for the above mentioned report in order to identify and describe more detailed key success factors for awareness raising campaigns.

⁹ Hawkes, C. (2013). *Promoting healthy diets through nutrition education and changes in the food environment: an international review of actions and their effectiveness*. Retrieved <10 March 2015> https://library.uws.edu.au/uws_library/sites/default/files/cite_APA.pdf

¹⁰ Hawkes, C. (2013). *Promoting healthy diets through nutrition education and changes in the food environment: an international review of actions and their effectiveness*. Retrieved <10 March 2015> https://library.uws.edu.au/uws_library/sites/default/files/cite_APA.pdf

¹¹ EIGE, Study on 'Collection of methods, tools and good practices in the field of domestic violence (area D of Beijing Platform for Action)', *Awareness raising*. Retrieved <2 April 2015> <http://eige.europa.eu/sites/default/files/EIGE-DOMESTIC-VIOLENCE-AWARENESS-RAISING.pdf>

¹² Ceneric, I., Looney, J., M., De Greef, M. (2014). *Indicators for evaluation of awareness and fundraising for low literacy in Europe: Research Review*. Cologne: ELINET.

2. Methodology

The sources for the current analysis were identified in an initial desk research phase and reported in “Indicators for evaluation of awareness and fundraising for low literacy in Europe: Research review”¹³. This report described the methodologies and indicators used for evaluation of awareness raising and fundraising activities in a range of fields, such as financial literacy, psychology and health. During the desk research fifty-two relevant studies of awareness raising and fundraising campaigns were identified. Among them, 6 meta-evaluations and / or meta-reviews of various awareness raising campaigns in the fields of adult education and health were identified. All of them were evaluations of numerous awareness raising campaigns. These sources were selected for further in-depth analysis:

1. EC. (2013). *Strategies for improving participation in and awareness of adult learning: European Guide*. Luxembourg, Publications Office of the European Union.
2. Robertson, R. (2008). *Using information to promote healthy behaviours*. King's Fund.
3. Cancer Care Research Centre, University of Stirling and Alliance for Self Care, University of Abertay (2006). A review of the effectiveness of interventions, approaches and models at individual, community and population level that are aimed at changing health outcomes through changing knowledge attitudes and behaviour.
4. Wakefield, M., Loken, B. Hornik R.C. (2010). *Use of mass media campaigns to change health behaviour*. *Lancet* 2010; 376: 1261-71.
5. Hawkes, C. (2013). *Promoting healthy diets through nutrition education and changes in the food environment: an international review of actions and their effectiveness*. Rome: Nutrition Education and Consumer Awareness Group, Food and Agriculture Organization of the United Nations. Retrieved <4 March 2015>, www.fao.org/ag/humannutrition/nutritioneducation/69725/en/
6. Cavill N., Bauman A. (2007). Changing the way people think about health-enhancing physical activity: do mass media campaigns have a role? *Journal of Sports Sciences*, 22:8, 771-790.

¹³ Ceneric, I., Looney, J., M., De Greef, M. (2014). *Indicators for evaluation of awareness and fundraising for low literacy in Europe: Research Review*. Cologne: ELINET.

3. What are the elements of a successful awareness raising campaign?

This chapter provides the overview of the features of successful awareness raising campaigns in meta-studies and meta-evaluations selected for analysis (see chapter 2). Firstly, the success factors of adult education campaigns are presented. Afterwards, the findings from meta-evaluations and / or meta-studies on awareness raising in health are described. The findings of meta-evaluations in adult learning and health fields are presented separately to grasp the differences (if any) on success indicators of awareness raising campaigns. The development of the comprehensive overview of the key success factors identified in many different awareness raising campaigns would help to collect the main key success factors of the awareness raising campaigns identified in the previous research. This summary report, which integrates results from a numerous studies, also provides insights which can be generalised to a large population. Therefore, it would serve as a solid basis to validate findings of further work of the ELINET research team 8 (e.g. insights from case studies).

3.1. Success factors of awareness raising campaigns in meta-reviews or evaluations in adult learning and in health

3.1.1. Success factors of awareness raising campaigns in adult learning

The EC guide on strategies for improving participation in and awareness of adult learning is a comprehensive meta-study, based on the analysis of 16 in-depth case studies of successful campaigns¹⁴. It presents strategies to raise awareness on the importance of adult learning and explores how to make programmes more attractive and accessible for target groups. More precisely, 10 main steps¹⁵ are identified for stakeholders to keep in mind when developing an awareness raising campaign of adult learning. In the table below we provide a brief summary of identified steps from this guide. They not only reflect steps to developing a new awareness-raising campaign on adult learning, as well as features or characteristics it should have in order to be successful.

Table 1: Overview of steps (indicators) for awareness raising based on evaluation of awareness raising in campaigns¹⁶

1. Set objectives
Develop a comprehensive campaign plan, including the clearly defined short-term, long-term and SMART ¹⁷ ¹⁸ objectives. This would help to guarantee to establish initial realistic goals and to develop each promotional activity in a well-paced manner that would work towards the achievement of the objectives. Also, stakeholders are advised to align goals with wider, i.e. national or European level, agendas. In this way the messages of campaigns would resonate more broadly and possibly become more impactful across a wider area. Finally, when setting objectives, it is recommended to develop a corporate identity. It would ease the recognition of a campaign and consistency of its dissemination activities.
2. Identify target groups

¹⁴ EC (2013) Strategies for improving participation in and awareness of adult learning: European Guide. Luxembourg, Publications Office of the European Union.

¹⁵ EC (2013) Strategies for improving participation in and awareness of adult learning: European Guide. Luxembourg, Publications Office of the European Union.

¹⁶ EC (2013) Strategies for improving participation in and awareness of adult learning: European Guide. Luxembourg, Publications Office of the European Union.

¹⁷ SMART = specific, measurable, achievable, realistic, time-bound.

This step emphasizes the importance of exploratory research when developing an awareness raising campaign. It helps to properly identify needs of the target group and to select the most relevant approach to reach and influence their behaviour. Campaign developers are also advised to take account of polarity in views and ensure that disseminators / multipliers, influencers, adult learners and policy makers are included in the campaign. This would help to reach a wider audience. Besides, it is noted that while developing an adult learning strategy target towards marginalised groups, efforts should be first placed on bringing these groups into the fold of mainstream society. Afterwards, the focus could be on their involvement into further education.

3. Identify tools and channels to use

Campaign developers are advised to use all accessible activities, which may encourage adult learners to acquire new skills. Even those activities, which are normally not associated with adult learning, such as dance or cooking, are recommended. Additionally, campaign developers are advised to encourage peer-to-peer learning to provide learners with the motivation to complete the teacher training course and thereby receive compensation. Also teachers who were learners themselves would be more aware of the obstacles faced by learners and could adjust the learning process in a more effective way. In addition, when developing campaign stakeholders are advised to identify multipurpose tools and develop toolkits. They will be useful in provision of a clear and comprehensive guidance for effective development and implementation of interview programmes. Moreover awareness-raising campaigns should show how learning could prevail in daily situations and use the intergenerational learning. To add, learners should be encouraged to share their learning experiences. This might be useful for the new learners to understand better what they can expect from learning process. While intergenerational learning, when parents help their children to learn, could indirectly bring parents in the field of education and, consequently, could act as a catalyst to future education activities. Also, when developing activities, processes that allow target groups “to sample” the activity should be built. Finally, the use of online media is suggested.

4. Identify partners and networks

Campaign developers are advised to pick suitable partners with well-established sectoral networks within their field of competence so that they could act as an efficient multiplier and complement each other when implementing campaign activities. It is also recommended that stakeholders engage educational professionals in the campaign, because they have already worked with the target groups and are familiar with their needs and requirements and are therefore more likely to develop relevant activities for the target group. Also, campaign developers are encouraged to directly empower various stakeholders to act as active advocates of the campaign. This would help to spread the message of the campaign and increase its visibility. Additionally, appointing social ambassadors during the campaign can help to ensure that the life of the activity is extended and builds links with local communities. Empowering teachers to directly reach out to learners and act as ambassadors in community organisations, libraries and cultural centres would also give credibility to learning programmes.

When identifying partners and networks, campaign developers are also advised to use role models, who could help to make a programme pertinent and aspirational for the learners. Finally, two other pieces of advice for the campaign developers are to leverage the Corporate Social Responsibility arm of bigger organisations and include adult education in other policy agenda items.

5. Identify sources of funding

In this step the importance of identification of multiple sources of funding and pooling of resources to reduce costs is emphasised. The latter one optimises campaign and programme outcomes in terms of promotion and awareness raising of each other, reduced costs, avoiding the repetition of efforts and reducing the proliferation of disjointed initiatives with limited potential of impact. While multiple funding sources strengthen financial sustainability of the campaign. Also, sponsors usually want to highlight their participation in the campaign. In this way greater promotion of the activity may be achieved.

6. Develop campaign messages

Campaign developers should aim to build learners' confidence and develop campaigns in such a way that they would encourage learners to stay further in learning. Additionally, awareness raising campaigns should clearly communicate the message that there are many different forms for adult learning in terms of course content, structure and format. In this way one could find the suitable option for learning. Finally, campaign developers should aim to promote social change, i.e. their efforts to promote adult learning should go beyond increasing the number of adults enrolled in educational programmes and try to positively change the general perception and attitude towards education.

7. Other planning considerations

A campaign's success can be furthered by ensuring that it is not a stand-alone initiative, i.e. by integrating it within broader initiatives. Also, campaigns with a wide geographical reach should be adapted to meet needs across different areas. At the same time, the one identity of the campaign should remain. Additionally, to be sustainable and successful, the campaign should include an aspect of capacity building, i.e. participants and disseminators should be well aware of its aim and have to feel a sense of ownership regarding the outcomes of the campaign. Also, they have to ensure that all stakeholders involved with the campaign have the same understanding of what they are working towards. Finally, campaign developers should take a long-term view and ensure that the programme runs for sufficient time to support learners through their education advancement, chart their programme, and customise the programme to support the target group's learning path.

8. Develop campaign

Developers of awareness-raising campaign for adult literacy are advised to create evidence-based strategies to know and address target group's specific needs. It is recommended that a campaigns be centralised, but its implementation decentralised. This would allow enough flexibility to address local-level challenges and adapt the campaign to each specific context whilst ensuring national consistency. Besides, campaign developers are advised to provide incentives to make education more manageable and sustainable: adult learners should believe and know that all investments they put into learning are useful. Therefore, engagement programmes should empower learners to keep control over when and how to manage education. Furthermore, provision of recognition and accreditation at each step of formal education undertaken by adult learner will enable the student to capitalise and build on his or her previous achievements. This would also give learners an incentive to return to education, eliminating the psychological, financial and time burden of having to re-start from zero.

Campaign developers are also advised to introduce adult learning 'indirectly' through such activities as sports cultural events, music, dance and cooking. In this way learners engage in campaign activities with joy and interest, and experience greater success of a project. Additionally, a successful campaign on awareness raising on adult literacy requires commitment from learners. The commitment to complete activities ensures that the programme can bring about the expected learning outcome and be beneficial for learners. At the same time it is important to ensure the possibility to return to the programme later if the learner is unable to complete the programme. Finally, campaign developers are warned not to forget to reward achievements and provide support during and after activities. The process of rewarding learners achievements helps to highlight the progress made and indicate the further steps for implementation.

9. Promote campaign

Campaign developers are called to put an emphasis on the development of innovative new interventions to get potential learners involved in education. However, this search for innovation should not be limited only to the initiatives, because the common activity presented in an innovative way can also receive attention. Also, it is noted that often participation in adult learning helps to develop such soft skills as increased self-confidence and improved social integration. Thus, campaign developers should focus on measuring all the outcomes and collect evidence on what activities have impact on adults and when. During the campaign its promoters should also fully use internal networks, contacts and

informal channels of communication as it can be useful in promoting the debate and attention to specific issues. Additionally, learners should also be involved in promotional activities. The sharing of first-hand experience would help to strengthen campaign's success, because learners would share their experience with other potential learners. Finally, for awareness-raising campaigns on adult literacy, it is important to build lasting relationships with the media. This supports successful advocacy on adult learning issues and could help to gain the attention of decision makers and publicise the local activities related to the campaign.

10. Monitor and evaluate campaign

Campaign policy developers are advised to monitor national research. This would help to identify the existing needs of the target groups and, consequently, develop relevant activities. Also, this would help to identify the research gaps and to concentrate original research on these gaps. Additionally, before launching a campaign, campaign developers are advised to pilot programmes. This would help to identify and verify the approaches, channels and activities prepared for the target group and select the best ones. Besides, support for external evaluation with internal monitoring should be provided. Such combination would help to prepare a comprehensive evaluation encompassing all emerging trends and tendencies on campaign and, respectively, develop specific recommendations for actors in charge of implementing the programme. Finally, to strengthen a campaign's success collection of best practice examples is advised. This would contribute to the creation of a community of learning exchange and might be a great assistance for others who start developing similar activities.

Source: EC (2013) Strategies for improving participation in and awareness of adult learning: European Guide. Luxembourg, Publications Office of the European Union.

3.1.2. Success factors of awareness raising in campaigns in health

The meta-studies included in this report (see chapter 2) show the importance of the following features of successful awareness raising campaigns in the field of health. Firstly, these studies emphasise that an **awareness-raising campaign**, which aims to bring large changes in lifestyle behaviour, is more effective if it is **aligned with other services and interventions and contributes to broader policy goals and strategies on health**¹⁹. The second characteristic is that a **sufficient level of exposure and staff commitment and enthusiasm to the message** are important²⁰. Thirdly, successful awareness raising campaigns on health had a **trusted and solid source** who communicated the information²¹.

Another essential characteristic of effective awareness-raising campaigns on health was deliberate and careful **targeting**. Awareness raising campaigns, which had clearly defined target groups were more effective²². Evidence shows that information campaigns targeting alcohol consumption and found that although universal mass media campaigns aimed at reducing alcohol usage had little impact, those which targeted particular groups, for example, pregnant women, were more effective in changing attitudes (impact on behaviour not clear)²³.

¹⁹ Robertson, R. (2008). Using information to promote healthy behaviours. King's Fund.

²⁰ Robertson, R. (2008). *Using information to promote healthy behaviours*. King's Fund; Wakefield, M, Loken, B. Hornik R.C. (2010). *Use of mass media campaigns to change health behaviour*. Lancet 2010, 376: 1261–71; Cavill N., Bauman A. (2007). *Changing the way people think about health-enhancing physical activity: do mass media campaigns have a role?* Journal of Sports Sciences, 22:8, 771-790.

²¹ Robertson, R. (2008). *Using information to promote healthy behaviours*. King's Fund; Wakefield, M, Loken, B. Hornik R.C. (2010). *Use of mass media campaigns to change health behaviour*. Lancet 2010, 376: 1261–71; Cavill N., Bauman A. (2007). *Changing the way people think about health-enhancing physical activity: do mass media campaigns have a role?* Journal of Sports Sciences, 22:8, 771-790.

²² Robertson, R. (2008). *Using information to promote healthy behaviours*. King's Fund.

²³ Robertson, R. (2008). Using information to promote healthy behaviours. King's Fund.

Tailoring the message according to the attitudes of the selected target group is another feature of a successful awareness raising campaign. An effective campaign includes contents, which captures the target audience's attention and suggest reasonable and acceptable solutions to address the issue. For this the role of **formative (exploratory) research** is emphasised. Formative (exploratory) research is research that occurs before a campaign is designed and implemented, or while a campaign is being conducted. It helps to shape the contents of the message so that it will be relevant to the target group, and to select the proper way to communicate it. For example, studies on teenage pregnancy found that campaigns which promoted abstinence had no impact in delaying the onset of sexual behaviour²⁴. For most teenagers, abstinence was not a message that rang true with their lifestyle. Promoting condom use has been found to be a more effective method of reducing teenage pregnancy²⁵. This reveals the importance of knowing what contents of the message would be influential to the target group before launching a campaign and comprehensive formative research could help to ensure this. Additionally, formative research helps to identify the most suitable combination of communication channels to spread the message to the target group. Besides, evidence shows that a **combination of different channels** when spreading a message brings better results than using only one specific channel²⁶. For example, there is some evidence that sustained, focused media and educational campaigns, using multiple channels focused on reducing consumption of specific unhealthy foods can be effective²⁷.

Accessibility of required services is another important characteristic of awareness raising campaigns on health. Concurrent availability of and access to key services and products are crucial to persuade individuals who have been motivated by media messages then to act on them²⁸. Additionally, it has been observed that accessibility should be ensured in terms of flexible services to meet different needs²⁹. For example, the Change4Life campaign in the UK was structured to enable families to join. When they did so, they received a questionnaire asking about a typical day in the life of each of their children. Everyone who completed a questionnaire received a tailored action plan with advice for each child³⁰.

Finally, the **continuation and sustainability** of a campaign has been emphasised. It has been observed that often campaigns on health have been funded on short time-scales and have tended to be defined rather narrowly and to have an unrealistic focus on short-term

²⁴ Robertson, R. (2008). Using information to promote healthy behaviours. King's Fund.

²⁵ Robertson, R. (2008). Using information to promote healthy behaviours. King's Fund.

²⁶ Robertson, R. (2008). Using information to promote healthy behaviours. King's Fund.

²⁷ Robertson, R. (2008). *Using information to promote healthy behaviours*. King's Fund; Wakefield, M, Loken, B. Hornik R.C. (2010). *Use of mass media campaigns to change health behaviour*. Lancet 2010, 376: 1261–71; 5;

Hawkes, C. (2013). *Promoting healthy diets through nutrition education and changes in the food environment: an international review of actions and their effectiveness*. Rome: Nutrition Education and Consumer Awareness Group, Food and Agriculture Organization of the United Nations. Retrieved <4 March 2015>, www.fao.org/ag/humannutrition/nutritioneducation/69725/en/

²⁸ Hawkes, C. (2013). *Promoting healthy diets through nutrition education and changes in the food environment: an international review of actions and their effectiveness*. Rome: Nutrition Education and Consumer Awareness Group, Food and Agriculture Organization of the United Nations. Retrieved <4 March 2015>, www.fao.org/ag/humannutrition/nutritioneducation/69725/en/

²⁹ Hawkes, C. (2013). *Promoting healthy diets through nutrition education and changes in the food environment: an international review of actions and their effectiveness*. Rome: Nutrition Education and Consumer Awareness Group, Food and Agriculture Organization of the United Nations. Retrieved <4 March 2015>, www.fao.org/ag/humannutrition/nutritioneducation/69725/en/

³⁰ Hawkes, C. (2013). *Promoting healthy diets through nutrition education and changes in the food environment: an international review of actions and their effectiveness*. Rome: Nutrition Education and Consumer Awareness Group, Food and Agriculture Organization of the United Nations. Retrieved <4 March 2015>, www.fao.org/ag/humannutrition/nutritioneducation/69725/en/

behaviour change³¹. Many such campaigns have ended if they failed to demonstrate short-term behaviour changes. To achieve behaviour change, longer term strategies are needed. Social norms, individual behaviours and various social issues (HIV, smoking, teenage pregnancy) do not change overnight. Therefore a strategy which invest in change commensurate with the defined needs and time-frames required for change should be developed³².

³¹ Hawkes, C. (2013). *Promoting healthy diets through nutrition education and changes in the food environment: an international review of actions and their effectiveness*. Rome: Nutrition Education and Consumer Awareness Group, Food and Agriculture Organization of the United Nations. Retrieved <4 March 2015>, www.fao.org/ag/humannutrition/nutritioneducation/69725/en/

³² Wakefield, M, Loken, B. Hornik R.C. (2010). *Use of mass media campaigns to change health behaviour*. Lancet 2010, 376: 1261–71.

4. Conclusions and advice on factors for success

Awareness raising can cover a huge range of activities, for instance, anything that involves people understanding, learning or doing something new, envisioning the future, working out how to change something in their lives or talking to someone else about what they have done. This report aimed to provide an overview of the characteristics of effective awareness raising campaigns (i.e. those that managed change attitudes, knowledge and behaviours) in adult education and health fields.

The analysis of meta-evaluations provided in this report gives evidence that features successful awareness raising campaigns in different fields tend to repeat.

Overall, the analysis revealed that successful awareness campaigns in adult education and / or health fields tended to have nine key elements which may be treated as universal factors which all awareness raising campaigns (including those aiming to address low literacy challenge) should develop in order to be effective. These 9 elements are presented in the table below and can also serve as a brief checklist for self-evaluation when developing awareness raising campaigns.

Table 2: Key elements for successful awareness raising campaigns: checklist

Elements of awareness raising	Success factors identified in the adult education field	Success factors identified in health field	A brief comment
1. Planning and monitoring	Detailed planning of the campaign; continuous evaluation and monitoring once it is run	Defining the goal, current situation and the gap that needs to be closed.	Conducted at very beginning of the campaign, it should help to clarify at least the following aspects: <ul style="list-style-type: none"> - Issues target group(s) faces; - Needs of the target group(s); - The best channels and ways to communicate and spread the message to the target group; - The content of the message. Exploratory research might be used for helping to identify the target groups, channels of the campaign. While continuous monitoring and evaluation of the campaign is useful in terms of identifying new emerging needs and adjusting the process of the campaign according to it.
2. Goal setting	Set objectives	Clear goals	<ul style="list-style-type: none"> - SMART (specific, measurable, achievable, realistic, time-bound); - Short term and long term; - Relevant to individual, national and / or European objectives of particular policy area.
3. Target audience	Identified target groups	Target group(s)	This helps to identify the needs of the target group and, respectively, identify clear goals and prepare campaign's contents more specific and influential, suitable for the learner.
4. Message	Developed campaign messages	Tailored messages	Should be developed in a way to capture target audience attention, suggest acceptable solution to solve the problem and motivate learners for social change.
5. Stakeholder engagement	Identified partners and networks to promote campaign	Expertise, engagement of various stakeholders and strong networking (trusted and solid source to communicate)	Campaign developers should plan how to and involve various relevant stakeholders in the campaign: <ul style="list-style-type: none"> - Researchers; - Policy makers; - Trainers; - Representatives of media;

			<ul style="list-style-type: none"> - Volunteers; - Other relevant groups.
6. Staff motivation	Feeling a sense of ownership of the campaign	Loyalty to the message	Motivated staff and engaged stakeholders contributes to campaign's sustainability and success.
7. Communication channels	Identified tools and channels to use	Proper communication channels to spread the message	This would help to achieve the target group at maximum.
8. Resource management	Identified sources of funding	Accessibility, sustainability and continuation	<ul style="list-style-type: none"> - Planned and proper management of human and financial resources; - Prepared strategies / plans to collect additional funding; - Wide outreach of services - Continuous monitoring and evaluation of the campaign to make it renewable and cost-effective.
9. Multisectoral collaboration	Campaign integrated to broader initiatives	Contribution to broader strategies and policies	Harmony in campaigns and national/ international goals is helpful and may be beneficial in terms of increasing campaign's visibility and influence, finding new funding opportunities, supporters and partners, etc.

The above identified indicators are interconnected. For example, the amount of expertise and number of stakeholders involved in the campaign may affect the campaign's visibility and influence. Sustainable human and financial resources and continuous monitoring may contribute to increase the campaign's flexibility and adaptability. While explorative research contributes through campaign's visibility and adaptability by identifying the best channels for communication and / or what stakeholders should be involved in the campaign and how. This interconnectedness of factors emphasises the importance of comprehensive approach when developing an awareness raising campaign. Every indicator is important for the campaign's success, and to ensure high quality.