Principles of Awareness-Raising for Information Literacy, a case study

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Foreword

This handbook has been written to provide guidelines for developing process of awareness-raising. Theories, principles and techniques are offered in this manual based on the experiences of those who have developed practices that were successful and that met certain expectations. Rather than presenting generalizations, the handbook focuses on one event, the United Nations Literacy Decade 2003-2012.

The success of Decade depends on the involvement of all. Governments, school systems, academic and research centres, the mass media, private enterprises, social organizations, and educational, cultural and religious institutions, all have a place and a role to play in this endeavour. UNESCO supports networks of many kinds, and awareness-raising is a necessity in determining the kind of networks which must be shepherd.

Awareness is a somewhat broad and vague term, yet one that is intuitively widely understood. As part of a permanent and interactive communication flow, awareness-raising is a process which opens opportunities for information exchange in order to improve mutual understanding and to develop competencies and skills necessary to enable changes in social attitude and behaviour. To be effective, the process of awareness-raising must meet and maintain the mutual needs and interests of the actors involved.

For the successful implementation of the Literacy Decade for Literacy for All, the principal strategies must be put in place at all levels through actions that are coordinated and complement each other. The key areas for action are policy development, programme modality, capacity-building, research, monitoring and evaluation. It must be stressed that all actions must address the gender equality perspective in all its ramifications.

Any model of awareness-raising, or campaign planning, should be a tool to stimulate discussions and innovations in the design of the process and not a rigid how-to-do recipe. A model can focus on finding optimal combinations of different approaches. Examples of such approaches or modes are public relations (PR), advocacy, personal communication or educational programs in schools.

A characteristic of a good campaign is an optimal combination of elements from the different modes. Each mode has its advantages and opportunities that can be a unique contribution to the total mix of strategies. However, some processes will deliberately choose to focus only on one mode because of the organizations' specific skills, target audiences or goals.

The objective, through this handbook, is to offer a helping hand to everybody involved in awareness-raising processes by endowing them with comprehensive information about what, how and when issues are to be raised in order to embark successfully on the journey to raising awareness.

Sheldon Shaeffer
Director, UNESCO Bangkok
March 2006

Introduction

> "Information Literacy, in conjunction with access to essential information and effective use of information and communication technologies, plays a leading role in reducing the inequities within and among countries and peoples, and in promoting tolerance and mutual understanding through information use in multicultural and multilingual contexts."
>
> The Prague Declaration:
> "Towards an Information Literate Society", 2003[1]

> "Bringing about positive, equitable and sustainable change is a difficult process…"
>
> Oxfam International Youth Parliament, 2005[2]

This handbook introduces the principles of public awareness-raising with particular emphasis on global efforts to promote awareness of Information Literacy.

Information Literacy is defined by the Association of College and Research Libraries in the United States as "the set of skills needed to find, retrieve, analyze, and use information."[3] These skills are

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[1] http://www.nclis.gov/libinter/infolitconf&meet/post-infolitconf&meet/PragueDeclaration.pdf (accessed 10 March 2006)

[2] Oxfam International Youth Parliament (2005) Case Study Collection: Awareness Raising and Behavioural Change, Strawberry Hills, NSW: Oxfam Australia, p. 5, http://iyp.oxfam.org/documents/ (accessed 12 March 2006)

[3] http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolitoverview/introtoinfolit/introinfolit.htm (accessed 10 March 2006)

viewed by many policy makers and educators as critical to the creation of an equitable global 'Information Society' in which both developed and developing nations can share in social and economic development.

This handbook has been developed primarily as a resource for administrators, librarians, teachers, lecturers and community leaders charged with responsibility for raising public awareness about Information Literacy. It is hoped that the various approaches and strategies suggested in this publication will serve to stimulate further discussion about Information Literacy and inspire innovative new awareness-raising campaigns. The outcomes of these campaigns may in turn be shared with others through the International Information Literacy Resources Directory recently launched by the International Federation of Library Associations and Institutions (IFLA) and UNESCO.[4]

When promoting Information Literacy to our communities and countries, we should always remember that to raise public awareness is to inform community attitudes, behaviours and beliefs with the intention of influencing them positively.

Raising public awareness of any issue is not an easy undertaking and achieving lasting behavioural change is harder still. However, as this handbook demonstrates, with a basic understanding of human communication, some knowledge of effective approaches to awareness-raising, and a measure of simple planning, it is possible to affect positive, equitable and sustainable change.

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[4] http://www.uv.mx/usbi_ver/unesco (accessed 10 March 2006)

Chapter 1: Introduction to Communication and Awareness-Raising

In this chapter:

- Principles of communication
- Why communication can fail
- Hearing, seeing and doing
- Definitions of awareness-raising
- Social marketing and behavioural change
- Communication strategies for awareness-raising

It is generally accepted that to raise public awareness of a topic or issue is to attempt to inform a community's attitudes, behaviours and beliefs. Furthermore, it is our intention through information to influence these attitudes, behaviours and beliefs positively in the achievement of a defined purpose or goal: for example, improving public health or promoting Information Literacy.

The theory and practice of public awareness-raising has always drawn heavily on the literature of mass communication and social or "social change" marketing. Social change marketing refers to the practice of communicating or selling a 'good idea' with the stated object of changing community attitudes and actions. Seeking and using information (Information Literacy) is one such good idea, but other examples include messages about public health and education, environmental concerns and social inclusion.

The difficulty of selling a good idea should not be underestimated, even where it has the endorsement and support of government or civil society. Providing information and promoting understanding of

an issue is relatively easy to achieve with the right strategies and approaches. It also requires relatively few resources. Changing individual or community practices however is more difficult to affect and may not always be accomplished simply through awareness-raising. As one social marketing expert has noted, "changing people's behaviour has always been the most problematic enterprise in human affairs."[5] Behavioural change is still possible to achieve though and chapter three will examine suitable approaches in detail.

As effective communication forms the basis of all social marketing and public awareness-raising, we will begin by looking at how communication operates within communities and societies.

Principles of Communication

Communication is such a common human activity that we often overlook the complexity of interactions at its core. As one writer observes, "communication is one of those human activities that everyone recognizes but few can define satisfactorily."[6]

Reflect for a moment on what communication and particularly public communication means to you and your community. What are the most effective means of public communication available to you and your community? Is it for example 'word of mouth' - one person to another - or the local newspaper? If this is a difficult question to answer, consider how information and knowledge is typically shared within your family, community and society. Many societies, particularly in developing countries, rely on the spoken word or graphical images for public communication.

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[5] http://media.socialchange.net.au/strategy/ (accessed 16 March 2006)

[6] John Fiske (1982) Introduction to Communication Studies, London: Methuen, p. 1

Communication may be broadly defined as "a negotiation and exchange of meaning, in which messages, people-in-cultures and 'reality' interact so as to enable meaning to be produced or understanding to occur."[7] A simpler explanation might be to describe communication as a three-part process by which we (1) transmit and (2) receive information using one or more of a range of channels or media: for example, speaking to a meeting or workshop (one-way communication) and providing the opportunity for questions and discussion (two-way communication). Once information is transmitted and received, it is then necessary to (3) make sense of the message or messages embedded in the information. This final part of the communication process is typically the least successful, for reasons we will examine in detail now.

Consider the popular game for children known in various parts of the world as "Broken Telephone", "Whisper down the lane", "Gossip" or "Pass-it-on" - see Appendix 1. The idea of this game is simply to pass or transmit a basic message - usually a simple phrase - from one player to another without it being overheard, usually by means of whispering. The fun of the game lies in the subtle alteration of the message as it is passes from the first player to the last via a number of intermediaries. As the online Wikipedia notes, "If the game has been 'successful', the final message will bear little or no resemblance to the original, due to the cumulative effect of mistakes along the line."[8] The critical lesson for observers is just how easily information can be degraded and altered through repetitive and careless communication.

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[7] Tim O'Sullivan et al (1983) Key Concepts in Communication, London: Methuen, p. 42

[8] http://en.wikipedia.org/wiki/Chinese_whispers (accessed 12 March 2006)

As the "Pass-it-on" game demonstrates therefore, communication is not an easy process. What are some of the common challenges?

- Communication is omnipresent and inescapable - it's everywhere! The challenge is to separate quality from quantity.
- Communication is irreversible - once something is said or published it cannot be taken back or undone. The challenge is to avoid or minimise opportunities for misunderstanding and misinterpretation.
- Communication is complicated and the degree of complexity is most often determined by factors or variables that we can anticipate and to some extent control. The challenge is to manage these variables through effective planning, implementation and monitoring.

Three critical factors influence communication complexity and thus should be managed:

1. The channel or medium used
2. The personal experiences and opinions of the communicators (speaker and listener, writer and reader)
3. Environmental factors that often have little or nothing to do with the message being communicated

Common environmental factors include:

- The physical space in which the communication is occurring - for example, if a public meeting is being held to share information, is the meeting room sufficiently large to accommodate everyone in relative comfort? The effectiveness of communication may be diminished if people feel crowded, they cannot hear the speaker properly, or the room is too hot or too cold.

- External distractions that cause the message to be missed or, worse still, misunderstood
- The credibility of the communicator - can I believe this person?
- The listener or reader's level of education and background knowledge of the topic
- The design of the message - is it appropriate to the audience?

Why Communication Fails - Wiio's Laws

Wiio's Laws are a good starting point for understanding the challenges of effective communication, and hence the difficulties faced in planning and implementing awareness-raising campaigns. Professor Osmo A. Wiio is a Finnish academic who has studied and researched human communication over many years. His laws, first published in Finnish in 1978, are both humorous and serious.[9]

1. Communication usually fails, except by accident

Why does human communication usually fail?

- Language differences
  The language of the Internet for example is English, often idiomatic English that is poorly written and heavily abbreviated.

- Cultural differences
  The bigger and more diverse your audience, the more likely it is that someone will misunderstand your message.

[9] http://www.cs.tut.fi/~jkorpela/wiio.html (accessed 1 February 2006)

- Personal differences
  Even outwardly homogenous societies or communities are comprised of individuals with different life experiences and opinions.

- Lost information
  To err is human - at various times we have all missed critical information through inattention or the failure of a specific medium: for example, the electricity fails in the middle of a radio news broadcast. In the worst cases we may not be aware that information is actually missing.

2. If a message can be interpreted in several ways, it will be interpreted in a manner that maximises damages

3. There is always someone who knows better than you what you meant with your message

4. The more we communicate, the worse communication succeeds
   It is worth remembering that the quality of a message is always preferable to its quantity. The more a message is propagated, the more likely it is to be distorted with each summation and re-telling. Related to this is the problem of reinforcement when an incorrect message is repeated over and over until it is accepted as being correct. Propagandists know that if you tell a lie often enough it will eventually become the 'truth'.

5. In mass communication, the important thing is not how things are but how they seem to be

6. The importance of a news item is inversely proportional to the square of the distance

In short, the further we are located physically, intellectually and emotionally from a message, the less interested we are likely to be in its content.

And finally,

7. The more important the situation is, the more probably you forget an essential thing that you remembered a moment ago

Since the early 1990s, Wiio's Laws have found renewed relevance in relation to communication via the Internet - especially email which is most often responsible for misunderstandings when the wrong tone or 'voice' is used and body language cannot be seen to verify intent.

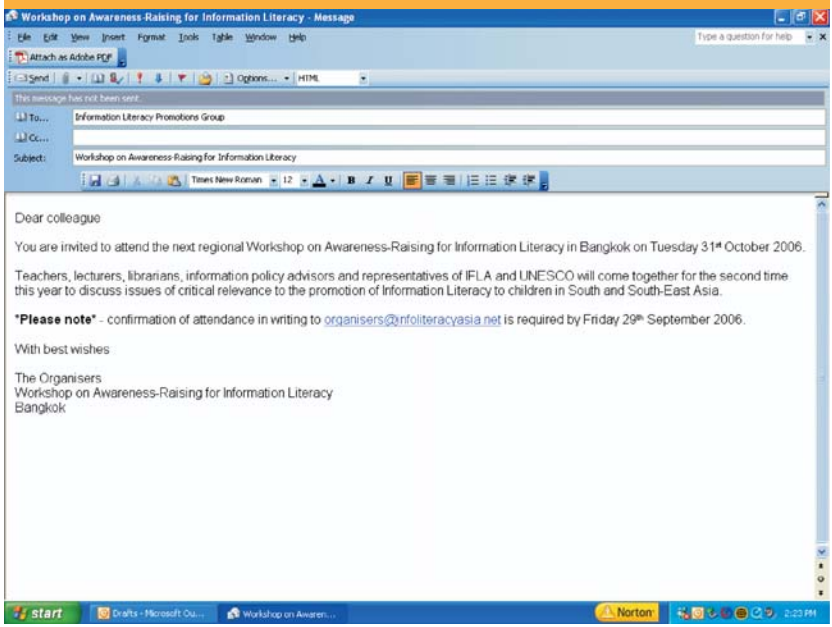
So-called 'netiquette' is now used by many people to help overcome problems of misunderstanding caused by email.[10] Examples of common email netiquette include the following points adapted from advice to email users provided by the Yale University Library:

- Keep paragraphs short and place blank lines between paragraphs. This allows readers to scan messages quickly.
- Avoid using capital letters for whole words as this can be interpreted as shouting, which is typically rude in any culture or society. If emphasis is required, use two asterisks (* … *) around the word or phrase.
- Write like a journalist and place your most important information in the first paragraph.
- Use descriptive subject lines that identify the message content and enable recipients to file and retrieve messages more effectively.

[10] http://www.library.yale.edu/training/netiquette/ (accessed 14 March 2006)

- Create single subject messages whenever possible.
- Limit sentence length to 20 words or two lines.
- Use bullets or numbers and short paragraphs whenever possible. The more succinct the message, the more likely it will be read, understood and acted upon.
- Use the "active" rather than "passive" voice whenever possible.
- Use emoticons sparingly. Emoticons are combinations of keyboard characters that convey emotion when viewed sideways: for example, a smiley face indicates happiness or satisfaction. Emoticons may work well with recipients who are familiar with their use but are more likely to cause misunderstandings with those who are new to the Internet.
- Avoid misinterpretation of dates by spelling out the month and typing the year in full: for example - 24 June 2001.

Figure 1: An example of email netiquette in practice



Communication - Hearing, Seeing and Doing

"Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand."

Confucius, circa 450 BC

As we have already noted, once information is received, it is then necessary for us to identify and interpret (make sense of) any embedded message or messages. This is the third cognitive dimension to communication.

Learning theorists acknowledge that our effectiveness as communicators relies on two key senses: sight and hearing. Also of critical importance to understanding is the realisation that adults in particular learn best when what they see and hear is reinforced with action - the capacity to experience or 'do' that which has been seen and heard. This process is often called "experiential learning"; a term originally credited to David A Kolb.[11]

Consider the following propositions:

We learn	1% through taste
	1.5% through touch
	3.5% through smell
	11% through hearing
	83% through sight
We remember	10% of what we read
	20% of what we hear
	30% of what we see
	50% of what we see and hear
	80% of what we say
	90% of what we say and do

[11] http://reviewing.co.uk/research/experiential.learning.htm#26 (accessed 12 March 2006)

Therefore, in approaching an awareness-raising campaign for the first time it is essential that the following points are understood:

1. Know your purpose - in our case study (chapters five and six) the purpose will be to raise awareness about Information Literacy
2. Let your purpose guide and inform your message
3. Know your audience - communicate with the right people in the first instance and be mindful of their social, cultural and educational backgrounds
4. Anticipate problems and find solutions or manage the risk
5. Ensure credibility with your audience - trust is vital
6. Present information using a variety of approaches and techniques but ensure each is appropriate to your purpose, message and audience
7. Communicate a little at a time - aim for quality over quantity
8. Assume that any communication has been unsuccessful until you have evidence to the contrary - look for practical ways to get useful feedback from your audience

We will revisit these points again in chapter two when we consider planning an awareness-raising campaign.

Definitions of Awareness-Raising

> "A fully aware, well informed and properly trained population is the best guarantee of safety and of successful response to any disaster."[12]

Awareness-raising is a broad and somewhat vague term, yet one that is almost intuitively understood in most societies and cultures. To raise awareness of something - good, bad or indifferent - is to promote its visibility and credibility within a community or society. To

[12] http://www.unep.org/tsunami/apell_tsunamis.pdf (accessed 1 February 2006)

raise awareness is also to inform and educate people about a topic or issue with the intention of influencing their attitudes, behaviours and beliefs towards the achievement of a defined purpose or goal.

As the aftermath of the 2004 Asian tsunami again demonstrated, awareness-raising is a critical first step in influencing behaviour and affecting lasting social change. In December 2005, the New Scientist magazine reported that the tsunami early warning system for the Indian Ocean was nearing completion. It also noted concerns within civil society that the system would be largely ineffective if people living in coastal areas were not told how to respond to warnings.[13] For further tragedies to be avoided it is clearly not enough to put in place the technical means of detecting an undersea earthquake. The awareness of people must also be raised in order to ensure that the correct actions can be taken in the event that another tsunami is detected in the region.

Generally, awareness-raising is understood to be a constructive and potentially catalytic force that ultimately leads to a positive change in actions and behaviours. These changes may be sought by stakeholders in individuals, groups, organisations, communities or societies.

Remember:

To raise public awareness of a topic or issue is to inform a community's attitudes, behaviours and beliefs with the intention of influencing them positively in the achievement of a defined purpose or goal: for example, improving public health or promoting Information Literacy.

13 "Early Warning", New Scientist, 2531(2), 24-31 December 2005, P. 5.

Campaigning is often less well understood and may be seen as a broadly organised effort to change practices, policies or behaviours. It is based on the ability of stakeholders to communicate the same message to a variety of audiences using a range of approaches.

A campaign will typically involve four key actions:

- Researching the issue
- Mobilising support and supporters
- Informing the public
- Lobbying decision-makers[14]

A well-planned and thoughtfully presented awareness-raising campaign is arguably one of the most efficient and effective means of communicating information about a particular topic or issue to a large and geographically dispersed body of people: for example, the public of a country or a specific community within that country.

Awareness-Raising, Social Marketing and Behavioural Change

Providing information and creating awareness about an issue does not however automatically lead to behavioural change; if that is the intention of an awareness-raising campaign. As global warming testifies, heightened awareness of the links between fossil fuels and greenhouse gas emissions does not necessarily translate into less coal or oil being burned; particularly in the wealthier industrialised countries of North America and Europe.

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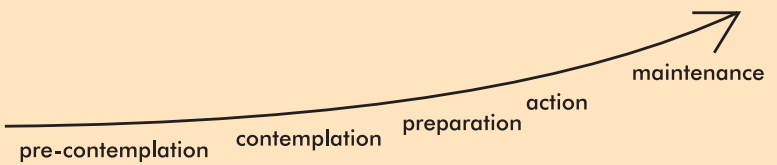
[14] http://iyp.oxfam.org/documents/OIYP%20Case%20Study%20Collection.pdf (accessed 1 February 2006)

A document on awareness-raising and behavioural change prepared for the Oxfam International Youth Parliament in 2005 draws in part on research into HIV/AIDS programs undertaken by the Burnet Institute in Australia. This work identifies five distinct phases of behavioural change:

1. Pre-contemplation
2. Contemplation
3. Preparation
4. Action
5. Maintenance[15]

Figure 2:



The first stages of behaviour change

The Oxfam authors paraphrase these stages as:

1. Knowledge (pre-contemplation) - demonstrating awareness of the desired behaviour
2. Approval (contemplation) - voicing endorsement and support for the behaviour
3. Intention (preparation) - making the decision to adopt the behaviour, whether conditionally or unconditionally
4. Practice (action) - committing to the behaviour in a consistent and sustainable way
5. Advocacy (maintenance) - encouraging others to adopt the behaviour and encouraging them in their intention and practice

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[15] http://www.burnet.internationalhealth.edu.au/freestyler/gui/files/fsb_change.pdf (accessed 1 February 2006)

To achieve lasting behavioural change, people must be encouraged to move through each successive phase in order to reach the point where new behaviours can be maintained (Burnet) and others are encouraged to adopt them (Oxfam). To ensure a successful awareness-raising campaign, it is necessary therefore to know which phase the majority of the target population is in, and thus develop an appropriate message and communication strategy.

A similarly pragmatic approach is described in the "Seven Doors" approach to social marketing. This model also cautions against the assumption that successfully providing information through awareness-raising will automatically result in lasting behavioural change. Campaign director and social marketing consultant Les Robinson asks the question: "What if people already know plenty about the problem and have a pretty good idea what they should do and want to do it, but something else is stopping them?"[16]

Robinson's solution is to identify seven steps to social change:

1. Knowledge - knowing there is a problem
2. Desire - imagining a different future
3. Skills - knowing what to do to achieve that future
4. Optimism - confidence or belief in success
5. Facilitation - resources and support infrastructure
6. Stimulation - a compelling stimulus that promotes action
7. Reinforcement - regular communications that reinforce the original message or messages

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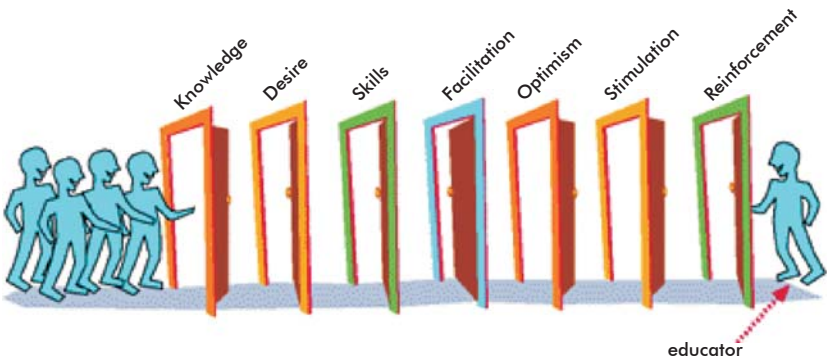
[16] Les Robinson (1998) The Seven Doors Social Marketing Approach, http://media.socialchange.net.au/strategy/ (accessed 14 March 2006)

Figure 3: Seven Steps to Social Change

Robinson goes on to identify each step as an obstacle that has to be overcome using appropriate communication and education strategies. He visualises each step or obstacle as a door that must be opened in the context of awareness-raising in order to achieve lasting social change.

Figure 4: Opening Seven Doors to Social Change



Communication Strategies for Awareness-Raising

An awareness-raising campaign will typically communicate either (a) one central message or (b) a suite of closely related subsidiary messages - usually no more than five - that are linked by a common theme: for example, Information Literacy or environmental sustainability.

The central message or themed messages of a campaign are communicated to a selected target audience or range of audiences using different approaches and techniques described in a document called a communication strategy or communication plan. The process of communication defined in the strategy document or plan will usually take place within a strictly defined - finite - period of time: for example, school term, university orientation week or the lead-up to a major festival or holiday.

There are therefore four key components of an effective awareness-raising campaign and all should be defined and described in our planning:

1. Message
2. Audience
3. Strategy
4. Timing

These four components may be remembered and explained by thinking of the MAST on a sailing ship as it gathers and focuses the wind that pushes the vessel towards its goal - in this case, greater public awareness and understanding.

As we will explore in greater detail in chapter four, individuals - particularly adults - differ in their preferred learning styles. A communication mix is necessary therefore to ensure that everyone in the target audience receives and understands the campaign message through at least one approach. Given the diversity evident in most communities, any awareness-raising campaign that relies too heavily on just one or two approaches is unlikely to achieve its goals.

Common approaches and techniques for raising public awareness include:

- Personal communication with community members through public meetings, presentations, workshops and informal social events
- Structured education and training programs in schools, colleges, universities, adult learning centres and libraries
- Enhanced information literacy skills within libraries, schools and universities
- Static and traveling exhibitions and displays
- Printed materials - for example, brochures, billboards, cartoons, comics, pamphlets, posters, and resource books
- Audiovisual resources - for example, pre-recorded cassettes, videos, CDs and DVDs
- Websites, email discussion lists and Web Logs (blogs)
- Mass media interviews and articles in newspapers, magazines and electronic publications accessible via the Internet
- Mass media interviews and news items on radio and television
- Celebrity spokespeople - for example, Desmond de Silva in support of the Autism Awareness Campaign in Sri Lanka[17]
- Where oral traditions dominate, performances of specially composed stories, songs, dances, plays and poems

[17] http://autism_srilanka.tripod.com/ (accessed 1 February 2006)

- ✦ Strategic partnerships and alliances with other organisations - for example, local libraries, schools and civil society
- ✦ Public Relations (PR)
- ✦ Political advocacy and lobbying

Approaches to raising public awareness will be discussed in greater detail in chapter three.

Remember:

An effective awareness-raising campaign strategy will employ a variety of different communication approaches and techniques to ensure that the central message is received and understood by a diverse audience.

Activity: Community Approaches to Awareness-raising

Consider for a moment the challenges attendant on raising awareness about a particular issue in your community. Try to list up to five approaches to awareness-raising that you think should be included in a communication mix focused on your community. Why are they significant and what resources would be required?

1. _____

2. _____

3. _____

4. _____

5. _____

Further Reading

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King, D. (2000) Four Principles of Interpersonal Communication, http://www.pstcc.edu/facstaff/dking/interpr.htm (accessed 14 March 2006)

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Chapter 2: Planning an Awareness-Raising Campaign

In this chapter:

- Attributes of a successful awareness-raising campaign
- Brainstorming ideas
- Defining the campaign message
- Describing the target audience
- Monitoring the campaign
- Using a planning template

Even modest public awareness-raising campaigns communicating seemingly simple messages can grow to become complex projects requiring detailed coordination and management. Most awareness-raising campaigns will involve multiple audiences, objectives and approaches, tight deadlines that have to be met, and some measure of accountability for resources employed: for example, funds provided by government or civil society. To give a campaign the best chance of success therefore, it is critical to undertake careful and detailed planning.

One of the most valuable and quoted guides to campaign planning is the US National Cancer Institute's publication "Making Health Communication Programs Work", also known as the "Pink Book".[18] The authors identify five attributes of an effective health communication campaign and it is possible for us to map these characteristics to MAST, covered in the previous chapter:

1. Campaign goal defined (Message)
2. Intended audience defined (Audience)

[18] http://www.cancer.gov/pinkbook/ (accessed 10 March 2006)

3. Messages defined, pre-tested and refined (Message)
4. Materials pre-tested and revised (Strategy)
5. Campaign implemented according to a plan and evaluated regularly (Strategy, Timing)

A typical planning process might begin with all of the relevant stakeholders coming together for a brainstorming session. The purpose of brainstorming is to quickly generate lots of ideas about a particular issue, usually with the help of a neutral facilitator or chairperson and some simple guiding questions. Brainstorming is also a useful technique for identifying obstacles and enablers, which we will cover in detail further on in this chapter.

Think back to MAST (Message, Audience, Strategy and Timing) and consider now the following simple questions in relation to your campaign:

1. What is the **central message** or messages of the campaign?
2. What are the **goals** or objectives of the campaign - what will a successful campaign be seen to have achieved when it is complete?
3. Is government, civil society or community **authority** or endorsement required to run the campaign nationally and locally?
4. Who will comprise the target **audience** or audiences for this campaign?
5. What will be the overall **reach** of the campaign - realistically, how many people in the target audience or audiences will be exposed to the central message of the campaign?
6. What **communication strategy** will be most effective for reaching the intended target audience or audiences - to increase the reach of the message and enhance audience understanding?
7. How much **information** should be provided in support of the message? Our aim should be to inform and educate our audience, not overwhelm them with spurious facts and figures.

8. What level of **public involvement** will be necessary to ensure success?
9. What **influence** over the campaign is the target audience likely to want or need in return for their endorsement and/or involvement?
10. What **timeframe** is involved - when will the campaign begin and end?
11. How will the stakeholders responsible for the planning and delivery of the campaign know that it has been a **success** - how will the campaign be monitored and evaluated?

Congratulations! Your answers to these questions are the product of structured brainstorming and will become the foundation of your awareness-raising campaign.

Once all of the ideas generated by a brainstorming session have been recorded, it is important for the stakeholders to work with the facilitator to identify the key concepts that will form the basis of the awareness-raising campaign plan.

When first considering your intended audience, it is also advisable to inform the brainstorming process with some initial market research on the groups and communities that have been targeted. More market research will be required later as you describe your target audience in greater detail in the awareness-raising campaign plan.

The National Disaster Education Coalition in the United States advises campaigners to consider the following information in relation to their intended audience, or market:

- Age
- Gender
- Social, cultural and political context

- Economic standing
- Education
- Language

It is also important to consider what obstacles and enablers might be present in the community or group under consideration.

- **Obstacles** will potentially delay or undermine the campaign but can be overcome with foresight, planning and resources
- **Enablers** are localised forces or capabilities that can help us to achieve our goals - for example, an influential community leader or elder who publicly endorses the campaign

Market research need not be arduous but should at a minimum address the following points:

- The needs of the target community or group
- Specific challenges or issues that will need to be addressed - for example, cultural or political issues
- Potential obstacles to success - for example, geographical remoteness or limited infrastructure
- Likely enablers
- Availability of resources - i.e., what is present in the community and what will need to be provided to ensure success

Activity: Awareness-Raising in Practice

Consider the following Fact Sheet extracted from the International Federation of Library Associations and Institutions' continuing "Campaign for the World's Libraries"[19].

1. What is the stated purpose of the campaign?
   _____

[19] http://www.ifla.org/@yourlibrary/index.htm (accessed 14 March 2006)

2. What is the central message or messages of the campaign?

_____

3. What do you understand to be the goals or objectives of the campaign - what are the campaigners trying to achieve?

_____

4. Who is identified as the target audience?

_____

5. Has anyone authorised or endorsed the campaign?

_____

6. What sort of audience reach is likely in this campaign?

_____

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International Federation of Library Associations and Institutions

Activities & Services

The Campaign for the World's Libraries

Co-sponsored by IFLA and ALA

FACT SHEET

The Campaign for the World's Libraries is a public education campaign of the International Federation of Library Associations and Institutions, the American Library Association and libraries around the world to speak loudly and clearly about the value of libraries and librarians in the 21st century. It is designed to showcase the unique and vital roles played by public, school, academic and special libraries worldwide.

The Campaign for the World's Libraries was officially launched in August 2001 during the IFLA Council and General Conference in Boston, Massachusetts. It is based on The Campaign for America's Libraries, a multi-year public education campaign sponsored by the American Library Association and libraries across the U.S. The U.S. campaign, which officially launched to the public during National Library Week 2001, uses a trademarked brand - - to unify the communications activities of libraries across the country.

During the 2001 IFLA conference, 2001-2002 ALA President John W. Berry shared the campaign with IFLA members to coordinate the campaign outside the United States. As part of this gift, ALA created a special logo for IFLA using the artwork in IFLA's official languages. The IFLA campaign also uses the slogan (and its official translations) to unify the communications activities of libraries around the world.

As a result of worldwide interest, the logo has been translated into IFLA's official languages (English, French, German, Russian and Spanish) as well as other languages to date, including Arabic, Armenian, Azeri, Bulgarian, Chinese, Georgian, Icelandic, Italian, Japanese, Kazakh, Korean, Nepali, Portuguese, Romanian, Serbian, Turkish and Vietnamese. Artwork, information materials and a consumer-oriented video have been translated into Spanish by ALA.

At an program at the 2003 IFLA conference in Berlin, representatives from Brazil, Japan, Mexico, the Republic of Georgia and Singapore spoke about how their associations are participating in the campaign. It was also decided to create a Web site to showcase activities from the various campaigns and to create a discussion list to facilitate information sharing.

There are three core messages to The Campaign for the World's Libraries, modeled after the messages of the U.S. campaign. They are:

- Libraries are changing and dynamic places.
- Libraries are places of opportunity.
- Libraries bridge the world.

Through the consistent delivery of these key messages, the campaign aims:

- to raise awareness about the variety of programs and services offered;
- to increase use of libraries at schools, at colleges and universities, in government, at work, and in daily community life;
- to increase funding for libraries;
- to involve librarians as stakeholders on public policy issues such as intellectual freedom, equity of access and the "digital divide;"
- to encourage librarianship as a profession.

Through outreach efforts, the campaign targets:

- general public -- parents, children, students, senior citizens and business people;
- educators, school groups and administrators;
- government leaders, policymakers and opinion leaders;
- librarians and those who are considering the library profession;
- media;
- strategic partners, including funding agencies.

For more information about the U.S. campaign, including how to subscribe to a discussion list for the latest updates, visit the campaign Web site at www.ala.org/@yourlibrary. For ideas on how other countries are getting involved in the campaign, visit the Ontario (Canada) Library Association Web site at www.accessola.com/@yourlibrary and the Web site of the Mexican Association of Librarians at www.ambac.org.mx/entubiblioteca.

Defining the Campaign Message

Communicating the correct message or messages about a topic or issue is absolutely critical to the success of an awareness-raising campaign.

In Australia for example, the public health message about skin cancer focuses on preventing rather than curing problems caused by excessive exposure to the sun. This approach is interpreted to be more positive by the targeted audiences - adults and older children - and ultimately saves people and governments money as preventing skin cancer costs much less than medical treatment. Timing and novelty have always been critical to Australia's skin cancer campaign with the central message ("slip on a t-shirt, slop on some sunscreen and slap on a hat") rested during winter and re-launched at the start of each summer.

In a regional context, for example South or South East Asia, it is also important to consider whether or not your message is adaptable enough to be translated into the languages of neighbouring countries and still usefully communicate the same meaning. Where relevant, it is also important to consider how the message might be communicated across national borders to cultural traditions or language groups that are common to several countries.

Quite often, specific awareness-raising messages and approaches will only work effectively in the context of a particular language, culture or community identity. The effective reach of these messages is thus limited. Consideration should be given to defining campaign messages that can be communicated quickly, clearly and widely in multiple languages and to different cultural traditions. As we have seen, the "@ your library" campaign logo has been successfully translated into over 20 languages, including Kazakh, Nepali and Vietnamese.

An effective campaign message should also have some personalisation (us, our, me) and minimal scope for linguistic or cultural misunderstanding - thinking of Wiio's first and second laws of why communication fails. Sometimes it is helpful to pre-test a message using focus groups comprised of representatives from the intended target audiences. Focus groups should last no more than an hour and usually involve a facilitator and 10-12 participants. It is generally helpful to devise a series of simple questions to encourage and guide the feedback from participants.

Simplicity, Flexibility and Novelty

Simplicity and flexibility mean that the same message can be used over and over again in different communication strategies and approaches. Slogans for example are short phrases (less than ten words) used in politics and advertising to repeatedly express an idea or goal, or identify a commodity. Slogans are designed to be flexible and may be used and re-used in posters, brochures, newspaper advertisements and radio advertising jingles. The overall effect is to keep reinforcing the same message with the target audience.

Recently, Australian cancer organisations identified a new target audience for their message about preventing skin cancer men under the age of 40. After some market research and focus group work,

the "Slip Slop Slap" campaign for the summer of 2005-06 was adjusted to include the message, "Because grown up skin needs protection too…"[20] The campaign strategy was also expanded to include new brochures and posters. The central message is simple, flexible and very clear: men under the age of 40 should slip, slop and slap too!

Remember:

The most effective awareness-raising messages are typically short, simple, flexible and memorable! They should also be kept fresh and novel to ensure that people notice them and react positively.

Choosing Between Awareness and Action Messages

In its 2004 publication "Talking About Disaster", the National Disaster Education Coalition identifies two main types of campaign messages:

1. **Awareness messages** - these provide general (background) information about an issue and can be used to reinforce the importance of informed action and behavioural change
2. **Action messages** - these describe in detail what actions people should take to adjust or adopt particular behaviours

Raising public awareness of any issue or topic will typically require a mix of awareness and action messages to be effective. Both types of message should also be designed to be very positive, focusing for example on the opportunities and benefits provided by new

[20] http://www.qldcancer.com.au/default.asp (accessed 1 February 2006)

behaviours rather than risks and sanctions associated with current practices. Above all, messages should be empowering.

Case Study: Mass Media and Health Practices, Honduras

In Honduras, South America, a very successful public health campaign was developed in the late 1970s and early 1980s to address the problem of diarrheal dehydration in infants. However, rather than over-emphasising awareness of the causes (poor sanitation and inadequate medical resources) and the obvious consequences (high levels of infant mortality), the campaign focused instead on action messages that enabled mothers to treat their own children cheaply and effectively at home.

The campaign commenced with extensive training for village-level health care workers then moved into a second phase of awareness-raising using the country's mass media. The campaign skillfully combined both awareness and action messages:

"As the training program was being carried out, a media campaign was implemented to reinforce the health care instruction effort. The campaign developed print materials and radio advertisements to issue basic messages related to the diarrhea rehydration therapy and the AED training program. The messages emphasized the correct administration of oral rehydration salts "Litrosol," the continuation of breastfeeding during infant diarrhea periods, and encouraged mothers to seek medical assistance if a child's condition deteriorates. Posters and flipcharts were also created to illustrate ORT [oral rehydration therapy] and to deliver supporting messages. The radio advertisements were placed in 30-60 spot announcements and often included some form of jingle, slogan, or song. Many of the ads included a familiar announcer, Dr. Salustiano, the program's

spokesman for technical information, who subsequently became a nationally known figure.

The tone of the campaign was serious, straightforward and caring. It successfully promoted a mother-craft concept, where a mother's current actions and beliefs are supported and the program's health techniques become an added complement to her care-giving regimen. ORT training was presented as a new development in modern medicine: the latest remedy for lost appetite and a recovery aid. With a high rate of literacy (87 percent of each household with at least one literate member), and 71 percent of all households owning a functional radio, the media campaign became an effective communication and education tool."[21]

The Asian Food Information Centre (AFIC) is a Singapore-based not-for-profit organization with a mission to provide scientifically grounded information on nutrition, health and food safety across the Asia Pacific region. It also acknowledges that a mix of awareness and action messages is required to affect behavioural change, particularly where the target audience must "pay with the effort of making changes to their life".[22] This is particularly true of largely preventable health conditions such as heart disease. As a starting point, effective messages can be built around simple yet very personal questions such as:

- Why talk about heart disease - why is it important to me?
- What is heart disease and what causes it?

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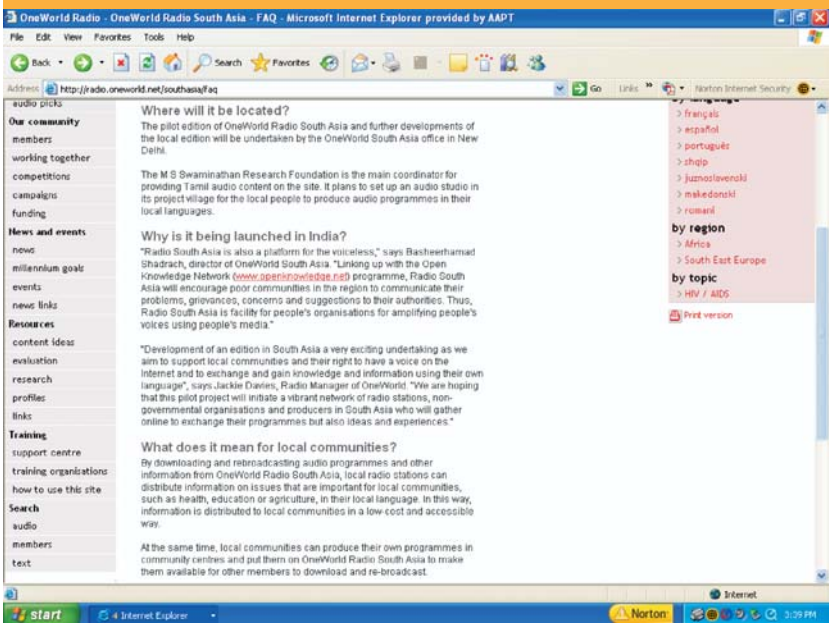
[21] http://www.social-marketing.org/success/cs-massmedia.html (accessed 15 March 2006)

[22] http://www.afic.org/FFA%20Issue%2023%20Talking%20Food%20and%20Health_English.htm (accessed 15 March 2006)

- How does heart disease affect me - what are the likely impacts on me personally, my family, friends and community?
- What is the best source of information about heart disease?
- What actions can I undertake to protect myself from heart disease and thus live longer?

Good information is critical to reinforce the credibility and importance of both awareness and action messages. Useful approaches include the selective use of statistics, fact sheets and websites. An early Internet phenomenon was the FAQ, or 'frequently asked question'. Many good examples of FAQs may be found on the Internet but the page of questions and answers maintained by OneWorld Radio South Asia is representative.[23]

Figure 5: OneWorld Radio South Asia - FAQ



[23] http://radio.oneworld.net/southasia/faq (accessed 15 March 2006)

World Heart Day is an annual campaign event designed to raise awareness about the behavioural changes individuals and communities can make to improve coronary health. In 2005, the central message or theme of the campaign was "Healthy weight, Healthy Shape". The Asian Food Information Centre (AFIC) had for some years noted rising heart disease rates in parts of Asia and links to weight gain. Their website for World Heart Day referred visitors to a new healthy weight management website at http://afic.org/WMWS/index.shtml

A Word of Caution

In many western countries, populations are showing signs of information overload and a phenomenon called "attentional blink" whereby the brain is 'blinded' momentarily when something catches its attention.[24] It has been estimated that people may be routinely receiving up to 3,500 discrete messages each and every day; or roughly one message every 15 seconds that they are awake. For anyone planning an awareness-raising campaign, this is sobering news. Commercial marketing companies are now starting to appreciate that "humans digest information like they do food"[25] and it is possible to become uncomfortably 'full'. Once again, the quality of information is demonstrated to be more important than its quantity.

As a result of information overload, awareness-raising messages are often overlooked or ignored. To overcome this problem and make the message stand out and become more immediate, many awareness-raising campaigns are now incorporating case studies, personal stories and testimonials from people; often written or presented in their own words. As professional marketing people know, a personal approach is generally more effective at selling a good idea!

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[24] "Flogging a dead horse", New Scientist, 2531(2), 24-31 December 2005, p. 41

[25] Ibid

Remember:

Personal communication helps to make the audience feel more connected with the message of the campaign and understand the significance of that message in relation to their life and work.

Describing the Target Audience

After defining the central message, the next critical step in any awareness-raising campaign is to get to know the intended audience or audiences in greater detail. Building a detailed picture of each audience is crucial to informing the development of appropriate communication strategies. Sometimes it is necessary to identify primary and secondary audiences, with the secondary audience critical to the success of any communication with the primary audience.

An example of this relationship between primary and secondary audiences might be where the target (primary) audience for an Information Literacy campaign related to finding employment is teenage boys. Attracting them to the local library or school for instruction may prove difficult until a persuasive secondary audience is found - preferably an individual or group within the community

whom they admire and respect. It may be that this group is their fathers, older brothers or local soccer team, in which case they form the secondary audience. Through this audience, the message of the campaign is communicated to the primary audience and the goals of the campaign are achieved.

Market Research

> "Conducting market research is vital to identifying and understanding intended audiences and developing messages and strategies that will motivate action. Evaluations conducted before, throughout, and after implementation provide data on which to base conclusions about success or failure and help to improve current and future communication programs."[26]

Drawing a detailed picture of our audience - a process called 'market research' - need not be an arduous process, particularly if the campaign has limited resources available. It should however involve serious consideration of the following:

- Identifiable community needs in relation to the campaign
- Demographics - for example, how is the community composed in terms of gender, age, family status and level of education?
- Social, cultural, religious and political issues, including local languages and informal community leadership
- Availability of resources in the community - who, what, when and how?
- Potential obstacles and possible solutions

The National Disaster Education Coalition urges sensitivity in awareness-raising, particularly if the central message requires a

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[26] http://www.cancer.gov/pinkbook/page3 (accessed 15 March 2006)

community to contribute resources. Where a message involves particular cultural or political sensitivities, it is also advisable to research the history of the target community, noting in particular any specific issues (obstacles) that may have relevance to the campaign and their likely impacts on the intended audience.

Communicating to children about disaster management requires particular sensitivity and this issue is discussed in detail in chapter four.

Other groups with specialised needs include people with disabilities, the aged and the infirm. In describing our audience, we must take into account these groups and ensure our communication strategy includes approaches appropriate to their special needs.

Sources of information for market research

Market research generally falls into one of two broad categories: primary research or secondary research. Within these categories, research may be termed quantitative (facts and figures) or qualitative (personal preferences and opinions).

Primary research involves collecting original data directly or purchasing this information from a commercial marketing or polling company. While it is generally more expensive to commission primary research, the data obtained is more likely to meet the precise needs of the campaign. Common techniques for collecting primary research data include focus groups (discussed in chapter two), interviews, polls and surveys, social observation, and more recently, tracking systems (most often used on websites).

Secondary research tends to be more popular in social marketing because it is easier to access and costs a good deal less than primary research. It also potentially carries the

disadvantage of being out of date and not directly related to the campaign being planned. Familiar sources of secondary research include:

- Public libraries - census information, demographic data, government publications, magazine articles, local maps, newspapers, published research reports, etc
- Online databases - also usually available through local libraries, sometimes for a small fee
- the Internet!

Monitoring and Evaluation

Closely related to market research is the issue of how we monitor and evaluate our awareness-raising campaign. Earlier in this chapter we talked about accountability; specifically but not exclusively in relation to funds provided by government or civil society. It is almost impossible for stakeholders to demonstrate that a campaign has been effective unless some form of monitoring and evaluation is undertaken. Assessing the relative success of our campaign means being able to plot a level of improvement from point A (the start of the campaign) to point B (the end of the campaign), and possibly also out to point C; well beyond the scope of the original campaign.

The "Pink Book" recommends that "evaluation should be built in from the start, not tacked on to the end of a program."[27] This will generally mean ensuring that at least some quantitative measures and qualitative indicators are included in the campaign plan. Sometimes it may be appropriate to include only one type of assessment: for example, quantitative data relating to the reach of the campaign - 'x' number of people with access to radio or television in this province or region.

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[27] http://www.cancer.gov/pinkbook/ (accessed 10 March 2006)

Whatever measures or indicators are eventually included in our campaign plan, by allowing for monitoring and evaluation we enable ourselves to (1) identify what approaches are working (and why) and (2) demonstrate the value of the campaign to stakeholders.

Using a Planning Template

Having considered your campaign's goals, central message and target audience through techniques such as brainstorming, focus groups and market research, a simple planning process should then commence documenting in writing the following information:

1. Campaign name or title
2. Campaign coordinators - those stakeholders directly responsible for the delivery of the campaign
3. Scope or overview of the campaign, including issues to be addressed, any particular focus that the campaign should have, and a simple summary of the purpose of the campaign. A broad situation analysis including obstacles and enablers may also enhance understanding of the need for the campaign.
4. Desired goal(s) and objectives, particularly any changes to awareness (knowledge), behaviours or beliefs
5. Campaign message - strictly speaking, the campaign message is a component of the communication strategy. However, in planning our campaign, the central message should be made to stand out clearly. This after all is the message that we will be communicating!
6. Target audience(s) - primary, and where necessary, secondary. As with the campaign message, the target audience is normally recorded in the communication strategy. Once again though, describing the audience effectively is pivotal to our campaign and this information should be obvious to all.

7. Communication strategy - approaches and techniques (actions) for communicating the message effectively, including emphasis where appropriate on language, tone, style, content level and audience reach. Here it is also appropriate to document the source of authority to deliver the campaign.
8. Campaign management, including:
   - ✦ Budget and resources
   - ✦ Timeframe for delivery
   - ✦ Responsibility for delivery
9. Monitoring and assessment - how will we determine success? It is appropriate although not always necessary to consider both (1) quantifiable measures and (2) qualitative indicators.

The information decided in points 1 to 9 can be recorded in a variety of ways although the use of a structured outline or template is recommended, at least for those new to awareness-raising. A template serves as a prompt to memory and ensures that nothing critical to the success of the campaign is overlooked.

Consider now the blank "Awareness-Raising Campaign Plan Template" provided in appendix 2. This document may be copied and used as a resource in planning future awareness-raising campaigns.

In addition, for each approach used in the communication strategy it is also advisable to develop a short accompanying action plan (figure 6) that documents in greater detail:

- ✦ The action - for example, organising a training workshop or online course in teaching Information Literacy
- ✦ Desired outcomes
- ✦ The group or individual with responsibility for that specific action
- ✦ The target date or timeframe for completion or implementation
- ✦ Resources required to implement the action

Figure 6: Campaign Action Plan Template	
Communication Strategy: Education	**Name of Campaign:** "Teaching Information Literacy is fun!"
Action (describe in detail)	✦ To design, write and deliver an online professional development course in teaching Information Literacy to children under the age of 12 ✦ The course will be delivered via the Internet using web pages, file downloads of lesson planning templates and reading materials, email contacts with lecturers and chat-room 'tutorials' ✦ The course will be designed for completion in no more than six hours of continuous learning ✦ The intended target audiences will be teachers and librarians
Outcomes	✦ Enhanced understanding of the principles of Information Literacy and their application in the classroom ✦ Ability to teach Information Literacy to children under the age of 12
Responsibility	✦ Manager, Online Training Team, Faculty of Education Studies, University of the Indian Ocean ✦

Communication Strategy: Education	Name of Campaign: "Teaching Information Literacy is fun!"
Timeframe	✦ Completion by the second week of the first school term
Resources	✦ Online course writer and Internet developer (40 hours) ✦ Access to the Internet for all participants ✦ Lecturing and tutorial staff (20 hours)

Further Reading

International Federation of Library Associations and Institutions (2005) Campaign for the World's libraries, http://www.ifla.org/@yourlibrary/create-campaign.htm (accessed 18 March 2006)

International Food Information Centre (2006) Tools for effective communications, http://www.ific.org/tools/intro.cfm (accessed 19 March 2006)

National Cancer Institute (2001) Making health communication programs work: a planner's guide (revised edition), Bethesda, MD, http://www.cancer.gov/pinkbook (accessed 18 March 2006)

National Disaster Education Coalition (2004) Talking about disaster: A guide for standard messages, Washington, D.C., http://www.disastereducation.org/guide.html (accessed 12 March 2006)

Robinson, L. (1998) The seven doors social marketing approach, http://media.socialchange.net.au/strategy/ (accessed 14 March 2006)

Social Marketing Institute (2006) Social marketing, http://www.social-marketing.org/sm.html (accessed 18 March 2006)

Chapter 3: Approaches to Awareness-Raising

In this chapter:

- Props, cues and recognition
- Personal communication
- Mass communication
- Education
- Public Relations (PR)
- Advocacy
- Public influence and involvement
- Avoiding propaganda

> "If we could reach out to communities before disasters and inform them of what to do 'just in case', impacts could be reduced dramatically."[28]

In chapter two, we noted that effective awareness-raising campaigns use a mix of communication approaches and techniques (strategies) to ensure their central messages are received and understood by diverse target audiences. In the fields of public health and disaster management it is widely accepted that "mitigation of hazard impact and vulnerability through education and awareness-raising has had to treat communities and population groups as separate targets for information."[29] Separate

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[28] http://www.unep.org/tsunami/apell_tsunamis.pdf (accessed 1 February 2006)

[29] http://www.ema.gov.au/agd/ema/rwpattach.nsf/viewasattachmentPersonal/4A2515985EBB9878CA256EB6001BB717/$file/AJEM%2025-29%20May04web-6.pdf (accessed 1 February 2006)

target audiences will almost certainly require separate approaches to awareness-raising.

In addition to promoting awareness and changing behaviours and beliefs, the mix of strategies employed should also:

- Provide information (content) that reinforces the credibility of the campaign message;
- Stimulate discussion and information-sharing at the community and ideally national level; and,
- Inspire local innovations, particularly by those directly affected by the subject of the campaign.

Figure 7: Inspiring local innovations

The choice or mix of specific approaches comprising our communication strategy will be guided by a number of considerations, including:

- The extent of reach required in our awareness-raising campaign
- The relative simplicity or complexity of the messages and content to be presented
- Our knowledge of the target audiences, particularly their demographic, socioeconomic and cultural characteristics

- ✦ The availability of communication infrastructure and community preferences - for example, radio over television
- ✦ The availability of resources - financial, material and human

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 in particular is constantly providing social marketers with new opportunities: for example, the rapid growth of Web Logs, more commonly known as 'blogs'.

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

1. Personal communication
2. Mass communication
3. Education
4. Public Relations (PR)
5. Advocacy

Props, Cues and Recognition

It is important to note that many approaches benefit from the use of physical props and other visual or auditory cues to reinforce the campaign message. The National Disaster Education Coalition recommends the use of "photos or drawings for print materials, soundtracks for radio presentations, videos for television, and aids like videos, posters, Disaster Supplies Kit items, and mock-ups to make presentations interactive."[30] The public health awareness campaign addressing infant diarrhea in

[30] http://www.disastereducation.org/guide.html (accessed 1 February 2006)

Honduras made extensive use of props and visual cues in the initial education phase:

> "The campaign began by providing 900 health care workers with four to eight hours of ORT [oral rehydration therapy] training. The training program concentrated on teaching the proper mixing and administration of ORT salts and instructing other village assistants, who would ultimately have to conduct the same exercises directly with rural families. Using props and training dummies, the program trainees repeatedly practiced each step of the mixing and administration processes. The health workers and village trainees then began instructing mothers and grandmothers in ORT and other health behaviors such as breastfeeding, infant food preparation and person hygiene. When rural families completed their ORT training, a flag was posted at their house to let other mothers in the area know where they could obtain health advice and instruction."[31]

The giving of flags and other culturally appropriate rewards or means of recognition are useful techniques for inspiring others to embrace the campaign and its message or messages.

Remember:

Depending on the circumstances of the campaign, an effective communications strategy should ideally incorporate a mix of one or two approaches from at least three of the five broad categories.

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[31] http://www.social-marketing.org/success/cs-massmedia.html (accessed 16 march 2005)

Acitivity: Reinforcing the Message of Information Literacy

Consider for a moment what physical props or sensory cues might be helpful in raising awareness about Information Literacy in your local community. An example might be to invite a respected local professional, perhaps a doctor or lawyer, to speak about the importance of finding and using up-to-date information in their daily work.

Try listing and describing five props or cues for raising awareness of Information Literacy in your community:

1. _____
2. _____
3. _____
4. _____
5. _____

Personal Communication

As experienced social marketers are aware, a personal approach is often the most effective means of selling a good idea, particularly if the approach comes from, or is sponsored by, an individual or organisation with recognised credibility: for example, a civil society organisation such as UNESCO or the World Bank.

Personal communication helps to make the audience feel more connected with the message of the campaign and understand the significance of that message in relation to their life and work.

Examples of personal communication might include:

- Community and stakeholder meetings
- Public forums, presentations and workshops
- Social events - for example, a festival for families or a dance organised for young people
- In societies and cultures where oral traditions dominate, role plays, performances of specially composed stories, songs, dances, plays and poems
- Word of mouth - person to person

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 widely. To achieve this, we must rely on mass communication through the 'mass media'.

Examples of mass media communication include:

- Printed materials - for example, billboards, brochures, cartoons, comics, pamphlets, posters and resource books
- Audiovisual resources - for example, pre-recorded cassettes, videos, CDs and DVDs
- Websites, email discussion lists, Web Logs (blogs) and RSS news feeds
- Media interviews, feature articles and announcements in newspapers, magazines and electronic publications accessible via the Internet
- Media interviews and news items on local radio and television
- Broadcast SMS messages to mobile telephones and personal digital assistants (PDAs)

A 2006 report published in the United Kingdom examined the 'media literacy' of adults, including people with disabilities

and those from different cultural traditions. The report concluded that "television remains the most familiar, and popular, media platform for most people".[32] It is found that mobile telephone technology is fast eclipsing traditional mass media - for example, newspapers - in key markets such as young people:

> "Mobiles are a ubiquitous media technology for the 16-24 age group. Younger people have embraced the enhanced functionality of mobile phones, whilst for older users they remain predominantly communications tools. However, the use of the mobile as a 'memory device' to look back at stored texts and pictures is commonplace for all age groups."[33]

Like mobile telephones and SMS, blogs and RSS news feeds are relatively recent innovations but have the potential to greatly assist awareness-raising campaigns in regions and communities where the Internet is available in local schools and libraries, if not private homes.

An excellent blog for keeping up-to-date on Information Literacy is maintained by Sheila Webber and Stuart Boon using the free "Blogger" system owned and supported by Google - http://information-literacy.blogspot.com/ Sheila and Stuart aim to provide readers with "news and reports about information literacy around the world".[34]

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[32] Ofcom (2006) Media literacy audit: report on adult media literacy, http://www.ofcom.org.uk/advice/media_literacy/medlitpub/medlitpubrss/medialit_audit/ (accessed 16 March 2006)

[33] Ibid

[34] http://information-literacy.blogspot.com/ (accessed 16 March 2006)

RSS or 'Really Simple Syndication' is a method of summarising the latest news and information from a website in a lightweight form that can be easily read online using news reader or news aggregator software. The aim of RSS is to give users the ability to quickly obtain the latest news and updates from a website in a headline or news digest format. CILIP, the Chartered Institute of Library and Information Professionals in the United Kingdom maintains a useful FAQ page on RSS at http://www.cilip.org.uk/aboutRSS

Education

As we have seen in chapters one and two, raising awareness about an issue or topic does not necessarily lead to lasting changes in behaviours and beliefs. For our campaign to achieve long-term benefits we should also consider how to provide our audience or audiences with the skills and incentives to change.

Common approaches to education in awareness-raising include:

- Train the trainer workshops and programs
- Formal and informal educational programs presented in local schools, colleges, adult learning centres and libraries
- Enhanced information literacy skills, thereby enabling more effective information finding and use within communities
- Static and travelling exhibitions and displays
- Library collections
- Training in presentation and media skills

As UNESCO's Memory of the World Program reminds us in relation to our documentary heritage, "education plays a crucial role in raising awareness".[35] The same may be said of environmental, public health and disaster management awareness where education

[35] http://www.unesco.org/webworld/mdm/administ/en/MOW_fin9.html (accessed 6 March 2006)

clearly "accelerates the progress of societies toward disaster resilience."[36] This occurs for two simple reasons: (1) children eventually grow into adults, with the capacity to apply the knowledge they have learned at school, and (2) the process of education itself tends to continue long after the initial awareness-raising campaign has concluded.

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

Education and Information Literacy

An increasingly important educational approach involves promoting and teaching information literacy skills within communities, often starting with children in schools. By focusing on how our target audience or audiences typically find, use and communicate information it is possible to prepare and present awareness-raising information that is better suited to their preferences; and thus more likely to be accepted and understood. Ideas for promoting information literacy concepts and skills are provided in chapter six.

Developing the Information Literacy skills of children in the first instance is an important strategy. As we shall see in chapter four, children are recognised the world over to be very effective communicators. What is learned by children at school tends to be taken home and

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[36] http://www.unesco.org/science/earth/disaster/apell_schools.pdf (accessed 6 March 2006)

communicated to family and friends. In this way, children themselves become very credible educators, helping to shape and change behaviours and beliefs within their families and communities:

> "Many people, especially the elderly, say they prefer to learn media skills from family and friends and do so by themselves rather than in formal groups."[37]

Public Relations (PR)

Public Relations or 'PR' deals broadly with activities designed to establish and maintain the reputation or credibility of the awareness-raising campaign. The Chartered Institute of Public Relations in Britain describes PR as "the planned and sustained effort to establish and maintain goodwill and mutual understanding between an organisation [awareness-raising campaign] and its publics [audience and stakeholders]."[38]

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. An excellent example in Sri Lanka is the support provided to the Autism Awareness Campaign by local entertainer Desmond de Silva.[39]

Ultimately, PR is about ensuring that the campaign is perceived positively and that its message - however this may be communicated - is received by its target audience with an open and receptive mind.

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[37] Ofcom (2006) Media literacy audit: report on adult media literacy, http://www.ofcom.org.uk/advice/media_literacy/medlitpub/medlitpubrss/medialit_audit/ (accessed 16 March 2006)

[38] http://www.ipr.org.uk/ (accessed 16 February 2006)

[39] http://autism_srilanka.tripod.com/ (accessed 16 February 2006)

Advocacy

Advocacy and lobbying efforts are sometimes overlooked when planning awareness-raising campaigns but can be vital to ensuring ongoing support from governments and civil society 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'

In the United States, school libraries are fortunate to have as their champion the First Lady, Laura Bush. She is quoted as saying, "school Libraries help teachers teach and children learn."[40] This message is a powerful endorsement of school libraries and particularly the important contribution they make to Information Literacy in the United States.

Public Influence and Involvement

Every awareness-raising campaign requires some measure of public involvement to be effective, and may in turn be subject to public influence. Deciding how much of each - involvement and influence - is desirable or acceptable is a critical decision point for campaign planners.

For example, the cooperation of an influential community leader may be necessary to ensure the successful communication of our message to a specific target audience. This leader in turn however

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[40] http://www.iasl-slo.org/ (accessed 16 March 2006)

may seek to bargain their cooperation into a stake in the message itself in order to advance their own political agenda or that of a third party.

The possibility that an awareness-raising campaign could be turned to propaganda is real and should be guarded against. That said, it may be argued that every campaign contains an element of propaganda anyway. This may not be a problem, however, if there is broad consensus within the community or society about the content.

The real danger of undue public influence and involvement is that it may side-track or, worse still, compromise an awareness-raising campaign in the eyes of the audience at which it is targeted. The credibility of any campaign is vital to its success.

Defining and Avoiding Propaganda

Propaganda in its purest form is simply "information that is spread for the purpose of promoting some cause".[41] We can go further though to describe it as "specific type of message presentation directly aimed at influencing the opinions of people, rather than impartially providing information."[42] Propaganda also typically carries political overtones.

It is important to realise that in various cultures the term propaganda has neutral or even positive connotations. In some Spanish-speaking countries of South America we are told that propaganda is commonly associated with 'advertising', and not usually in a negative way. In North American and European cultures however, propaganda is generally perceived as a strongly negative phenomenon.

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[41] http://wordnet.princeton.edu/perl/webwn (accessed 1 February 2006)

[42] http://en.wikipedia.org/wiki/Propaganda (accessed 15 March 2006)

Many people understand propaganda to be about disseminating false or misleading information. Strictly speaking though, a message does not have to be untrue to qualify as propaganda; it may simply omit so many relevant facts or truths that it becomes highly misleading. As in social marketing, propaganda aims to influence attitudes and behaviours rather than simply communicate information. The key difference however is that propaganda will typically attempt to evoke a strong and potentially irrational emotional reaction, whether through calculated 'mis-information' or appeals to underlying prejudices.

Propaganda can be presented in many forms but is generally most effectively communicated in printed leaflets, posters, and television and radio broadcasts. Propagandists were also early adopters of the Internet as a cheap yet highly effective means to promulgate and promote political messages through websites and email discussion lists.

To avoid propaganda, it is helpful to be able to identify some of its more obvious characteristics. Be alert to the following common propaganda techniques:

- Exploitation of latent fear or mistrust within a community or society
- Constant repetition - repeating misinformation will generally result in it being believed, or at the very least, remembered!
- So-called "black and white" choices - there is no middle ground for compromise
- Direct instructions, usually from figures of perceived authority
- Intentionally vague generalities
- Spurious rationalisation - we do this 'thing' because 'they' have done it to us in the past
- Deliberate oversimplification of the message and the 'facts'
- Association with positive and/or authoritative images and symbols for example, the national flag or anthem
- Negative stereotyping of particular groups and cultures

The following observations on propaganda in the age of the Internet have been extracted from the website "propagandacritic.com" and are the work of Aaron Delwiche, an academic in the Department of Communication at Trinity University.

Reading: Why think about propaganda?

As Anthony Pratkanis and Elliot Aronson point out, "every day we are bombarded with one persuasive communication after another. These appeals persuade not through the give-and-take of argument and debate, but through the manipulation of symbols and of our most basic human emotions. For better or worse, ours is an age of propaganda." (Pratkanis and Aronson, 1991)

With the growth of communication tools like the Internet, the flow of persuasive messages has been dramatically accelerated. For the first time ever, citizens around the world are participating in uncensored conversations about their collective future. This is a wonderful development, but there is a cost.

The information revolution has led to information overload, and people are confronted with hundreds of messages each day. Although few studies have looked at this topic, it seems fair to suggest that many people respond to this pressure by processing messages more quickly and, when possible, by taking mental short-cuts.

Propagandists love short-cuts — particularly those which short-circuit rational thought. They encourage this by agitating emotions, by exploiting insecurities, by capitalizing on the ambiguity of language, and by bending the rules of logic. As history shows, they can be quite successful.[43]

[43] http://www.propagandacritic.com/articles/intro.why.html (accessed 18 February 2006)

Credibility

There is acknowledged to be a direct correlation between the level of credibility of information (and those that communicate it) and the degree of positive influence that it exerts on a community. The higher the level of credibility, the greater the degree of positive influence; and behavioural change, if that is the desired outcome.

In a 2004 report on weather reporting in remote Australian Indigenous communities, Douglas Goudie of James Cook University notes that:

> "People tend to respond to perceived fairness as much or more than they respond to apparent objectivity. … If the goals of the communicator [Australian Bureau of Meteorology] are seen to serve a common interest with high social values people are more likely to trust the embedded messages. In the end the sources don't necessarily have to be liked. It's the actual positive and understood outcomes of the communication message which matter the most."[44]

Remember:

It is important when planning an awareness-raising campaign to ensure that the central message is not sidetracked or, worse still, compromised in the eyes of the audience at which it is targeted.

The credibility of any campaign is vital to its success.

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[44] http://www.tesag.jcu.edu.au/CDS/reports/Gou_IWWRpt/03%20overview%20a.pdf (accessed 18 February 2006)

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Propaganda Critic, http://www.propagandacritic.com/ (accessed 18 March 2006)

Youth Action for Peace (2004) Training on Awareness Raising, Public Relations and Lobbying: Final Report, http://www.coe.int/T/E/cultural_co-operation/Youth/2004%20_YAP_SSReport_awareness_raising_PR.pdf (accessed 14 March 2006)

Chapter 4: Awareness-Raising for Special Audiences

In this chapter:

- Principles of adult learning
- Awareness-raising and children

When stakeholders are planning awareness-raising campaigns, it is absolutely critical that audiences with special needs are not overlooked. Audiences that might typically require special consideration include:

- Aged members of the community
- Those with infirmities and physical or psychological disabilities - for example, blindness or autism
- People challenged by learning difficulties, illiteracy or limited access to education
- Adult learners
- Children

Raising awareness within special audiences need not be an onerous or expensive undertaking as simple and cost-effective solutions are often available. For example, communicating a message to people with blindness or vision impairments might be as simple as ensuring that the awareness-raising strategy includes radio broadcasts, so the message can be heard rather than read. Alternatively, printed materials can be reproduced in Braille or recorded onto tapes or compact discs for later playback. Similarly, those with hearing problems will benefit from pamphlets, posters and the simple inclusion of a signing interpreter at public meetings and forums, and in television broadcasts.

Again, as we established in chapter three, a mix of communication approaches ensures that the central message of our awareness-raising campaign is received and understood by a range of diverse target audiences, including those with special needs.

Principles of Adult Learning

While not appearing to have special needs, mature adults typically receive and process new ideas differently to children and young adults. Much if not all of what an adult learns is consciously framed in the context of their life experience. Awareness-raising campaigns should therefore take into account the basic principles of adult learning.

As a rule, adult learners are differentiated from younger learners by the following characteristics:

- They make their own choices in life and are thus generally more self-directed and motivated to learn
- They have their own ideas about what is important to learn
- They will be more concerned about the effective use of their time, particularly their learning time
- They will bring unique life experiences to the learning process and seek to relate these experiences to newly acquired knowledge and skills
- Their motivation to learn is more likely to be focused on solving a real-world problem or meeting a personal or professional need
- Adults are far more likely to reject or rationalise information that contradicts their own life experiences or beliefs

Thus, when planning education and training programs for adults there are some important guiding principles that should be followed. These principles include:

- Ensure that adult learners will find the learning experience rewarding

- Provide a mix of approaches to ensure that adult learners can see, hear and do when they learn
- Find ways for adult learners to relate new information and skills to their existing knowledge and experience
- Provide opportunities for adult learners to practice new skills and apply new knowledge
- Ensure adult learners are provided with plenty of constructive feedback and that they in turn have some opportunity to guide the learning process
- Remember that most adult learners will recall most vividly the first and last things they learn in a workshop or course - regular summaries are necessary therefore to ensure that learning is retained[45]

Awareness-Raising and Children

At the other end of the age spectrum, children will often form an important target audience for awareness-raising campaigns because they are recognised to be "influential and effective communicators".[46] In all societies and cultures, what is learned by children at school tends to be later communicated to those at home and even their extended family networks.

Figure 8: Children communicate to family messages learned at school

[45] Adapted from http://www.icvet.tafensw.edu.au/resources/adult_learners.htm (accessed 12 March 2006)

[46] http://www.unesco.org/science/earth/disaster/apell_schools.pdf (accessed 1 February 2006)

Communicating with children is also significant in that they process information and experiences differently to adults, particularly events that are traumatic or troubling, and are more likely to suffer long-term psychological upset if the correct approaches and techniques are not used.

In deciding on the appropriate communication approaches for children, it is important to take into consideration their age, language abilities, level of schooling and wider interests:

> "Effective communication with children requires communication styles and behavior appropriate to the age of the child. Understanding how children of different ages communicate and what they like to talk about is crucial for rewarding interaction with them. Adults must communicate in a way that relates to the age and interests of the child."[47]

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

- Keep the message short and simple - this will make it easier for children of all ages to understand and as with adults, reduce the risk of misunderstanding
- Ensure that the message communicated is honest and transparent - older children in particular are more discriminating than many adults realise and are just as likely as their parents to detect if a message is false or incomplete
- Provide information content that is appropriate to all ages of children and projects a positive outlook
- Ensure the content contains easily understood examples and 'mind pictures' that will help children to 'visualise' the message and describe it to others such as their family and friends

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[47] http://muextension.missouri.edu/explore/hesguide/humanrel/gh6123.htm (accessed 19 March 2006)

- ✦ Never dismiss or diminish questions from children - rather, they should be welcomed as a sign that the child has received and at least partially understood the campaign message
- ✦ Follow up regularly with new messages and information around the original theme, potentially every six months or school semester - repetition and novelty are crucial to ensuring that the message stays with children

The following advice in relation to talking to children about disasters is reprinted with thanks to the National Disaster Education Coalition.

Reading: Talking to Children About Disasters

You should not worry that talking about disasters will make children fearful. On the contrary, children are usually more frightened by what is whispered or not mentioned aloud than by matter-of-fact discussion. Let children speak freely about what scares or puzzles them - for example, "What will happen to my puppy if we have to evacuate?" "If there's a flood and I'm at school, I won't be able to find you." Try to answer questions and address concerns with concrete, easy-to-follow information.

When helping children learn how to prepare for, respond safely during, and recover from a disaster, it is important to adapt your discussions, instructions, and practice drills to their skills and abilities. Be aware that young children can easily confuse messages such as "drop, cover, and hold on" (response during an earthquake) and "stop, drop, and roll" (response if your clothes catch on fire).

Tell children that a disaster is something that happens that could hurt people, cause damage, or cut off utilities, such as water, telephones, or electricity. Explain to them that nature sometimes provides "too much of a good thing" - fire, rain, wind, snow. Talk about typical effects of disasters that children can relate to, such as loss of electricity, water, and telephone service.

Reading: Talking to Children About Disasters (contd..)

Give examples of several disasters that could happen in your community. Help children recognize the warning signs for each. Discussing disaster ahead of time reduces fear and anxiety and lets everyone know how to respond.

Be prepared to answer children's questions about scary things that they have heard about or seen on television, such as terrorist attacks. Give constructive information about how they can be prepared to protect themselves.

Tell children that in a disaster there are many people who can help them. Talk about ways that an emergency manager, American Red Cross volunteer, police officer, firefighter, teacher, neighbor, doctor, or utility worker might help after a disaster.

Teach children to call your out-of-town contact in case they are separated from the family and cannot reach family members in an emergency. Tell them, "If no one answers, leave a voice message if possible and then call the alternative contact." Help them memorize the telephone numbers, and write them down on a card that they can keep with them.

Quiz your children every six months so they will remember where to meet, what phone numbers to call, and safety rules.

Explain that when people know what to do and practice in advance, everyone is able to take care of themselves better in emergencies.

By including all members of your household - regardless of age - in disaster preparedness discussions, you will emphasize each person's importance as a member of the safety team.

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[48] http://www.disastereducation.org/Talking_to_Children.html (accessed 1 February 2006)

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Chapter 5: Information Literacy - Setting the Scene

In this chapter:

- What is Information Literacy?
- Why is Information Literacy important?
- Bridging the 'digital divide'
- Information Literacy and awareness-raising

> "The uncertain quality and expanding quantity of information also pose large challenges for society. Sheer abundance of information and technology will not in itself create more informed citizens without a complementary understanding and capacity to use information effectively."[49]

In chapter three, we explored the five broad types of communication strategies: personal communication, mass communication, education, public relations and advocacy. An increasingly important educational approach involves promoting and teaching information literacy skills within communities, starting with children in schools.

What is Information Literacy?

Information Literacy may be defined very simply as "the ability to access, evaluate and use information from a variety of sources."[50]

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[49] http://www.anu.edu.au/caul/info-literacy/InfoLiteracyFramework.pdf (accessed 16 February 2006)

[50] Pradeepa Wijetunge and U.P. Alahakoon (2005) "Empowering 8: the Information Literacy model developed in Sri Lanka to underpin changing education paradigms of Sri Lanka", Sri Lanka Journal of Librarianship and Information Management, 1(1), p. 33

Growing out of this definition, however, are a range of more specific actions or skills that contribute directly to a more effective role for information in our personal and professional lives.

Information Literacy may be described therefore as "the ability to identify, locate, evaluate, organise and effectively create, use and communicate information to address an issue or a problem."[51]

An information-literate person is seen to have the ability to (a) recognise when they need information, and (b) identify, locate, evaluate, organise and make effective use of that information to resolve issues and problems. Also crucial to Information Literacy are skills in communication, critical thinking and problem solving.

Importantly, Information Literacy provides the foundation for lifelong learning which is increasingly viewed as a fundamental human right:

> "Lifelong learning is important because continuous learning is essential for survival in a changing world. According to the formula L>C where L is the rate of learning and C is the rate of change, individuals who are not learning individuals will be excluded, disadvantaged and will become disaffected."[52]

A practical goal for Information Literacy in developing nations is suggested in a 2002 paper, "Towards a Functional Infoliteracy Campaign in African States":

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[51] Ibid, p. 31

[52] Pradeepa Wijetunge (2000) "The role of public libraries in the expansion of literacy and lifelong learning in Sri Lanka", New Library World, 101(1155), p.105

"Helping to inculcate a lifelong habit of identifying an information need and efficiently searching for, and using, indigenous oral, print, electronic and other sources of information to satisfy that need and thereby enhance personal, community, and national socio-economic interests."[53]

Remember:

Information Literacy is defined as the set of skills required to identify, find, retrieve, evaluate, use and communicate information from a variety of sources.

Fourth Dimension to Literacy

The term Information Literacy has been in common use by librarians and educators since the early 1990s when the rapid growth of the Internet suggested the need for a fourth dimension to literacy. In her 2002 UNESCO white paper on Information Literacy for citizenship, Ana Maria Ramalho Correia quotes Linda Langford (1999) on the need for new skills:

"Reading, writing and arithmetic (the 3R's) are still the basics of Literacy but additional skills are now required to gain the advantages of information delivered in different media through Information and Communication Technologies (ICT) and the Internet."[54]

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[53] Aiyepeku, W. et al (2002) Towards a functional infoliteracy campaign in African states, http://www.nclis.gov/libinter/infolitconf&meet/papers/aiyepeku-fullpaper.pdf (accessed 18 February 2006)

[54] http://www.nclis.gov/libinter/infolitconf&meet/papers/correia-fullpaper.pdf (accessed 16 February 2006)

Perhaps the world is ready now for the 4 R's: reading, writing, arithmetic and research!

UNESCO refers to the importance of Information Literacy in terms of capacity building: that is, "everybody should have the opportunity to acquire the skills in order to understand, participate actively in, and benefit fully from the emerging knowledge societies."[55]

The 2003 Information Literacy Meeting of Experts in Prague identified information literacy as "a powerful community tool that facilitates access to information and has real impact on its health, wealth, and well-being."[56] Furthermore, "information literacy efforts will work best if they are applied at the existing community unit level where needs are best identified".[57]

In practical terms, the Prague experts suggested that "the starting point should be to find out what the basic unit of a community is in each country, and then address its information literacy needs."[58]

Remember:

Health and natural disasters are considered useful catalysts for Information Literacy as both are compelling motivators for families and communities to seek and apply information.

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55 http://portal.unesco.org/ci/en/ev.php-URL_ID=15886&URL_DO=DO_TOPIC&URL_SECTION=201.html (accessed 18 March 2006)

56 http://www.nclis.gov/libinter/infolitconf&meet/post-infolitconf&meet/FinalReportPrague.pdf (accessed 17 February 2006), p. 4

57 Ibid

58 Ibid, p. 12

Why is Information Literacy important?

For an illustration of the importance of Information Literacy, we need look no further than the tragic events of 26 December 2004 when countries in South and South East Asia were devastated by a massive tsunami. Although many tens of thousands of lives were lost, some were actually saved thanks to the Information Literacy of one child:

> "A ten-year old girl on holiday saved over 100 lives in Phuket, Thailand, when the tsunami hit in December 2004 because she was information literate. … Tilly Smith of Oxshott, England, having researched tsunamis two weeks prior to her holiday in geography class, recognized the early warning signs of an imminent tsunami, and took action. Because of her ability to use and apply the knowledge she had learned, the beach was cleared and no lives were lost."[59]

Information in the early 21st century is characterised by overabundance (information overload), unequal distribution, a strong tendency to triviality, and increasing concerns about credibility.

For people from non-English speaking cultures there is the added issue of language as the majority of web content is authored in idiomatic English. For those in less affluent societies there is also the growing "digital divide"[60] that separates the information-rich from the information-poor.

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[59] http://portal.unesco.org/ci/en/ev.php-URL_ID=20891&URL_DO=DO_TOPIC&URL_SECTION=201.html (accessed 18 February 2006)

[60] Pippa Norris (2001) Digital Divide? Civic Engagement, Information Poverty and the Internet Worldwide, Cambridge: Cambridge University Press

In its 2001 "Statement on Information Literacy for all Australians", the Australian Library and Information Association emphasised the importance of Information Literacy as a prerequisite for:

- Participative citizenship
- Social inclusion
- The creation of new knowledge
- Personal, vocational, corporate and organisational empowerment
- Lifelong learning

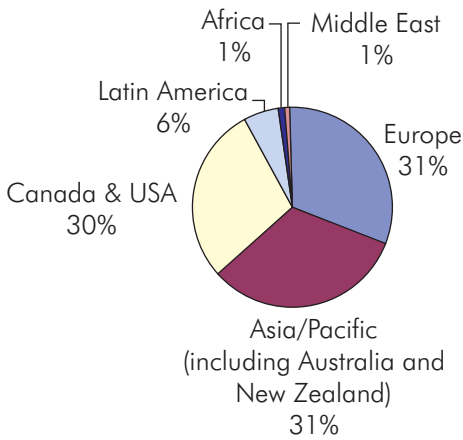
As Tilly Smith proved in December 2004, Information Literacy may also be a prerequisite for future survival; whether it is from natural disasters, man-made environmental damage, or public health issues such as HIV/AIDS, SARS or Avian Influenza.

Bridging the Digital Divide

Information Literacy has been identified by civil society and governments as a potentially effective means of bridging the digital divide by providing people with the skills to (1) know when they need information and (2) locate it effectively and efficiently from a variety of sources.

Internet access is often used as an indicator of the digital divide with the divergence between industrialised and developing nations becoming more acute each year. Although an imperfect measure, particularly in Asia where countries like Singapore and China skew the results, the worldwide distribution of Internet users serves to illustrate the breadth and depth of the global divide.

Figure 9: Internet Users - Worldwide Distribution



Source: Nielsen/NetRatings 2002

To complicate the problem, in 1997, an American writer - David Shenk - famously described the problem of information overload and referred to it as "data smog".[61] The challenges of data smog identified by Shenk and others include:

- The growing amount of information we must assimilate and process
- The rapid speed with which information comes to us from multiple sources - too much, too fast!
- The increasing need to make complicated decisions quickly
- Feelings of general anxiety that we are making these decisions without all of the available information

Our normal response is described by Mike Eisenberg and Bob Berkowitz in their introduction to "The Big 6", a popular Information Literacy model:

[61] http://www.davidshenk.com/ (accessed 16 March 2006)

> "One solution to the information problem-the one that seems to be most often adopted in schools (as well as in business and society in general)-is to speed things up. We try to pack in more and more content, to work faster to get more done. But, this is a losing proposition. Speeding things up can only work for so long. Instead, we need to think about helping students to work smarter, not faster. There is an alternative to speeding things up. It's the smarter solution - one that helps students develop the skills and understandings they need to find, process, and use information effectively. This smarter solution focuses on process as well as content. Some people call this smarter solution information literacy or information skills instruction."[62]

Information Literacy should not be viewed as a panacea for information overload, but it does provide a suite of vital 21st-century survival skills that enable individuals and groups to recognise their need for information and create strategies to find and use it effectively. This is the underlying power of Information Literacy and the means by which we all hope the digital divide between information-rich and information-poor will eventually be bridged.

Remember:

Information literacy has been identified as a practical solution to both the digital divide and data smog by providing people with the skills to know when they need information and how to locate it effectively and efficiently.

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[62] http://www.big6.com/showarticle.php?id=16 (accessed 17 March 2006)

Information Literacy and Awareness-raising

As a result of data smog, we all see and hear a multitude of messages each day. The difficulty is deciding which messages we should pay attention to and what accompanying information is to be believed.

Awareness-raising campaigns therefore must work to overcome public cynicism while competing with a range of other messages in order to be noticed.

Part of the solution, as we have already seen, is to develop a well-researched communication strategy that acknowledges our target audience and incorporates a mix of approaches and techniques.

Communication though is a two-way process and more can be achieved if individuals and communities are provided with the skills to assess and make more effective use of the information they receive. This is Information Literacy in practice!

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Chapter 6: Raising Awareness of Information Literacy

In this chapter:

- Models of Information Literacy
  - The Big 6
  - Seven Pillars
  - Empowering Eight
- Promoting Information Literacy
- International Information Literacy Resources Directory

A variety of useful models have been developed across the world to help understand, explain and raise public awareness of Information Literacy. The majority of these models have been developed for use in schools and universities where awareness-raising in Information Literacy is felt to have the most impact and the best chance of success.

One of the most popular Information Literacy models is "The Big 6", developed in the United States by two librarians, Mike Eisenberg and Bob Berkowitz. The Big 6 is described by its authors as a problem-solving approach to teaching information and technology skills. In simple terms, the Big 6 model comprises six key steps or stages of problem solving, under each of which are grouped two sub-steps or components:

1. Task Definition
   - 1.1 Define the information problem
   - 1.2 Identify information needed

2. Information-Seeking Strategies
   - 2.1 Determine all possible sources
   - 2.2 Select the best sources

3. Location and Access
    3.1 Locate sources (intellectually and physically)
    3.2 Find information within sources

4. Use of Information
    4.1 Engage (e.g., read, hear, view, touch)
    4.2 Extract relevant information

5. Synthesis
    5.1 Organise from multiple sources
    5.2 Present the information

6. Evaluation
    6.1 Judge the product (effectiveness)
    6.2 Judge the process (efficiency)[63]

The Big 6 is a simple model to understand and promote. It is also supported by a very useful website - http://www.big6.com/ - that provides access to a wealth of resources, links and sample lesson plans for teaching Information Literacy in schools and universities.

Promotional resources available from the Big 6 website include free handouts for adults and children that can be downloaded and printed: http://www.big6.com/files/Big6Handouts.pdf

The Big 6 model has arguably two drawbacks however. Firstly, the majority of resources and examples relate to schools and projects in the United States. Secondly, and less significant perhaps, the Big 6 is a commercial product and thus subject to copyright and trademark protection. The authors provide for limited "educational, non-profit use of the Big 6 provided that recognition is properly and

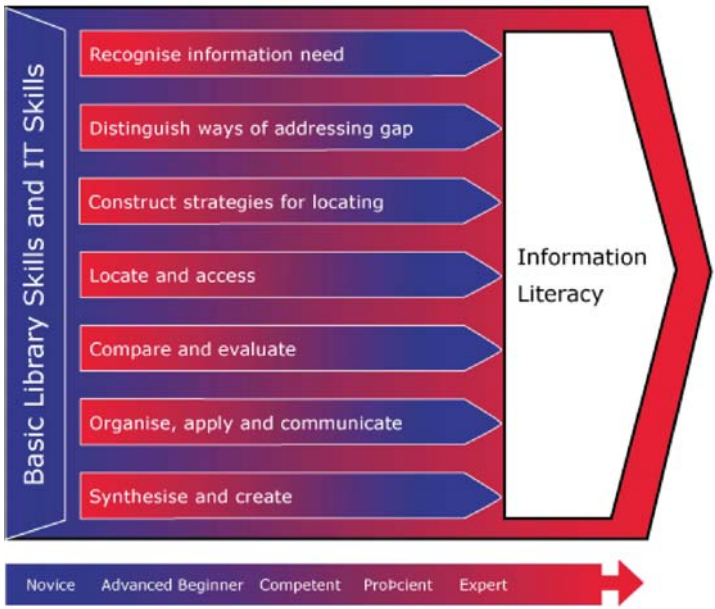
[63] http://www.big6.com/showarticle.php?id=16 (accessed 16 March 2006)

duly noted."[64] Permission to use the Big 6 will not be granted for commercial purposes. Some of the more appealing resources - bookmarks for example - must also be purchased via the website.

The Seven Pillars Model of Information Literacy

In 1999, the Information Skills Taskforce of the Standing Conference of National and University Libraries in the United Kingdom (SCONUL) developed a particularly effective conceptual model - the "Seven Pillars of Information Literacy".[65]

Figure 10: SCONUL Seven Pillars Model for Information Literacy



Reprinted from http://www.sconul.ac.uk/activities/inf_lit/sp/model.html

[64] http://www.big6.com/showarticle.php?id=120 (accessed 16 March 2006)

[65] http://www.sconul.ac.uk/activities/inf_lit/sp/model.html (accessed 1 February 2006)

As with the Big 6, the Seven Pillars model should be viewed as a progression from basic information literacy skills through to more sophisticated ways of understanding and using information - the path from novice to expert. The model provides a practical and robust framework with which we can identify and examine the skills an average person in any society across the world requires to be an active and informed citizen.

The Seven Pillars Model can be divided into two core sets of skills:

1. Knowing how to locate and access information
2. Knowing how to understand and use information

Knowing how to locate and access information

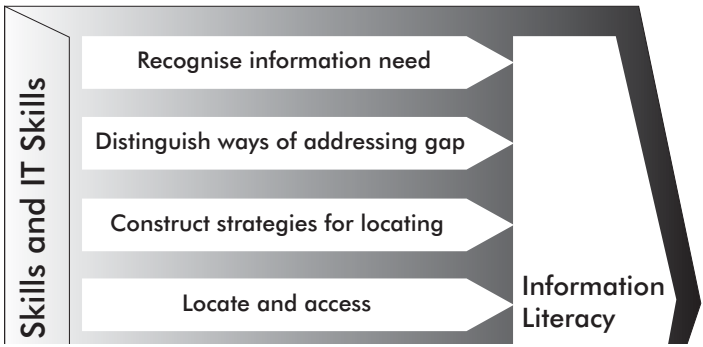
The first four pillars comprise the basic skills required to locate and access information:

(Pillar 1) Recognise our information need - knowing what is known, knowing what is not known and identifying the gap

(Pillar 2) Distinguish ways of addressing the gap - knowing which information sources are likely to satisfy the information need

(Pillar 3) Construct strategies for locating information - in the first instance, knowing how to develop and refine an effective search strategy

(Pillar 4) Locate and access information - knowing how to access information sources and search tools to access and retrieve information



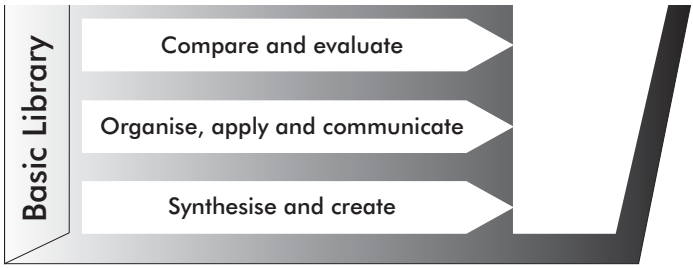
Knowing how to understand and use information

The remaining three pillars comprise the more advanced skills necessary to understand and use information effectively:

(Pillar 5) Compare and evaluate - knowing how to assess the relevance and quality of the information retrieved

(Pillar 6) Organise, apply and communicate - knowing how to associate new information with old, to take actions or make decisions, and ultimately how to share the outcomes of these actions or decisions with others

(Pillar 7) Synthesise and create - knowing how to assimilate information from a variety of sources for the purpose of creating new knowledge



The basic skills of information literacy (pillars 1 to 4) are common to all issues and topics, and may be taught at all levels of education including informal training programs targeted at adults. The skills are also reinforced and enhanced by regular use and ongoing lifelong learning, most often through programs and resources provided to individuals and communities by libraries.

Remember:

Achieving pillars 1 to 4 is realistic in the majority of societies and cultures if the core skills are included in the curricula at all levels of education and opportunities for lifelong learning are provided to adults.

Achieving pillars 5 to 7 is more challenging, in large part because of the same diversity that requires a communication mix in awareness-raising campaigns. For example, every occupation or profession encompasses a highly specialised expertise and with this knowledge usually comes a unique language or 'jargon'. If our information finding and use remains within this known context - health science for nurses, or bridge construction for engineers - we should have no difficulty mastering pillars 5 to 7. Once outside this context, however, we may experience great difficulty understanding and applying information relating to the law or farming.

There are possible solutions though and these include:

- Ensuring there is sufficient general information about a topic or issue to enhance the understanding of the average person, regardless of their background, occupation or level of education
- Providing independent information intermediaries (advisers) to interpret, translate, and where appropriate, re-package information to better suit specific community needs

Ana Maria Ramalho Correia counsels that "realistic goals must be set for our information literacy programs and allowances made for those Information Intermediary activities that enable the average citizen to understand specialized information and convert it into knowledge."

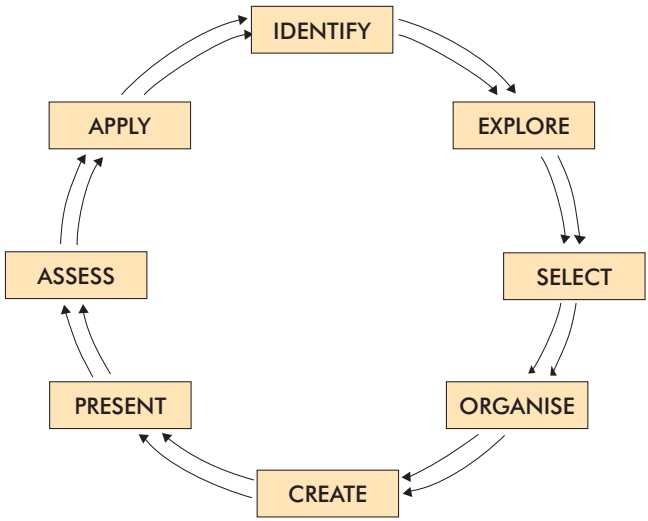
Empowering Eight (E8)

In 2004, participants at the International Workshop on Information Skills for Learning in Colombo, Sri Lanka, helped to develop a new model of Information Literacy for use in South and South East Asian countries. The model is called Empowering Eight or "E8" and as the name suggests, incorporates eight components of finding and using information:

Also included in the model are corresponding learning outcomes for each component: (refer appendix three). These outcomes are aimed primarily at children in schools but may be adapted for training adults.

Although appearing at first to reprise the Seven Pillars model, Empowering Eight is unique in that it recognises "the composite culture and local conditions"[66] in the countries of Asia. In a 2005 paper for the Sri Lanka Journal of Librarianship and Information Management, Pradeepa Wijetunge and U. P. Alahakoon note: "If an existing model used in a developed country is imposed [on countries in Asia], it would be difficult for the stakeholders to understand the philosophical roots behind the model."[67]

Figure 11: The components of Empowering Eight



66 Pradeepa Wijetunge and U.P. Alahakoon (2005) "Empowering 8: the Information Literacy model developed in Sri Lanka to underpin changing education paradigms of Sri Lanka", Sri Lanka Journal of Librarianship and Information Management, 1(1), p. 31

67 Ibid

Empowering Eight is currently being implemented in Sri Lanka by a national implementation committee. The process of implementation should serve as a useful model for other countries in the region and is provided here as a case study in raising awareness about Information Literacy.

Case Study: Implementing Empowering Eight in Sri Lanka

"Those who participated at the workshop from all key institutions of Sri Lanka gathered on 23rd December 2004 to discuss the implementation activities of E8 on different platforms. It was unanimously decided to formulate a national implementation committee. Members unanimously agreed that the positions of Chairperson and Secretary should be with NILIS[68] since NILIS was responsible for organizing the Workshop. Members also agreed that Prof. Bowden should chair the committee and Mrs. Wijetunge to be the Secretary. They both accepted the posts.

Members also decided that the National Implementation Committee (E8 NIC) should have a focus group with a limited number of members from the key institutions, which will be the stakeholders for implementing the model; NILIS, School Library Development Unit, UGC, National Library, Sri Lanka Library Association, National Inst. of Education, and the commissioner of National Colleges of Education.

It was decided that these focus group members should represent the interests of their respective institutes and that they should report the E8 NIC decisions to their institution and vice versa. E8 NIC Focus Group members are encouraged to establish Sub-Focus Groups within the respective institutions to facilitate communications and inter-actions. Focus group will meet as and when necessary to take key decisions regarding promotion and implementation.

[68] NILIS - National Institute of Library and Information Sciences

It was decided to invite the following to become members of the main 'Empowering 8 National Implementation Committee'. This will meet to endorse the interim work of the Focus Group and to provide advice on general policies and strategies relevant at the national level.

1. 8 Provincial Education Directors
2. 8 Provincial Library Coordinators
3. Representative from Faculty of Education, University of Colombo
4. Representative from Faculty of Education, University of Jaffna
5. Representative from Dept. of Education, University of Peradeniya
6. Representative from Dept. of LIS, University of Kelaniya
7. Representative from Sri Lanka Teacher Librarians Association
8. A Principal from Type 1AB school
9. A Principal from Type 1C school
10. A Principal from Type 2 school
11. A Principal from Type 3 school
12. A representative from each NCOE
13. Any other person / persons considered as significant for the promotion and implementation of 'Empowering 8'."[69]

Awareness-raising activities of the National Implementation Committee include:

- An official launch of Proceedings of the International Workshop on Information Skills for Learning and the "E8" logo
- A national "Empowering Eight" workshop in Sri Lanka for school principals and teachers
- Translation of the Empowering Eight model into Sinhala and Tamil, the national languages of Sri Lanka- this approach will ultimately provide the model with greater reach by ensuring that information about Empowering Eight and Information Literacy can be disseminated widely to a range of audiences.

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[69] Pradeepa Wijetunge and U.P. Alahakoon (2005) "Empowering 8: the Information Literacy model developed in Sri Lanka to underpin changing education paradigms of Sri Lanka", Sri Lanka Journal of Librarianship and Information Management, 1(1), p.38

The Essential Skills and Values for Information Literacy

To summarise, the essential skills and values required for effective Information Literacy include:

1. Generic Skills
   - Problem solving
   - Collaboration and teamwork
   - Communication
   - Critical thinking

2. Information Skills
   - Information seeking
   - Information use
   - Fluency with information and communication technology (ICT)

3. Values and Beliefs
   - Using information wisely and ethically
   - Social responsibility and community participation

Promoting Information Literacy

> "The goal to which we should mutually pledge ourselves is to ensuring that all people are well prepared to seek the truth so that all may experience a better quality of life."[70]

As with awareness-raising in public health, a variety of approaches may be used to raise awareness about Information Literacy. Awareness-raising and promotional efforts around the world to date have tended to focus on five broad strategies:

1. International policy statements - for example, UNESCO's Prague Declaration in 2003, "Towards an Information Literate Society"

[70] http://www.ifla.org/III/wsis/High-Level-Colloquium.pdf (accessed 16 March 2006)

2. Curriculum development for schools, including learning outcomes, competencies and criteria for evaluation and assessment
3. Professional development and training for academics, teachers, librarians and others directly involved with teaching Information Literacy skills
4. Development of Information Literacy teaching and resource materials, including online and distance learning formats
5. Ongoing international dialogues between Information Literacy researchers and practitioners through conferences, workshops and exchange programs - for example, the "International Workshop on Information Skills for Learning" held in Colombo, Sri Lanka in 2004

Overall, it is critical that progress in each area of focus supports and reinforces development in the others.[71] More work however is needed to lobby national decision makers and build partnerships with government and civil society.

Priorities for future awareness-raising identified by the 2005 "High Level Colloquium on Information Literacy and Lifelong Learning" include:

- Targeting policy makers in order to promote acceptance of Information Literacy at a national level
- Identifying and cultivating high profile Information Literacy champions outside the library and education professions
- Working with civil society organisations such as UNESCO and the World Bank as partners in the promotion of Information Literacy
- Using research to demonstrate the economic and social value of Information Literacy to communities and societies[72]

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[71] Abdelaziz Abib (2004) "Information literacy for lifelong learning", World Library and Information Congress: 70th IFLA General Conference and Council, p. 4

[72] Final Report of the High Level International Colloquium on Information Literacy and Lifelong Learning, 6 - 9 November 2005, http://www.infolit.org/International_Colloquium/index.htm (accessed 19 March 2006)

Case Study: Approaches to Inculcating the Habit of Reading - the NILAM Reading Programme in Malaysia

NILAM (Nadi Ilmu Amalan Membaca) or "Reading As The Key To Knowledge" is a reading programme that integrates the various reading activities carried out in schools. This program, initiated by the Ministry of Education, is used to consistently persuade students to read and to instill the reading habit in them. It is one of the Government's efforts to inculcate the reading culture among Malaysians.

The programme includes a number of organized and on-going reading activities carried out in schools. Participants in the programme are assessed throughout the year. The NILAM programme comprises recording, recognition and certification of reading activities. Students record the books they have read into their Reading Record Books. The teacher verifies the records made by the students, and certifies that the students have actually read the books. The assessment of the students' reading progress continues until the end of their secondary school education. The NILAM programme was implemented in 1999, and it is compulsory for all primary and secondary schools in the country.

The aim of the NILAM programme is to inculcate the reading habit in students by encouraging:

- Students to read more extensively and not merely for the purpose of examinations
- Schools to generate creative and innovative ideas to instill the reading habit in students[73]

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[73] Abdul Karim Bin Hj. Ahmad (2004) "Malaysia: Status of School Library Development", Proceedings: International Workshop on Information Skills for Learning, Colombo: NILIS, p. 66

As the NILAM case study suggests, current examples of Information Literacy promotion tend to revolve around the roles played by schools and libraries, specifically university, school and public libraries. The public library in particular is identified in most developed and developing countries as the "local centre of information, making all kinds of knowledge and information readily available to its users."[74]

Examples of library activities for promoting information literacy and the skills that comprise the various models (Big 6, Seven Pillars, Empowering Eight etc) include:

- Library orientation tours to make prospective information users feel welcome and promote general awareness of the information resources and services available to them in their community.
- Library brochures and handouts explaining the key concepts of information literacy, particularly why it is important to the local community and society as a whole.
- Short classes and tutorials designed to teach the essential skills of information finding and evaluation (pillars 1-4), focusing on specific topics or issues of immediate relevance to the community.
- Emphasis on the 'information intermediary' functions of libraries: for example, packaging and presenting up-to-date information on infant health and child care to make it more accessible and usable by first-time mothers.
- Emphasis on personalised assistance with the key processes of finding and accessing information: for example, constructing search strategies and selecting appropriate resources.
- Libraries have the advantage of being able to reinforce the teaching of Information Literacy skills through the delivery and

74 Pradeepa Wijetunge (2000) "The role of public libraries in the expansion of literacy and lifelong learning in Sri Lanka", New Library World, 101(1155), p. 107

cross-promotion of other services such as reading and reference books for children, and online databases and websites for adults.

- As with mainstream literacy, libraries have been particularly effective at promoting information literacy through "a variety of non-print media (posters, pictures, cartoons, banners, films and videos)" that "attract the non-literates to the library so that they will gradually overcome the fear of literary environments and want to learn more by improving their reading and writing skills."[75]
- Libraries are also typically adept at taking advantage of national and international events and celebrations to promote their services: for example, Human Rights Day or International Women's Day. The global "@ your library" campaign co-sponsored by IFLA and the American Library Association is also providing opportunities for raising awareness of Information Literacy in nearly 30 countries.[76]

Outside libraries, awareness-raising and promotion activities tend be centred on professional networking projects and the embedding of Information Literacy in schools. Approaches include:

- Introductory guides to Information Literacy prepared by international and local experts for teachers, librarians and policy makers. Guides should always provide short and compelling answers to key questions such as why (rationales for information literacy), what (definitions), where (learning locations), and how (issues of pedagogy and practice).
- Development of a modular school curriculum for Information Literacy that is introduced first in teacher training programs and then mainstreamed into classrooms.

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[75] Ibid, p. 108

[76] http://www.ifla.org/@yourlibrary/ (accessed 18 March 2006)

- Regional conferences and workshops in Information Literacy where national authorities share their expertise with colleagues and thus communities through a process of "cascade training".[77]
- Information Literacy pilot projects designed to empower communities and provide success stories and case studies for future programs.
- Development of websites and other Internet resources in a range of languages for teachers, librarians and others critical to the teaching and promotion of information literacy skills.
- Development of a network of national and local information literacy resource collections for teachers, librarians and the communities they serve.
- Support for translations and adaptations of resources to meet specific social and cultural needs, such as has been achieved in Sri Lanka with the translation of Empowering Eight into Sinhala and Tamil.

Case Study: Promoting Awareness of Information Literacy in Nepal

"Due to book-based and electronic-based information sources and services new challenges are emerging. These are: (i) how to establish linkage between book-based information centres and electronic telecentres; (ii) how to orient and train the information users to search, find, analyze and synthesize information for decision-making; (iii) how to bridge the gap between rural and urban areas; and (iv) how to develop the network of information specialists concerned with information literacy issues to share experiences and information.

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[77] Abdelaziz Abib (2004) "Information literacy for lifelong learning", World Library and Information Congress: 70th IFLA General Conference and Council, p. 4, http://www.ifla.org/IV/ifla70/papers/116e-Abid.pdf (accessed 18 March 2006)

Case Study: Promoting Awareness... (Contd.)

Since the representatives of local government, civil society organizations, political parties [and] donor agencies all participate in the preparation of village/district profiles, preparation of Periodic Plans, and determination of development priorities … an assessment of the people's present information literacy capabilities is crucial. It is also required to orient the people's representatives to improve their level of information literacy through orientation and training.

5. Suggestions for the Promotion of Information Literacy

5.1. In the Formal Education Sector

(a) Integrate information literacy in the curriculum.

(b) Integrate information literacy component in the library and information education program.

(c) Orient/train librarians and information professionals in information literacy to assist the information seekers.

(d) Develop a time-bound strategy to promote information literacy with machine readable formats (CD-ROM, Microforms, etc.).

(e) Develop/disseminate standards for promotion of information literacy and insure their effective implementation.

(f) Organize seminars/workshops to educate/inform the policy makers and planners to develop appropriate policy and programs for promotion of information literacy.

5.2. In the Information Education Sector/Community Level

(a) Orient/train the representatives of local government about the importance of information literacy.

(b) Orient/train information users on how to increase their information search and utilization skills.

(c) Establish a link between the community library/information centres and the proposed community telecentres to assure continuity as the government develops support for information services.
(d) Develop specific courses for rural information and develop a time-bound action plan to orient/train them.
(e) Since computer literacy and user-friendly computer software packages are required to promote information literacy in the context of the globalization process, it is necessary to look into the existing constraints and opportunities to develop computer hardware and software strategies and policy decisions.
(f) Mobilize civil society organizations in the spread and development of information literacy to support poverty reduction, promotion of human rights, and good governance at all levels."[78]

International Information Literacy Resources Directory

A useful repository of Information Literacy materials is now available online at http://www.uv.mx/usbi_ver/unesco

The International Information Literacy Resources Directory has been designed by the Information Literacy Section of the International Federation of Library Associations and Institutions in a UNESCO-funded project. The aim of the directory is to enable the sharing of information literacy experiences and resources

[78] Nirmala Shrestha (2002) "Information Literacy for a multipurpose community telecentre: Nepalese perspectives", White Paper prepared for UNESCO, the U.S. National Commission on Libraries and Information Science, and the National Forum on Information Literacy for use at the Information Literacy Meeting of Experts, Prague, The Czech Republic, pp 5-6

around the world, focusing particularly on country reports, standards and assessment tools.

Access to the Directory is free and the developers hope that international participation will enrich the directory so that it can grow to become a global clearing-house for Information Literacy resources.

Further Reading

Abid, A. (2004) "Information literacy for lifelong learning", World Library and Information Congress: 70th IFLA General Conference and Council, http://www.ifla.org/IV/ifla70/papers/116e-Abid.pdf (accessed 18 March 2006)

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UNESCO Information Literacy Bibliography, http://www.infolit.org/International_Colloquium/UNESCO_bibliography.pdf (accessed 19 March 2006)

Webber, S. and Johnston, W. (2000) "Conceptions of information literacy: new perspectives and implications", Journal of Information Science, 26(6), pp 381-397

Wijetunge, P. and Alahakoon, U. P. (2005) "Empowering 8: the Information Literacy model developed in Sri Lanka to underpin changing education paradigms of Sri Lanka", Sri Lanka Journal of Librarianship and Information Management, 1(1), pp 31-41, http://www.cmb.ac.lk/academic/institutes/nilis/reports/Information Literacy.pdf (accessed 18 March 2006)

Appendix 1: Communication in Practice - "Pass-it-on"

In many parts of the world, children play games that involve passing messages from one child to the next. Wherever these games are played and whatever they are called, they serve as simple yet profound reminders of the difficulties associated with human communication.

Try playing this game with stakeholders as an 'ice-breaker' activity before brainstorming an awareness-raising campaign. The rules are quite simple.

1. Participants space themselves out so they can whisper to their immediate neighbours to the right, left, in front and behind but not hear anyone seated further away.
2. The facilitator writes a short message - no more than one sentence - on a small piece of paper and shows it to the first participant at the front of the room. The facilitator keeps the paper.
3. The first person whispers the message to their neighbour and so on around the room until it reaches the last participant at the back. This person is invited to share the message, as they heard it, with the group.
4. Regardless of the outcome of the message (reasonably accurate or highly distorted), participants are invited to discuss their insights about the game. A common realisation is just how easily information can become distorted by poorly constructed and managed communication. In social settings, we might call this 'gossip'.

Appendix 2: Awareness-Raising Campaign Plan Template

Name / Title of Campaign:	Campaign coordinator/s (contacts):
Scope	
1. Overview ✦ Issue/s ✦ Areas of Focus ✦ Purpose	
2. Goals / Objectives ✦ Awareness ✦ Behaviours ✦ Beliefs	
3. Campaign Message/s 4. Target Audience/s ✦ Primary ✦ Secondary	
Actions	
5. Communication Strategy ✦ Approaches	

Name / Title of Campaign:	Campaign coordinator/s (contacts):
Management	
6. Budget	
7. Timeframe	
8. Responsibility	
9. Monitoring and Assessment ✦ Quantifiable Measures ✦ Qualitative Indicators	

Appendix 3:
Empowering Eight Information Literacy Model

Steps	Components	Demonstrated learning outcomes
1	Identify	✦ Define the topic / subject ✦ Determine and understand the audience ✦ Choose the relevant format for the finished product ✦ Identify the key words ✦ Plan a search strategy ✦ Identify different types of resources where information may be found
2	Explore	✦ Locate resources appropriate to the chosen topic ✦ Find information appropriate to the chosen topic ✦ Do interviews, field trips or other outside research
3	Select	✦ Choose relevant information ✦ Determine which sources are too easy, too hard, or just right ✦ Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc ✦ Identify the stages in the process ✦ Collect appropriate citations
4	Organise	✦ Sort the information ✦ Distinguish between fact, opinion, and fiction ✦ Check for bias in the sources ✦ Sequence the information in a logical order

Steps	Components	Demonstrated learning outcomes
		✦ Use visual organizers to compare or contrast information
5	Create	✦ Prepare information in their own words in a meaningful way ✦ Revise and edit, alone or with a peer ✦ Finalize the bibliographic format
6	Present	✦ Practise for presentation activity ✦ Share the information with an appropriate audience ✦ Display the information in an appropriate format to suit the audience ✦ Set up and use equipment properly
7	Assess	✦ Accept feedback from other students ✦ Self assess one's performance in response to the teacher's assessment of the work ✦ Reflect on how well they have done ✦ Determine if new skills were learned ✦ Consider what could be done better next time
8	Apply	✦ Review the feedback and assessment provided ✦ Use the feedback and assessment for the next learning activity / task ✦ Endeavour to use the knowledge gained in a variety of new situations ✦ Determine in what other subjects these skills can now be used ✦ Add product to a portfolio of productions

Glossary

Action Plan

A short plan developed for each approach used in the communication strategy. The action plan documents the action to be undertaken (for example, organising a workshop), the desired outcomes of the action, the group or individual responsible for the action, the timeframe and resources required.

Audience

The group or community for whom the message contained in an awareness-raising campaign is intended.

Awareness-Raising

Awareness-raising is understood to be a constructive and potentially catalytic force for change. To raise public awareness of a topic or issue is to inform a community's attitudes, behaviours and beliefs with the intention of influencing them positively in the achievement of a defined purpose or goal.

Awareness-Raising Campaign

An awareness-raising campaign is a broadly organised effort to change attitudes or behaviours based on the ability of stakeholders to communicate the same message to a variety of audiences using a range of approaches.

Brainstorming

An individual or group problem-solving technique used to generate ideas about an issue or topic.

Communication Mix

A variety or 'mix' of communication techniques and approaches is generally used to communicate the central message of an awareness-raising campaign. Any campaign that relies too heavily on just one or two approaches is unlikely to achieve its goals.

Communication Strategy

The central message of an awareness-raising campaign is communicated to its intended audience or audiences using a range of different techniques and approaches. These are described in a communication strategy; also known as a communication plan.

Focus Group

The Focus Group is a popular qualitative market research technique whereby small groups of people are selected at random from intended audiences and asked about their attitudes towards particular issues, ideas or products.

Information Literacy

Broadly, the set of skills required to identify, find, retrieve, evaluate, use and communicate information from a variety of sources.

Lifelong Learning

Lifelong learning is the process by which an individual actively seeks and acquires new knowledge and skills over the course of their lifetime; usually but not always after the completion of formal schooling.

Market Research

Market research is the process by which we gather and analyse data and information about a market or markets. In planning for awareness-raising, market research techniques may be used to draw a detailed picture of our intended audience.

Netiquette

Informal guidelines defining appropriate behaviour on the Internet, particularly the polite use of email.

Social Marketing

The planning and implementation of programs designed to bring about social change using concepts adapted from mainstream commercial marketing.

Stakeholders

Individuals, groups and organisations with a direct interest in or commitment to raising awareness about a specific topic or issue: for example, Information Literacy.

Web Logs (blogs)

Websites comprising regularly updated entries displayed in reverse chronological order, much like a diary or personal journal. Blogs can include digital photographs and video and audio recordings.

INDEX

About the Author

Richard Sayers is the Manager of CAVAL Training, a service of CAVAL Collaborative Solutions; a not-for-profit library consortium. Richard's responsibilities include the coordination of training programs for information professionals in Australia and overseas. Richard has a Bachelor of Arts with Honours in Political Science, Graduate Diploma in Library Science, and Master of Applied Science in Library and Information Management. He is also a qualified trainer and regularly presents and facilitates workshops in Australia and overseas. Richard has previously worked as a library and information manager in government and universities. Prior to leaving government, he was the co-chair of an award winning special library consortium. Richard's professional interests include leadership development, marketing and promotion of information services and training. He is an Associate Fellow of the Australian Library and Information Association and a Member of the Australian Institute of Management and the Australian Institute of Training and Development. Richard is also a proud graduate of the inaugural Aurora Leadership Institute held at Thredbo, Australia in 1995.

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