ProSPeReS

THE TRANSNATIONAL MODEL OF RAISING AWARENESS CAMPAIGN

Guidebook to use across the European Union

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The transnational model of raising awareness campaign

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Table of Contents

Table of Figures

1. Executive summary

„The transnational model or raising awareness campaign. Guidebook to use across the European Union" explains how the model was created, which is a transnational structure that can be used in various European Union countries for a universal social campaign design process, the assumptions of which take into account the specific needs and capabilities of local communities.

In general, it applies to campaign design:

- Raising awareness on a specific topic;
- Based on educational strategy;
- At the level of universal (primary) prevention.

However, its assumptions can also be easily applied to other types of social campaigns, as well as other forms of short-term preventive actions.

In the following chapters, it describes step-by-step what standard elements of campaign assumptions resulting from the model should be taken into account when designing an evidence-based social campaign. The proposed solutions were derived both from the theoretically based assumptions of science and then supported by practical examples resulting from "The Strategy of Security Awareness-raising Campaign about prevention, protection, deterring and response to various types of terrorist threats and incidents that may occur in religious places, including attacks with CBRN agents" (Truchly, 2023) design by consortium of ProSPeReS project.

Five chapters (3-7) explain the meaning and role and then propose approaches to designing such standard elements of a social campaign as:

- Diagnosis of the problem and its root causes;
- Selection of campaign target audience;
- Selection of scientific theories and preventive strategies;
- Formulation of main aim and operational objectives;
- Role of indicators measuring campaign progress and results;
- Preparing of awareness-raising content;
- Selecting methods, tools and channels for the content dissemination;
- Selection of campaign partners;
- Evaluation of a social campaign.

However, the study also proposes a definition of short-term preventive action as a category of preventive measures that also includes a social campaign as a preventive tool. Moreover, it tentatively defines the awareness-raising process and the awareness-raising social campaign itself. It also briefly explains what an evidence-based approach to preventing security threats means.

The developed model is a proposal to look at the campaign assumptions from the perspective of the standard elements contained therein, and then take them into account as steps in the process of designing a social campaign to raise awareness. This proposition can be used regardless of the country in which such a campaign should be designed and implemented. However, it is not a silver bullet that guarantees unconditional success, rather it is still only a useful proposition derived from science and practical experience.

A table with main definitions

Main terms	Description
Evidence-based practice	*A decision-making process that integrates 1) available external evidence, 2) professional knowledge, and 3) the client's values, preferences, and situation (Klose, 2022)*
Short-term prevention action	*A preventive work tool in the form of a structured project, built in an evidence-based manner, responding to needs and addressed to the entire population at a specific level (school, local, regional, national, etc.), whose objectives contribute to the implementation of short-term, achievable goals in a relatively short time, usually less than a year, and focused on tasks and processes undertaken on the level of primary prevention to eliminate the causes of undesirable situations in order to prevent or reduce the likelihood of damage before it occurs (e.g. social campaigns, workshops, training, etc.) implemented by various competent entities dealing with prevention or countering of violent extremis or de-radicalisation and accordingly evaluated*
Social awareness-raising campaign	*A structured project, built in an evidence-based manner, responding to needs and addressed to the specific population, whose objectives contribute to the implementation of short-term, achievable goals in a relatively short time, and focused on tasks and processes undertaken on the specific level of primary prevention to eliminate the causes of undesirable situations in order to prevent or reduce the likelihood of damage before it occurs; implemented by various competent entities dealing with prevention or countering of diagnosed risk and accordingly evaluated*
Logic model	*An explanation of the assumptions on which the initiative is based is visualized in diagrammatic representations; a visual "snapshot" of a programme that illustrates the intended relationships between its individual elements; provides additional information resulting from the initiative design and planning process*
Model for designing an evidence-based awareness-raising campaign	*A construct indicating standard elements of a social campaign as one of the tools in the catalogue of short-term preventive actions that build a framework of mutually derived campaign assumptions that organize both its construction, implementation, evaluation and, consequently, achievement of the assumed aim and objectives*
Transnational model	*A construct that can be used in various European Union countries, for a universal campaign design process, the assumptions of which consider the specific needs and capabilities of local communities*

2. Introduction

The focus of the ProSPeReS project is on places of worship that are considered particularly vulnerable due to their accessibility and the fact that limited security measures are typically in place. The need to pay attention to these places results from both observations and research cited by the project consortium, which indicate both growing religious xenophobia in places of worship of various denominations, as well as the increasing number of attacks on religious buildings.

Being aware of this situation, the project consortium emphasized that it is necessary to strive to maintain a balance between security and maintaining the open nature of places of worship. At the same time noting that, in addition to conventional security measures, interfaith dialogue may be the most effective way to combat religious violence. Thanks to such a dialogue, it is possible to identify potential threats, determine local needs, and support cooperation for the protection of places of worship, while shaping awareness that this protection is a collective matter.

Due to this, a key part of the ProSPeReS 7 project was the design and implementation of a campaign to raise security awareness (A7.1). Awareness-raising measures have been designed by the project to inform the public about the signs and symptoms of terrorism, including local threats (also in the "cyber sphere" or "digital space"), as well as about roles, responsibilities and behavioral models safety-oriented.

Since religious leaders, followers and the public are the potential target groups of malicious acts, staff and leaders of religious facilities, worshipers, public service officials and authorities related to the protection of gatherings and the wider society were considered recipients of the designed campaign. By improving their knowledge in each area, they can minimize the risk of effects on their health and the environment.

The assumptions of the designed campaign were expressed in a document titled "The Strategy of Security Awareness-Raising Campaign" (D7.1), and all 18 organizations included in the consortium were involved in its effective implementation as well as monitoring and evaluation of the campaign.

The same project action (A7.1) also assumed that at the end of the project the results of the awareness-building activities would be analyzed and a transnational model for use throughout the EU would be released. This study is therefore a derivative of the findings in the field of theoretical and practical understanding of the campaign as one of the preventive measures included in the catalog of preventive activities, the process of its design, implementation and evaluation, then expressed in the form of a transnational model that in a specific way unifies and enables the use of knowledge from the project ProSPeReS in various member states of European Union.

The main assumption that subsequently shaped the entire process of constructing a transnational awareness-raising campaign model was the key message of the Security Raising Awareness Campaign, stating that: "Better education is better prevention, protection, deterrence and response to various types of terrorist threats and incidents that may occur in religious places, including attacks with chemical, biological, radiological and nuclear agents".

In accordance with this assumption, the model developed and described in the following chapters concerns the design and implementation of campaign:

- Raising awareness on a specific topic;
- Based on an educational strategy;
- Implemented at the level of universal (primary) prevention.

ProSPeReS

The transnational model of raising awareness campaign.
Guidebook to use across the European Union

3. Logic model of security awareness campaign

3.1 The place of the awareness raising campaign among preventive initiatives

Preparations for constructing a model of preventive campaign should begin with defining what is meant by such initiative. For the purposes of this study, it was assumed that a social campaign is one of the types of preventive tools falling within the broader category of short-term preventive actions. Meanwhile, it can be noticed that both literature and practice use different terms for activities undertaken around preventing and counteracting radicalisation leading to violent extremism and terrorism. Terms such as "measures", "tools", "projects", "initiatives", "interventions", "programmes" or "actions" are often used interchangeably (Kordaczuk-Wąs, 2023). Therefore, it is necessary to clarify how to define the concept of short-term preventive action, which includes a social campaign as one of the types of preventive impact that will be the subject of further considerations.

Finding a clear division of security threat prevention activities into specific categories or typologies is not easy. One can even go as far as to say that such a clear typology and categorization does not exist. For example, a key counter-terrorism document, the Counter-Terrorism Agenda, focuses only generally on the need for a more structured and evidence-based approach to knowledge building and transfer. This document mentions the exchange of ideas, experiences, identifying good practices and formulating recommendations on the best ways to deal with all forms of radicalisation, without pointing to specific categorized types of such activities (European Commission, 2020a). Similarly, Action Plans do not specify tools and do not define these measures at the operational level. They only draw attention to priority goals, values and the need to achieve them through the implementation of the generally mentioned "programmes and activities" (European Commission, 2020b). Further searches leading to the crucial Radicalisation Awareness Network (RAN) also do not provide clear definitions of preventive initiatives. Even though RAN has collected over 200 P/CVE measures in its collection of effective practices, among them we mainly see programmes and projects, but without defining them. The terms "programme" and "project" are rather used interchangeably (RAN, 2023).

In turn, a narrower search for the definition of preventive action most often leads to a field related to business. In which preventive actions are most often associated with corrective actions consisting in improving the organization's processes undertaken to eliminate the causes of non-compliance or other undesirable situations. It is usually a set of activities, laws or regulations required by an organization in terms of production, documentation, procedures or systems to correct and eliminate repeated nonconformities. Preventive actions are activities taken to prevent such nonconformities from occurring, usually because of a risk analysis (Pruitt, 2019). In the area of management, preventive actions are understood as proactive activities aimed at eliminating all factors causing quality management processes and systems to deviate from the assumed requirements and implementing controls that minimize the risk of their occurrence and negative impact. As in business, also in a quality management system, preventive actions are usually understood as a system of corrective actions (Rogala, Wawak, 2021). Even if, based on the above understanding of action, an attempt can be made to build a definition of preventive actions aimed at preventing security threats, it is still not a definition of short-term preventive action used in preventing and counteracting radicalisation leading to violent extremism and terrorism.

3.1.1 Short-term evidence-based preventive action

The process of formulating a conceptual definition (Kojder, 1976) of the term **evidence-based short-term preventive action** implemented in P/CVE and de-radicalisation was based primarily on the concept of evidence-based practice, formulated by the consortium based on the research conducted. EBP has been defined as a decision-making process that integrates 1) available external evidence, 2) professional knowledge, and 3) the client's values, preferences, and situation (Klose, 2022). The process was then continued based on the lexicographic corpus searched in the literature and databases

available on the Internet (Shumaker et al., 2004; Podsakoff et al., 2016). From the aggregation of many sources, conclusions were drawn regarding selected definitions related to concepts such as "action", "short-term goals", "primary and universal prevention", "information strategy" (Brantigham and Faust, 1976; Doran, 1981; Greimas, 1987; Hardiker et al., 1991; Franks and Jewitt, 2000; Cothran & Wysocki, 2005; Coote, 2012; Macleod, 2012; Pruitt, 2019; Institute of Medicine (IOM) Classification System, 2023). This allowed to minimize ambiguities and inconsistencies resulting from the fact that many definitions considered separately were not fully satisfactory and were formulated below the conceptual definition. The analysis of the selected definitions then allowed to isolate the main key aspects for defining the term 'evidence-based short-term prevention action', which were then fully or partially included in the definition adopted by INDEED[i].

Table 1. Definition of short-term prevention action

Short-term prevention action	A preventive work tool in the form of a structured project, built in an evidence-based manner, responding to needs and addressed to the entire population at a specific level (school, local, regional, national, etc.), whose objectives contribute to the implementation of short-term, achievable goals in a relatively short time, usually less than a year, and focused on tasks and processes undertaken on the level of primary prevention to eliminate the causes of undesirable situations in order to prevent or reduce the likelihood of damage before it occurs (e.g. social campaigns, workshops, training, etc.) implemented by various competent entities dealing with prevention or countering of violent extremis or de-radicalisation and accordingly evaluated

Source: M. Kordaczuk-Wąs, own elaboration

This definition is important because it allows to eliminate or at least reduce the ambiguity and vagueness of the concept. Moreover, from the point of view of the systemic approach to designing "preventive action" and the model that will be created in the following chapters, it gives specificity and content to the defined concept, and draws attention to the standard elements that should be included in such a structure (More in: Kordaczuk-Wąs, 2023). At the same time, this definition places a social campaign in the catalog of various types of preventive tools that fall into the catalog of preventive short-term actions.

3.1.2 Social marketing and awareness campaigns

Before proceeding to formulating a model for an awareness-raising campaign, it remains to define the campaign itself. In the literature, much attention is paid to the need to strive for sustainable development in environmental, social and economic systems. It leads to the field of **social marketing**, which is the adaptation of commercial marketing technologies to activities aimed at influencing the voluntary behavior of target audiences to improve their personal well-being and the good of the society of which they are a part. Behavior change is the "bottom line" of social marketing (Andreasen, 1994). To be more precise, the analysis of the literature indicates that a social campaign is perceived as a tool enabling this kind of transition. **Social marketing campaigns** are defined as designed sets of messages that promote behavior that, if adopted, will benefit the campaign's recipients, partners and society. These campaigns aim to use activities, institutions and processes as a means of motivating behavior change and are used to achieve a specific social goal (Dann, 2009). However, it should be emphasized that this tool is not limited only to the field related to marketing. Various campaign typologies are available in the literature, depending either on the purpose of the campaign and its content, or on the method of its communication.

However, from the point of view of this Guidebook, the focus should be on the **social awareness campaign**. These campaigns aim to create public awareness for the betterment of society and may cover constitutional and civil rights, education, health, right to information, consumer awareness or any other important social topic. Awareness raising means the process of informing and educating people about an issue so that they can adapt or change their behavior or approach over time towards a specific social goal (European Commission, 2022).

Awareness raising is therefore also understood as a process that creates opportunities to disseminate information to improve understanding and develop the competences and skills necessary to enable the expected changes in social attitudes and behavior. It means promoting the visibility and credibility of a particular issue in a community or society (Sayers, 2006). An **awareness-raising social campaign** is therefore a constructive tool that can bring about a positive change in the behavior and actions of target audience.

Practical example how project ProSPeReS sees the potential of awareness-raising campaign:

The project consortium, listening to the voices of experts, emphasizes that, in addition to conventional security measures, interfaith dialogue may be the most effective way to combat religious violence. This is explained by the fact that the protection of places of worship and their communities is a collective matter, the necessity and responsibility of which are common to different religions. The consortium emphasizes that through dialogue it is possible to identify common threats to places of worship, needs and appropriate actions, and to support interfaith and transnational cooperation.

Due to this, the consortium focused on the preventive potential of a campaign that raises security awareness about preventing, protecting, deterring and responding to various types of threats and terrorist incidents that may occur in places of religious worship, including attacks with the participation of CBRN agents. All procedures and tasks to achieve the objectives have been designed as simply as possible, considering the unique characteristics, background of the target audience and their commitment to the protection of places of worship.

Awareness-raising measures have been designed to inform the public about indicators and signs of terrorism, including local threats (also in the "cybersphere" or "digital space"), roles and responsibilities, and security-oriented behavioural models (Truchly, 2023).

3.2 Model: meaning and purpose

As the authors emphasize, social marketing can have a huge impact on countless social problems of society. However, this impact can be severely limited if the technology is applied incorrectly or in areas where it is not suitable. If practitioners misuse this concept, its effectiveness may be limited (Andreasen, 1994). This risk also applies to the design and implementation of public campaigns aimed at raising public awareness of important security issues. An incorrectly designed and implemented campaign will not only make it difficult to achieve the intended goals but may even harm the topic it conveys.

Due to this, it is worth paying attention to the key aspects of designing this preventive tool, and then, based on good practice in the form of a proven campaign, build a model that allows both multiplication of a specific campaign or building new messages that raise social awareness based on its standard evidence-based elements.

3.2.1 Modelling of social activities

For considerations touching on the sphere of shaping social security and preventive activities that are an element of the whole that is the social system, a good starting point are theories grounded in social sciences, which not only allow us to understand people's actions, but also ensure their effectiveness (Kordaczuk-Wąs, 2017a). Therefore, when preparing to construct a model of a social campaign to raise social awareness, the concept of formal modeling was used, which in social sciences builds

explanations, organizes the reasoning underlying the theoretical argument, and opens space for controlled experiments (Mershon and Shvetsova, 2019).

The authors dealing with the concept of formal modeling emphasize the key underestimated role of narrative in the transition from theory to model. The transparency of the model's assumptions and stages means that by using the model, each actor will achieve equivalent predictions every time they repeat a given argument. Models therefore enable the replication necessary for knowledge accumulation (Mershon and Shvetsova, 2019). Models are used as intermediate artifacts in the construction of a system, as inference tools to explain, describe reality and predict the behavior of the system (Thalheim, 2013). Moreover, models are simplified representations of a specific system. Structure can be defined as a regular pattern of behavior of the elementary parts of a system, based on observations of repeated interaction processes (Scharnhorst, Börner, Besselaar, 2012).

Referring to theory, for the purposes of this study it was therefore assumed that the constructed **model** is a systematic description **of an awareness-raising social campaign** that shares common features with its real-world counterpart and supports the detailed definition, design and subsequent implementation of such a campaign. Then, to determine the elements that would visualize the individual components that make up its content, the concept of a logical model and a theory of change model that should accompany the design of evidence-based preventive short-term action were used. In the literature on the subject, there are approaches that separate two types of models: the theory of change and the program logic model, which differ in the level of detail and application, but represent the same logic.

3.2.2 Theory of change and logic model of initiative

A **theory of change** is a method that explains how determined specific initiative or set of actions will lead to a specific development change, based on a causal analysis using available evidence. It helps to identify solutions to effectively address the root causes of problems hindering progress and help to decide what approach to take to improve the workflow. It also helps in designing the initiative's assumptions and monitoring risks, as well as reviewing the entire process to enable the desired change to be achieved (UNDG, 2017). The theory of change describes the results that the initiative is intended to achieve as presented in the results framework map. Each initiative is linked to an outcome in a causal system, often revealing a complex network of activities and tasks required to implement the intended change. This framework creates a working model against which hypotheses and assumptions can be tested about what activities and tasks will best produce the outcomes identified in the model (Taplin and Clark, 2012). The theory of change model allows to present the initiative in its simplest form, using a limited amount of information.

In turn, the program **logic model** provides additional information resulting from the initiative design and planning process (Wyatt Knowlton and Phillips, 2012). An explanation of the assumptions on which the initiative is based is visualized in diagrammatic representations (Rush and Ogborne, 1991). A logic model can be defined as a visual "snapshot" of a programme that illustrates the intended relationships between its individual elements. In simple terms, this model graphically describes the different stages of a complex initiative involving many different types of interconnected elements. It is a tool whose purpose is to describe and articulate programme theory (Savaya and Waysman, 2005). This allows for a clear separation of the hierarchy and connections of individual standard construction elements with the stages of the design process. And even if it points to a logical process of constructing a long-term, comprehensive preventive programme, it can certainly and should be used to construct assumptions for a short-term, evidence-based preventive action.

Therefore, the proposed model of the public awareness campaign designing, presented in the next of this this chapter, combined two models described earlier in this section, namely the assumptions of the theory of change and the logical model of the programme. It indicates individual standard elements that

should be considered when designing the assumptions of such a tool to make it effective and allow for achieving the desired social change.

3.3 Model of awareness-raising campaign designing

As already emphasized, raising awareness is one of the pillars on which public participation can be built. At the same time, it is something more, because it can be the basis for making the right choices and decisions. Therefore, the aim of raising social awareness, through the dissemination of information and education, is to develop knowledge, understanding and the ability to act and act in favor of specific ideas. At the same time, it is needed to remember that raising awareness does not mean telling target audience what to do. Rather, it is about clarifying problems and disseminating knowledge to people so that they can make their own decisions (Donovan and Carter, 2003).

However, providing information and building awareness about the problem does not automatically lead to a change in the behavior of campaign recipients, because changing attitudes and behaviors is a very complex and long-term process. It requires understanding human behavior and then determining the right steps that will bring about the desired change in people's behavior (Donovan and Carter, 2003). This process needs to spread the message on many different levels and repeatedly (European Commission, 2022). To achieve this, the campaign must be well understood as a tool in the form of a well-organized course or series of activities that will reduce this spectrum in the right way.

It means that social campaigns should take the form of properly designed sets of messages that promote specific content. The need for a systematic approach to campaign planning and design is also emphasized by the Radicalisation Awareness Network. In the Guidelines prepared by the Communication & Narrative Working Group[ii], RAN emphasizes that when planning a campaign authors should define exactly what they want to achieve, and then design all elements of the campaign and the methods of their implementation in a way that allows to achieve the assumed goal (RAN, 2017). Before starting any campaign activities, there are many important elements to consider when preparing and developing campaign proposal. Among others, it is needed to define target group; define important terms of the campaign and set its goal and indicators reflecting how to achieve it; calculate the campaign's budget; establish a common vision with stakeholders about when a campaign can be considered a success. Moreover, as one of the determinants for successful campaign, the Network emphasizes the need to develop a logical model of the campaign, such as a theory of change (RAN, 2019).

These tips bring the process of designing a social campaign closer to the previously mentioned modeling concept, which is also the purpose of this Guidebook and presenting the campaign assumptions in the form of a logical model and interrelated standard elements that should be included in the construction of this tool. However, there are even more standard elements that build the core of a properly constructed short-term prevention action, which includes an awareness-raising campaign.

Based on a detailed analysis of the literature on the subject, it is possible to introduce a set of elements standardizing long-term preventive programmes, which should be considered already at the design stage. These include: 1) General data about the programme (name, author, entity responsible for implementation, programme type, implementation period); 2) Description of the phenomenon (problem) with the results of the diagnosis (including causes and risk factors); 3) Target audience (addressees); 4) Level of prevention; 5) Adopted scientific theories and preventive strategies; 6) Protective factors; 7) Objectives and indicators measuring progress of the programme; 8) Planned preventive tasks; 9) Partner entities; 10) Schedule and implementation methods; 11) Ways and dates of evaluation (formative, process, and results); 12) Sources of information about the programme and methods of dissemination; 13) Program's expenditure (costs and resources) (ORE, 2015; EMCDDA, 2015; Kordaczuk-Wąs, 2017b). As mentioned, the set of standard elements mentioned above refers to a long-term, comprehensive preventive programme, however, after minor modifications, it can and even should refer to the assumptions of short-term preventive actions, including the assumptions of a social campaign.

When designing a social campaign, a logical model should be used to plan and describe step-by-step the process of its construction, implementation and evaluation. This model allows to define expectations for the campaign and then plan all its parameters (standard elements) influencing the desired and expected changes. Furthermore, the logic model also enables appropriate design decisions to be made that influence the campaign evaluation trajectory.

The diagram below shows the individual steps that make up the design process and translates them into the already mentioned standard elements that build **the logic model of a campaign raising social awareness**.

Figure 1 – A process model for designing an evidence-based short-term action in the form of an awareness-raising campaign
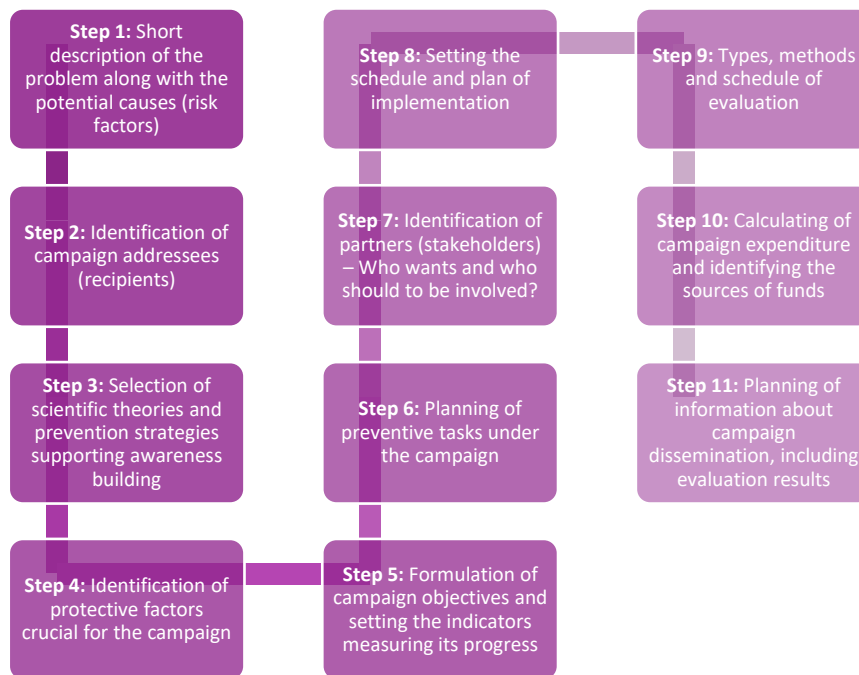
Source: M. Kordaczuk-Wąs, own elaboration

It should be emphasized that **model for designing an evidence-based** short-term action in the form of an **awareness-raising campaign** indicates standard elements of a social campaign as one of the tools in the catalogue of short-term preventive actions. Importantly, these key steps in the design process remain the same regardless of the level of prevention and regardless of the topic of the campaign message. They build a framework of mutually derived campaign assumptions that organize both its construction, implementation, evaluation and, consequently, achievement of the assumed aim and objectives.

3.4 Transnational approach to designing and implementing a social campaign

According to the assumptions of the ProSPeReS project, the proposed model of the awareness-raising campaign should be transnational, therefore it should also be explained what this concept means.

In the literature, the concept of **transnationality** refers to processes or arrangements that span the borders of two or more countries. It is often used to refer to processes or arrangements adopted by persons or organizations other than national governments, for example, by transnational corporations organizing production or distribution processes that transcend national borders or reach into

transnational social fields (Rouse,1995). In educational life too, transnationalism is a permanent reality. It should be seen as a positive set of educational opportunities that can have impact at local, regional, national and global levels (Hussain, 2007). And these possibilities should also be used around idea of education for safety.

The preference for global management that has been progressing over the years has led to the emergence of the idea of ensuring the vital interests of nations as well as individuals, which were traditionally provided by the state, through transnational management (Panitch, 1994). The traditional liberal-democratic model was dominated by the idea of the state with its overwhelming power to ensure collective security (Rapaczynski, 1996). States are indeed the initial progenitors, but their actions and influence go beyond the sphere of states. And this is where the idea of transnationalism is born, including idea of transnational law (Athar, 2022). Also, in relation to ensuring safety through the exchange of experience, especially measures used to ensure public safety, the effectiveness of which has been confirmed.

In this understanding, the developed model of an awareness-raising campaign is precisely such a **transnational model** of a preventive tool that can and should be constructed according to the steps included in the model in a similar way in various Member States of the European Union. However, it remains to be clarified whether the transnational model is the same as a universal model.

3.4.1 Transnational versus universal

To explain the relationship between **transnational and universal**, one can adapt the concept of "universal design", which was created in the mid-1980s by the American architect Ronald L. Mace. According to his view, universal design only requires awareness of the need and market and a commonsense approach to make everything that is produced possible. And, to produce as much utility as possible for everyone. Nygaard cites Mace's definition of universal design, which explains that **universal design** is the production of products and environments to be useful to all people, to the greatest extent possible, without the need for adaptation or specialized design (Nygaard, 2018, p. 1).

At the same time, however, he adds that universal design should not exclude assistive devices for specific groups of people, where needed. He emphasizes that universal design is not a solution that solves all problems and makes the world inclusive for everyone. This concept must be looked at in conjunction with solutions for specific groups (Nygaard, 2018). And this reservation explains the essence of the model proposed for the campaign raising social awareness. The steps in the model are therefore universal, but at the same time they encourage to look at the local situation and design the campaign assumptions based on it.

Important highlight: The model is a transnational construct that can be used in various European Union countries, for a universal campaign design process, the assumptions of which consider the specific needs and capabilities of local communities.

4. The educational security campaign as a response to the local situation

The forms and methods of implementing preventive activities evolve and vary depending on the country in which they are implemented. As mentioned earlier, sometimes the same forms of preventive measures are called differently in different countries and constructed in different ways. Therefore, it is important that nowadays prevention takes the form of activities constructed in a reliable and professional manner.

In order for the model to truly become a transnational construct that can be used in various European Union countries for the universal process of designing a campaign understood as a tool from the catalog of short-term preventive actions, it is necessary to explain what role the main assumptions of a social campaign play, as well as how to ensure that they take into account they specific needs and resources of local communities.

Therefore, the following chapters and subchapters contain an attempt to synthetically describe selected stages of the construction of a preventive campaign. These guidelines are only a proposal for a concise presentation of quite complex issues based on theoretical foundations drawing knowledge from scientific paradigms or the methodology of social sciences. However, they can undoubtedly facilitate the design of the described key elements of a public awareness campaign.

4.1 Importance of the problem root causes for the campaign designing process

Preparing for this process requires understanding that social awareness-raising campaign should be understood as a constructive tool that can bring about a positive change in the behavior and actions of target audience. This tool has the form of:

> *a structured project, built in an evidence-based manner, responding to needs and addressed to the specific population, whose objectives contribute to the implementation of short-term, achievable goals in a relatively short time, and focused on tasks and processes undertaken on the specific level of primary prevention to eliminate the causes of undesirable situations in order to prevent or reduce the likelihood of damage before it occurs; implemented by various competent entities dealing with prevention or countering of diagnosed risk and accordingly evaluated.*

The above-mentioned structure constitutes a campaign model indicating key steps of the design process that remain the same regardless of the level of prevention and regardless of the topic of the campaign message. They build a framework of mutually derived campaign assumptions that organize its construction, implementation, evaluation and, consequently, the achievement of the assumed goals.

In the proposed model, **Step 1** focuses on:

> **Short description of the problem along with the potential causes (risk factors)**

To ensure that preventive activities respond to the real needs of the local environment, their preparation should be preceded by a diagnosis of social problems, indicating not only the type of problems, but also their causes.

Therefore, when preparing to design a social campaign, it is needed to start by checking **"What is happening?"** and **"Why is this happening in the local environment?"**. Such an approach will make

it possible to formulate the purpose of the planned actions that will respond to actual needs, and, consequently, will enable the adoption of a concept, strategy and form of preventive actions that will be adequate to social needs (Kordaczuk-Wąs, 2018).

4.1.1 Answering the question: What is happening?

The best source of reliable diagnosis and answering the question **"What is happening?"** is, of course, research on the state of safety conducted by or in cooperation with scientific entities. However, the basic, cheapest, fastest and at the same time correct method of conducting a diagnosis is to use available secondary data from, for example, police tools for monitoring security threats (e.g. security threat maps), social debates, scientific publications, bulletin reports, or databases containing statistical data on the state of security (Kordaczuk-Wąs, 2018).

Figure 2 – An example of a diagnosis of the situation in the local environment (an attempt to answer the question "What is happening?")
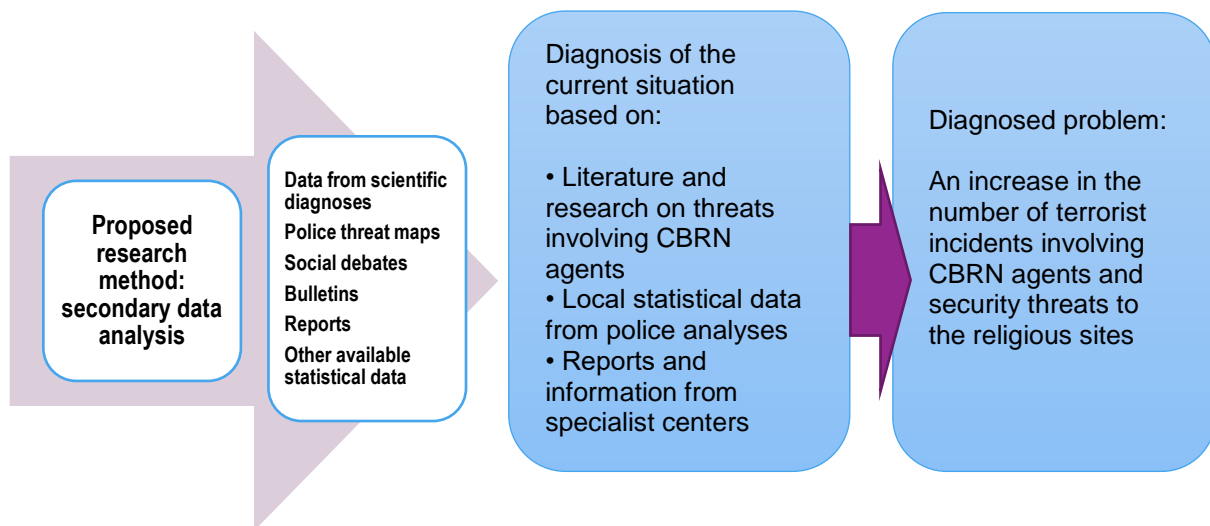
Source: M.   Kordaczuk-Wąs, own elaboration

At the same time, it should be emphasized that the diagnosis of the problem, limited only to determining the situation prevailing in the local environment, does not yet make it possible to design effective preventive actions. To make this possible, it is needed to know what the most important potential causes of the diagnosed threats are (Kordaczuk-Wąs, 2018). A professionally prepared preventive campaign aims to prevent, eliminate, or at least limit the causes of a specific social threat. Therefore, an indispensable part of diagnosing the situation in the local environment should be an attempt to answer the question **"Why is this happening in the local environment?"**

4.1.2 Answering the question: Why is this happening?

The most important causes of diagnosed problems can, for example, be inferred from the literature on the subject, which reliably describes the etiology of a specific phenomenon (problem, threat, risk factors). Especially when designing a social campaign as part of universal prevention, the results of scientific research described in the literature make it possible to identify potential causes of the diagnosed threat. But it is also worth conducting, for example, a survey using the traditional survey technique.

Figure 3 – An example of a situation diagnosis of the causes of a problem diagnosed in the local environment (an attempt to answer the question "Why is this happening?")
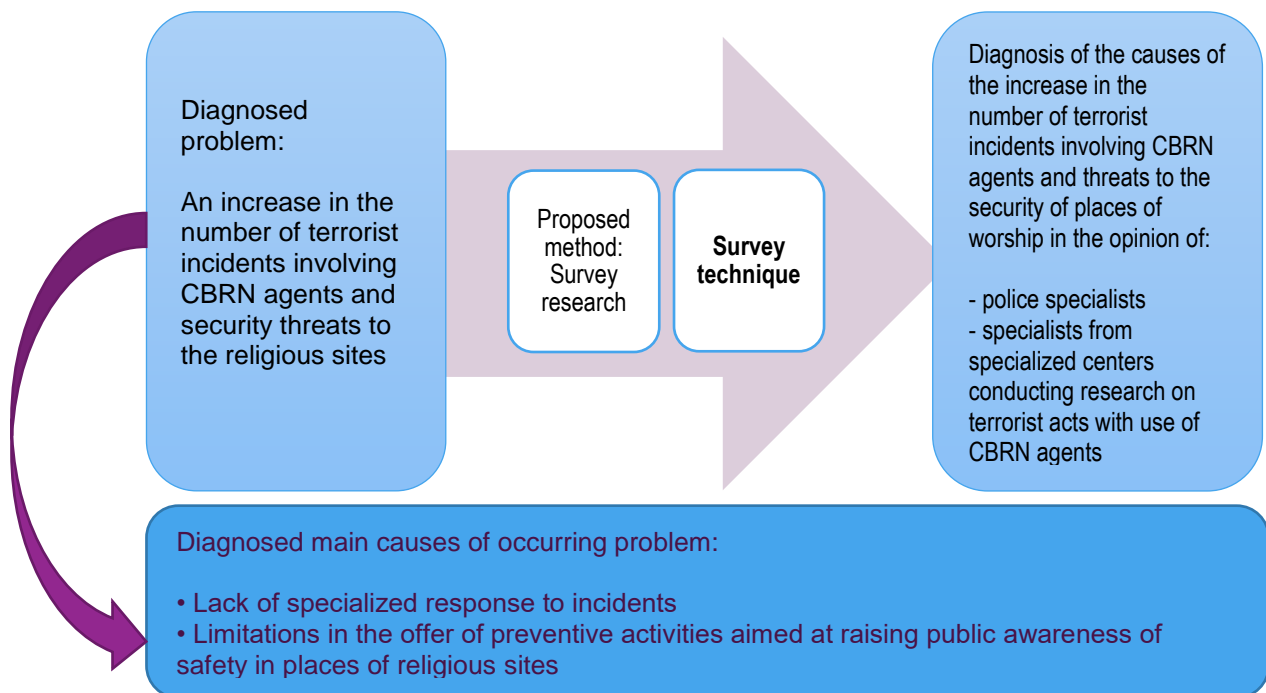
Source: M. Kordaczuk-Wąs, own elaboration

4.1.3 Levels of prevention

The diagnosis also indicates what level of prevention should be undertaken. The concept of three **levels of prevention** comes directly from the three levels of risk of crime and other social pathologies. The first is the low-risk group, which includes people who do not engage in risky behavior and to whom **primary prevention** is addressed, including measures to combat the main causes of pathology, promote a healthy lifestyle or reduce the scope of risky behavior. The second level is the high-risk group, including people who have been initiated in the described behaviors and are targeted with **secondary prevention** aimed at limiting both the depth and duration of dysfunction, as well as enabling the individual to withdraw from engaging in risky behaviors. The last high-risk group includes people whose risky behaviors are deeply entrenched. These people experience serious, negative consequences of their risky behaviors, and **tertiary prevention** means an intervention that is intended to prevent the complications and consequences of these behaviors (Jedlewski, 1993).

The described concept of three levels of prevention has accompanied the preparation of preventive activities for many years, as it was introduced in the 1950s. However, the new division of prevention, which is currently most often used when constructing preventive activities, was introduced in the United States in 2003, and two years later it was popularized in the European Union countries (2005). It divides the levels of prevention into **universal** (primary), selective (secondary) and **indicated** (tertiary) prevention (NSW Department of Health, 2002).

It is therefore clear that the diagnosed main problem shows what problem related to the security threat needs to be addressed and at what level of prevention. In turn, the diagnosed main causes therefore directly indicate what type of preventive measures should be proposed in relation to the diagnosed problem. If the main reason for an increase in the security threats to the places of worship is a limited offer of preventive activities aimed at raising public awareness of safety in religious sites, then a

campaign raising-awareness on this topic, as the effective tool for universal (primary) prevention, will be the appropriate preventive measure.

Practical example how project ProSPeReS diagnosed the need for awareness-raising campaign implementation:

The justification for the project states that religious places have been diagnosed as particularly vulnerable to attacks. The project refers to statistical data from recent years, which indicate that religious xenophobia is growing in places of worship of various denominations. Research shows that since 2000, the number of attacks on religious buildings has doubled. The reasons for this situation include their availability and the fact that they usually use limited security measures.

Additionally, feedback from religious institutions and authorities suggests that concerns about security are growing and that a balance must be struck between security and maintaining the open nature of places of worship.

The project indicates that the protection of places of worship and their communities is a collective matter, the necessity and responsibility of which is shared by different religions, while through dialogue it is possible to identify common threats to places of worship, needs and appropriate actions, as well as support interfaith and transnational cooperation (Truchly, 2023).

The key message of the Security raising Awareness campaign:

"Better education is better prevention, protection, deterrence and response to various types of terrorist threats and incidents that may occur in religious places, including attacks with chemical, biological, radiological and nuclear agents" (Truchly, 2023).

4.2 Selection of campaign target audience

In addition to the ability to identify the problem itself that threatens the safety of the local environment, as well as the causes of its occurrence, a reliable diagnosis has another advantage. It allows to determine what target group experiences the identified problems and to what extent they need preventive actions. This possibility is important to be underlined because in the proposed model for designing an awareness-raising campaign, **Step 2** focuses on:

Identification of campaign addressees (recipients)

The community, or society at large, is not a cohesive or homogeneous group. In fact, it encompasses enormous diversity and difference both within and between individuals in a group. These characteristics, in turn, can influence how and why a group participates or does not participate in a particular behavior. Therefore, the better we understand our target group, the better we can explain what motivates people to engage in each behavior, and then what may prevent them from engaging in a particular behavior. Taking the time to research target audiences means to be able to design more relevant, targeted, and effective interventions (Goodwin et al., 2021). The same principles apply to engaging in safety-threatening behaviors and taking steps to prevent them, especially when thinking about designing evidence-based preventive measures.

The need for and importance of properly identifying the recipients of activities result from the assumptions of evidence-based practice in many disciplines. This is visible in the areas of activities related to public health (Jenicek, 1997), education (Davies, 1999) and social work (Gambrill, 1999). Calls to implement an evidence-based approach to preventing and countering radicalisation leading to violent extremism and terrorism have also increased significantly over the last decade (Marsden, 2020; Nehlsen et al., 2020). The concept of EBP has been defined as a decision-making process that integrates 1) available external evidence, 2) professional knowledge but also 3) the client's values, preferences, and circumstances (Klose, 2022). Circumstances should be understood as the needs for preventive actions.

It is worth adding that in the case of social awareness campaigns, the recipients may be individuals, groups, organizations, communities, or associations. While awareness raising increases the level of knowledge or information about a given topic among target people, an awareness campaign is a method intended to create or increase awareness among a relatively larger audience. Awareness campaigns are often the first step in introducing audiences to certain new "objects" or activities and have the intention of having a positive impact on it to achieve a specific goal or objective (Sayers, 2006). That is why it is so important to identify the right recipients of such a campaign to reach the message to people from whom we then expect specific behaviors.

Practical example of who and how the ProSPeReS project identified as recipients of the awareness campaign:

Three target groups are identified based on how they may impact or be affected by a security incident in places of worship, their role in incident response, and their area of work.

It was assumed that:

❑ The group of religious sites' personnel and leaders need to know how to organize, manage and implement proper security measures during their religious activities.

❑ The group of public services and local authorities' officers primarily need to know how to communicate with representatives of religious sites and support them in protection and security-ensuring activities.

❑ The third group congregations, worshipers, and society in general need to know what the threats are how to prepare and react (primarily how they can contribute to reduce/prevent/respond to these risks).

Based on above assumptions, the following target groups have been identified for campaigns to raise security awareness in the areas of prevention, protection, and response to various types of threats and terrorist events that may occur in places of religious worship, including attacks involving CBRN agents:

1. **Religious sites' personnel and leaders;**

2. **Officials of public services and local authorities;**

3. **Congregations, worshipers, and society in general** (Truchly, 2023).

5. What campaign should achieve

Professional preventive short-term action based on evidence must be derived from proven concepts and scientific theories, as well as preventive strategies that, on the one hand, explain the mechanisms of emergence and development of diagnosed problems, and, on the other hand, allow the formulation of recommendations for designed preventive tasks. This approach allows to assume with greater probability that the goals of the action will be correctly formulated and that the action will achieve the intended goal.

5.1 Selection of scientific theories and preventive strategies

The same principle applies to a professionally designed public awareness campaign. Therefore, in the proposed model, the next steps lay the groundwork for the correct design of campaign content. Before this content is designed, first in **Step 3** you need to focus on:

> **Selection of scientific theories and prevention strategies supporting awareness building**

5.1.1 Importance of theoretical foundation

As the literature on the subject indicates, there are different approaches to crime prevention, which depend on the type of preventive measure used, the type of activities carried out, but also on the theory behind them. Understanding the various approaches available in science, their justifications and theories is crucial for developing effective actions aimed at preventing broadly understood crime (Homel and Homel, 2009; Eck et al., 2005). Scientific theories resulting from research may provide answers to questions about the etiology of threats. Moreover, they enable the proactive identification of the chain of effects through which specific actions will influence the identified risks and protective processes to prevent specific threats. **Prevention theories** help identify developmental processes that change trajectories toward the onset or maintenance of dysfunction, and theory-informed research also enables testing the effectiveness of actions taken (Coie et al., 1993).

The need for a more effective use of theory in improving performance is so important because own intuition can be biased, distorted, and often has a limited scope. Meanwhile, the **application of theory** enables the maximum use of learning and knowledge accumulation and promotes the transfer of learning between projects, between contexts, and between different challenges (Davidoff et al., 2015). The same can be said about crime prevention. Bringing theory to the surface and putting it into practice is a means of developing better ways of achieving goals (Tilley and Sidebottom, 2017). As researchers confirm, good public policy is based on a solid theoretical understanding of the phenomena it concerns. Appeal to the explanatory and predictive capabilities of theory is essential in the design of both initiatives and their evaluations (Green, 2000).

Indeed, the first step in planning an effective prevention initiative requires a solid **theoretical foundation** on which to base the prevention approach (Rossi, Lipsey, Freeman, 2004). In the absence of sound theory, social programmes have little or no chance of achieving social good and may even cause harm (Ekblom & Pease, 1995). At the same time, it should be clarified that "theory" means any set of ideas based on which a particular phenomenon can be acted upon or interpreted (Tilley and Sidebottom, 2017). Scientifically based preventive theories and strategies are therefore an extremely important element, or rather the basis for designing preventive initiatives, including, of course, social campaigns. Their choice depends on the threat that will be counteracted, its causes, the group of recipients, but also on the level of prevention at which the activities will be carried out.

According to the assumptions, universal prevention is often addressed to the entire community, and activities undertaken at this level of prevention often focus on issues related to developing an assertive attitude and shaping the ability to make conscious choices. This prevention makes it possible to counteract the first attempts to engage in risky behavior or delay the initiation. As already emphasized, due to this a campaign to raise awareness of a specific population fits into the universal level of prevention.

Since the main goal of an awareness-raising campaign is to disseminate appropriate information about a specific phenomenon, as well as knowledge to influence specific recipients' behaviors and even shape new, safe behaviors towards specific identified problem, it is worth, for example, grounding campaign activities in specific theories.

Practical example of scientific theory useful for building the assumptions of a social campaign:

In **Resilience theory**, it is possible to distinguish a subset of actions related to resistance and anticipation that are undertaken based on the assumption that an unfavourable event will occur. Such actions can be included in the domain of resilience because they limit both the immediate and long-term adverse consequences resulting from an anticipated adverse event. Recognizing resistance and anticipation activities that take an adverse event as certain takes the set of resilience activities into account in an explicit way. With these considerations in mind, resilience can be understood as the ability of an individual, organization, community, or region to anticipate, resist, absorb, respond, adapt, and recover from disruptions (Carlson et al., 2012). As mentioned, this theory refers to building the resilience of people or the entities they run, but not only that. It also applies to building the resilience of facilities, including critical infrastructure.

Since the resilience of critical infrastructure is important both and due to its consequences for the resilience of the community or region in which it is located, it is important to develop methods for assessing and developing resilience at the facility level (Carlson et al., 2012). Religious sites can therefore also be considered critical infrastructure. The theory of resilience is therefore certainly a theoretical foundation from which actions can be derived to raise awareness that builds resistance to threats to the security of places of religious worship.

Social Learning Theory which helps explain criminal and deviant behaviour and, therefore, helps design effective crime prevention activities. According to this theory, social structure has an indirect effect on delinquent and conformist behaviour through social learning variables such as differential association and imitation (Akers and Jensen, 2008). An important element in this theory is the transfer of information.

Social Awareness Theory concerns an individual's ability to understand people, social events, and the processes involved in regulating social events. The emphasis on interpersonal understanding as the core of social awareness performance indicates that this construct constitutes the cognitive component of human competence. Social awareness is a multidimensional, hierarchical construct that includes **social sensitivity** (the ability to assume roles and social reasoning); **social insight** (the capacity for social understanding, psychological insight, and moral judgment); and **social communication** (the ability to communicate and solve social problems) (McGrew, 2013).

Choosing an appropriate scientific theory as a basis for developing the assumptions of preventive action then enables the selection of appropriate preventive strategies, which will result in specific planned preventive activities and tasks.

5.1.2 Role of preventive strategies

Effective and proven preventive strategies are one of the basic elements on which modern prevention should be based. **Preventive strategies** are methods of conduct that have a significant impact on achieving the goals set in preventive activities. They derive from the theoretical models described above explaining why people engage in risky behavior (KBPN, 2010).

Importantly, the effectiveness of such strategies has been confirmed by the results of evaluation studies of preventive activities in which they were used. Very often, several strategies are used in one preventive measure, and the choice of a given strategy is decided by the author of the initiative, considering its specificity, target group, and environmental conditions (KBPN, 2010).

Adopting one of strategies allows to direct the planned activities and then directly translates into the selection of specific forms of preventive interactions. Strategy will be understood here as a praxeological category concerning efficient action, which aims to select such a method or form of achieving the goal that all the assumptions of preventive action can be achieved.

Practical examples of preventive strategies useful for building the assumptions of a social campaign:

Strategy of the environmental resources' development, which involves introducing changes in the environment in the form of rules, norms, legal provisions opposing a given threat, building a network of cooperation between institutions operating in the field of prevention in each community, establishing common standards aimed at creating an environment free from risky behaviour. **The theoretical basis for this strategy is the Resilience Theory** (KBPN, 2010).

Strategy of Information transfer that involves providing reliable information about the prevalence of a given problem, the risks associated with it, its effects, and places where help can be obtained. **This strategy comes from the Social Learning Theory** (KBPN, 2010).

Strategy of awareness-raising groups that is based on groups of people who gather around a specific issue to achieve a common goal. These groups focus on raising awareness of specific issues and serve to transform personal experiences into social awareness. Such grassroots efforts help mobilize people to come together to form larger social movements to bring about social change. Education is a common path for awareness raising groups (Nadal, 2017). **The theoretical basis for this strategy is the Social Awareness Theory.**

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Figure 4 – An example of adopting preventive strategies

Diagnosed problem:

An increase in the number of terrorist incidents involving CBRN agents and security threats to the religious sites

Diagnosed main causes of occurring problem:

❑ Lack of specialized response to incidents
❑ Limitations in the offer of preventive activities aimed at raising public awareness of safety in places of religious sites

The planned initiative therefore includes activities based on the following strategies:

❑ Strategy of the environmental resources' development
❑ Strategy of Information transfer
❑ Strategy of awareness-raising groups

Source: M. Kordaczuk-Wąs, own elaboration

5.2 Identification of protective factors

The selection of appropriate theories and preventive strategies then facilitates focusing on the factors that protect against a specific threat. This is important because **Step 4** of proposed model of the awareness campaign design process focuses on:

**Identification
of protective factors crucial for the campaign**

Protective factors are certain characteristics, situations, conditions, or events that reduce the likelihood of problems occurring (Kordaczuk-Wąs, 2018). Also, the effects of risk exposure can be moderated by a variety of individual and social characteristics that serve protective functions (Rolf et al., 1990). They may directly reduce the dysfunction, interact with the risk factor to buffer its effects, disrupt the mediating chain through which the risk factor acts to cause the dysfunction, or prevent the initial occurrence of the risk factor (Dignam and West,1988; Wheaton, 1986). Each of these functions can potentially be used to design assumptions for preventive action in the form of awareness-raising campaign and identifying protective factors should be an essential part of this process.

A practical example of the connection between the adopted theory and the search for protective factors:

The assumption of **resilience theory** is to integrate knowledge of human resilience from the sciences of human development and behavior with knowledge of resilience and protective factors derived from research conducted in other interacting systems in which human life is embedded.

Therefore, adopting this theory as a basis for designing preventive initiative allows, for example, the use of a list of resources and protective factors developed by researchers because of a review of previous research on the above-mentioned concept. In this theory, the mentioned protective factors were grouped into four categories (Masten and Obradovic, 2008. Among them are distinguished **individual factors** (e.g., knowledge on the specific risk, personal resilience, social support) and **factors related to the local environment (**e.g., safe, and stable means of securing public places, neighborhood vigilance) whose potential should become the center of activities related to raising social awareness.

5.3 Formulation of main aim and operational objectives

When designing preventive activities, including social campaigns, special attention should be paid to properly defining the aim and objectives to which they are devoted. They determine both the selection of the content of the impact on the recipients of preventive initiative and the forms through which these activities will be implemented.

Because of this importance, **Step 5** of the campaign design model focuses on:

> **Formulation of campaign objectives and setting the indicators measuring its progress**

Preventive aims and objectives are a key element of the entire preventive impact process because they indicate what change should be achieved through the designed initiative. While this assumption is obvious, aim and objectives are not always designed correctly. They should refer directly to the diagnosed threats, social problems (crime, social pathologies, all criminogenic phenomena), as well as their causes. It means that the content and form of preventive activity, including social campaign, depend on the problem that is diagnosed or that is wanted to be counteracted. The specific problem then determines the type of preventive strategy adopted and, consequently, also the appropriate type of preventive tasks.

To avoid mistakes when formulating the aims and objectives of preventive activities, it is necessary to focus on the main problem diagnosed during the examination of the situation in the local environment. The diagnosed problem along and with the need to eliminate existing risk factors indicate the main aim of the preventive initiative being designed (Kordaczuk-Wąs, 2018).

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Figure 5 – An example of formulating the main preventive aim

Diagnosed problem:

An increase in the number of terrorist incidents involving CBRN agents and security threats to the religious sites

→

Main aim:

Reducing the number of terrorist incidents involving CBRN agents and threats to the security of religious sites
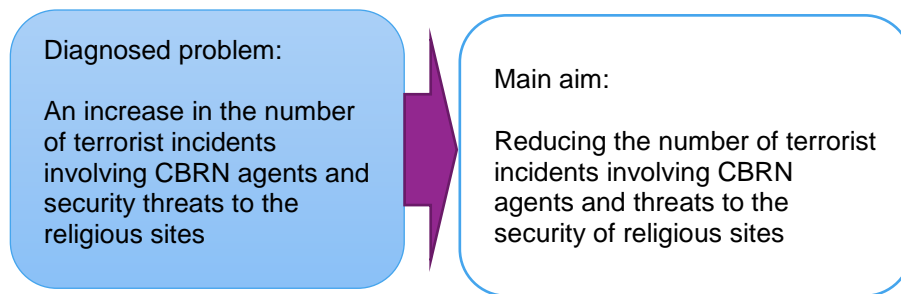
Source: M. Kordaczuk-Wąs, own elaboration

In turn, the diagnosed causes of this threat and the need to strengthen protective factors indicate specific objectives that should be included in the designed preventive initiative and allow to achieve assumed main aim.

Figure 6 – An example of formulating preventive specific objectives

Diagnosed main causes of occurring problem:

❑ Lack of specialized response to incidents

❑ Limitations in the offer of preventive activities aimed at raising public awareness of safety in places of religious sites

→

Specific objectives:

1. Preparation of an offer containing a specialized response to incidents

2. Sensitizing the local community to the need for increased vigilance regarding threats to the security of religious places

3. Introducing activities to the local preventive offer to raise public awareness of potential threats related to CBRN agents

Source: M. Kordaczuk-Wąs, own elaboration

Practical example of the aim and objectives of an awareness-raising campaign formulated in the ProSPeReS project:

Security raising awareness campaign about prevention, protection, deterring and response to various types of terrorist threats and incidents that may occur in religious places, including attacks with CBRN agents.

The main purpose of this awareness raising campaign is to distribute appropriate information and knowledge, as much as possible by different tools and ways of communication towards educating the representatives of the identified target groups at community level.

The campaign aims to educate the appropriate stakeholders in regard to the security issues surrounding the places of worship in the EU and related threats, and present to them the common issues that they are called to deal with, while presenting them various actions that they take to mitigate various threats if they occur, in a simple an practical manner.

Striving to strengthen the security of religious sites, the following objectives of awareness-raising campaign were defined:

    a)   Increasing the awareness of the stakeholders to related threats by preparation of special materials and events;

    b)   Improving the knowledge and awareness in relation to terrorism threats, radicalisation and violent extremism with focus on religious sites/public places with a high concentration of people;

    c)   Wide promotions of project outputs;

    d)   Enhancing the dialogue between religious sites operators, security units, managing, local and governmental authorities and the communities;

    e)   Accelerate common interest to support security of religious sites/public places (Truchly, 2023).

5.4 Role of indicators measuring campaign progress and results

The effectiveness of the implemented preventive campaign can, in turn, be determined based on monitoring the status of implementation of the assumed preventive aim and objectives. For this purpose, it is necessary to adopt indicators enabling examination of whether they have been achieved in full, in part or whether they have not been achieved in accordance with the adopted assumptions.

According to one of the definitions available in the literature on the subject, an event "Z" indicator is an event "W", the occurrence of which allows it to be stated with a certain probability, or at least a probability higher than average, that the event "Z" has occurred (Nowak, 2011).

As emphasized in the previous subchapter, monitoring the implementation of the assumed preventive aims and objectives serves to assess the effectiveness of the implemented preventive measures. To achieve this, **indicators measuring initiative progress** are designed to indicate whether the main and operational objectives of the initiative are effective, thus providing a "signpost" for its proper implementation. They make it possible to account for the progress in implementation and the success of the activities carried out (Jac, 2008).

It is important to remember that indicators measuring progress – just like aims and objectives – should:

❑ Relate to the target group of the initiative;
❑ To be formulated in the form of measurable results;
❑ To be formulated in the form of expected change;
❑ To be realistic, meaning possible to achieve;
❑ To be time defined (Cothran and Wysocki, 2005).

An example of one of the types of indicators proposed in the methodology of scientific research is so-called **definitional indicator**, which is either included in the definition of the indicated phenomenon or fully coincides with it (Nowak, 2011).

Figure 7 – An example of a definitional indicator that measures initiative progress
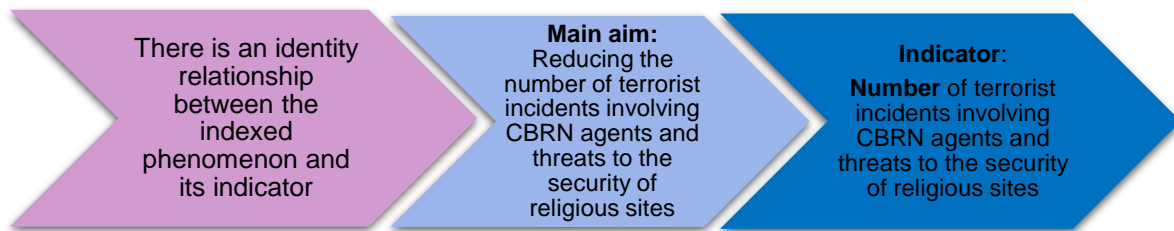
Source: M. Kordaczuk-Wąs, own elaboration

Among the indicators measuring the initiative's progress, there is also so-called **correlation indicator**, in which there is an identity relationship between the indexed phenomenon and its indicator (Nowak, 2011).

Figure 8 – An example of a correlation indicator that measures initiative progress
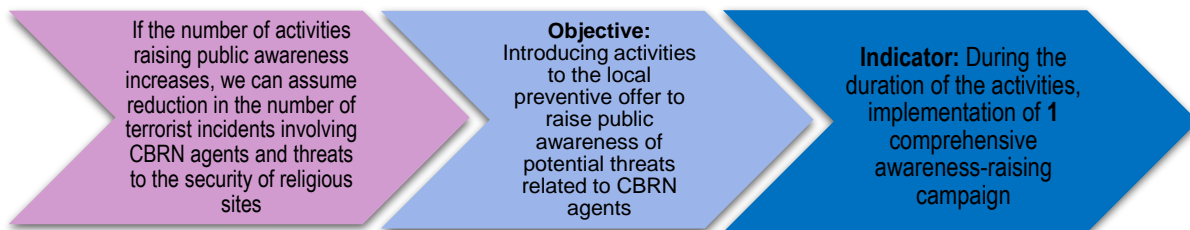
Source: M. Kordaczuk-Wąs, own elaboration

When designing a social campaign to raise social awareness, along with the assumed main aim and objectives, indicators should be defined that will allow monitoring of all assumed change during the evaluation. In turn, the time for examining the degree of achievement of these goals and the success of the implemented activities may be planned at predetermined key stages of the campaign (also called milestones) or after its completion.

A practical example of indicators measuring the progress of the awareness-raising campaign adopted in the ProSPeReS project:

Based on common analysis of content for particular target groups it was agreed during well settled WP7 meetings to develop:

❑ Three **(3)** brochures for managers and staff of religious sites, worshipers and visitors of large religious gatherings covering particular areas and topics reflecting the need-to-know order;

❑ Two **(2)** leaflets for worshipers and visitors of religious gatherings covering the topics how to react in an attack and how to react to an incident involving hazmat materials;

❑ One **(1)** leaflet for managers of religious sites introducing a short version of the Vulnerability Assessment Tool (VAT);

❑ Two **(2)** videos for worshipers and visitors of religious gatherings covering the topics of how to react in an attack and how to react to an incident involving hazmat materials (Truchly, 2023).

6. Campaign content and methods of delivering it to recipients

6.1 Preparing of awareness-raising content

After preparing the theoretical foundation, i.e. selecting the theory, strategy, protective factors and proper formulation of the objectives of the action, in the next step of the design process, it is possible to proceed to the phase of planning the substantive content that will provide proper information consistent with these objectives.

According to this assumption, **Step 6** of the awareness campaign design model concerns:

> **Planning
> of preventive tasks
> under the campaign**

The content of the campaign will, of course, result directly from the diagnosed threat, as well as the reasons why this threat occurs in the local environment. That is why the previously discussed diagnosis of the threat and its causes, followed by the correct construction of the main goal and objectives, are so important. They also guide the selection of the content of preventive activities.

As it is emphasized in the literature, after setting goals and determining the target audience, the next step is to structure key messages. Appropriate messages are defined based on each target group's socio-demographic profile, socio-cultural environment, as well as what issues need to be addressed and what behaviors/habits need to be changed. When building the message structure, it is also necessary to take into account the main obstacles to adopting "specific desired behaviors", as well as available human and financial resources (Sayers, 2006). Identifying followed by proper communicating the right messages is critical to the success of an awareness-raising campaign.

Moreover, when thinking about designing evidence-based activities, it is also worth taking into account the needs of the potential recipients of the activity. In the field of business, every company makes great efforts to understand customer requirements and also increase customer satisfaction by improving its offerings (Violante and Vezzetti, 2017; Wang and Ji, 2010). When companies understand who their target audience is, they are able to identify their requirements to try to meet them and increase customer satisfaction. Therefore, the segmentation and targeting process helps companies save time, money and effort. This happens by delivering messages directly to those recipients who are their target group and are really interested in a specific product (Petrovski and Pestana, 2017). A similar approach should therefore also be used in the area of preventing specific security threats. If the message and form of the planned activity respond to the actual needs of the recipients and are consistent with their expectations, the probability of getting the message right and achieving the intended aims will be higher.

In addition to the thematic content, an important issue is the way the campaign is sent. Typically, a campaign has either one main message or a group of closely related supporting messages that are tied to a common theme (Sayers, 2006). The example below shows in a very simplified way how easy it is to identify the main topics that the message should cover from the main purpose and the role of the activity.

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A practical example of how the ProSPeReS project developed thematic areas for a campaign raising awareness of the assumed aim:

The main message of the campaign: "Better education is better prevention, protection, deterrence and response to various types of terrorist threats and incidents that may occur in religious places, including attacks with chemical biological and nuclear agents".

The role of the awareness toolkit is to inform the public and to raise general awareness of the indicators and signs of terrorism, including local risks (also in "cyber sphere" or in "digital space"), roles and responsibilities and the models of security-oriented behaviour).

Identified main thematic areas:

❑ Various types of terrorist threats and incidents;
❑ Attacks with chemical biological and nuclear agents;
❑ Specific types of reaction:
- Prevention
- Protection
- Deterrence
- Response

❑ How to report any potentially relevant information or concerns;
❑ How to promote an understanding in a community;
❑ How to identify indicators of terrorism;
❑ How to identify potential signs of individual vulnerability to radicalisation;
❑ How to recognize signs of extremism, how to understand indications of preparation of an attack using CBRN materials, etc.;
❑ How to behave in the face of the incident (Truchly, 2023).

6.1.1 Methods, tools and channels of content dissemination

There are various ways to raise public awareness. The next step is therefore, to select the channel and tools through which the campaign message will be conveyed. Appropriate channels are selected depending on the available resources, target audience profile, target reach and reach of the awareness campaign. The tools used in awareness campaigns include: mass media; audiovisual media; exhibitions, rallies, mobile libraries, cycle-theater, community meetings; merchandising (e.g. calendars, agendas, printed clothes, hats, bags, pins, currently used as PR materials) (Sayers, 2006). Moreover, poster campaigns, websites, documentaries, press articles and any other channels for disseminating the designed messages are also mentioned.

It should be emphasized, however, that the adopted preventive impacts (methods, techniques) must be closely related to the type of preventive strategy that was adopted for the planned initiative (Ostaszewski, 2010). The adopted preventive strategy (or strategies) also allows you to determine the type of initiative that should be designed. If an educational strategy has been adopted for the campaign, we speak of it as an educational campaign.

On this stage of designing is important to know that often, messages containing slogans or short phrases (less than 10 words) are designed in such a way that the target audience can easily maintain their attention. Therefore, it is also important that messages are concise and provide minimal room for misunderstanding. Moreover, the designed messages should not raise false expectations, and in order for recipients to "feel included", the messages should have some personalization and a positive connotation. Two types of messages are identified in the literature. The first type are awareness messages, which provide information used to reinforce the importance of conscious action and behavior

change. The second type are action messages that describe in detail the actions that need to be taken to adopt specific behaviors (Sayers, 2006).

A practical example of the selection of methods, channels and tools for disseminating the campaign in the ProSPeReS project:

Campaign Motto: *"Better to know"*

In order to attain an effective awareness raising campaign for a particular target group, a set of available tools as:

❑ Brochures,
❑ Posters,
❑ Newsletters,
❑ Presentations,
❑ Articles and
❑ Videos

are to be spread via respective channels:

❑ Meetings in person
❑ Online meetings,
❑ Webinars,
❑ Internet (social medias and platform as Facebook, YouTube, LinkedIn, Twitter),
❑ Media at local and national level,
❑ Trainings,
❑ International conferences,
❑ Round tables,
❑ Debates
❑ Panels (Truchly, 2023).

6.2 Selection of campaign partners

Adopting a specific preventive strategy and designing content, methods and forms of preventive interventions adequate to this strategy (as well as to the strengthening factors and target groups of the program) then require the identification of entities operating in the local environment that have appropriate competences to effectively implement the planned activities.

That is why **Step 7** of the proposed awareness campaign design model focuses on:

Identification of partners (stakeholders) – Who wants and who should to be involved?

It is not enough to gather entities that want to participate in joint activities around the implementation of the initiative, but it is also necessary to be sure that they have the necessary competences in the subject to which the activity concerns. Therefore, an extremely important element of the process of designing a preventive initiative is also the selection of its implementers (partner entities). It is not possible to
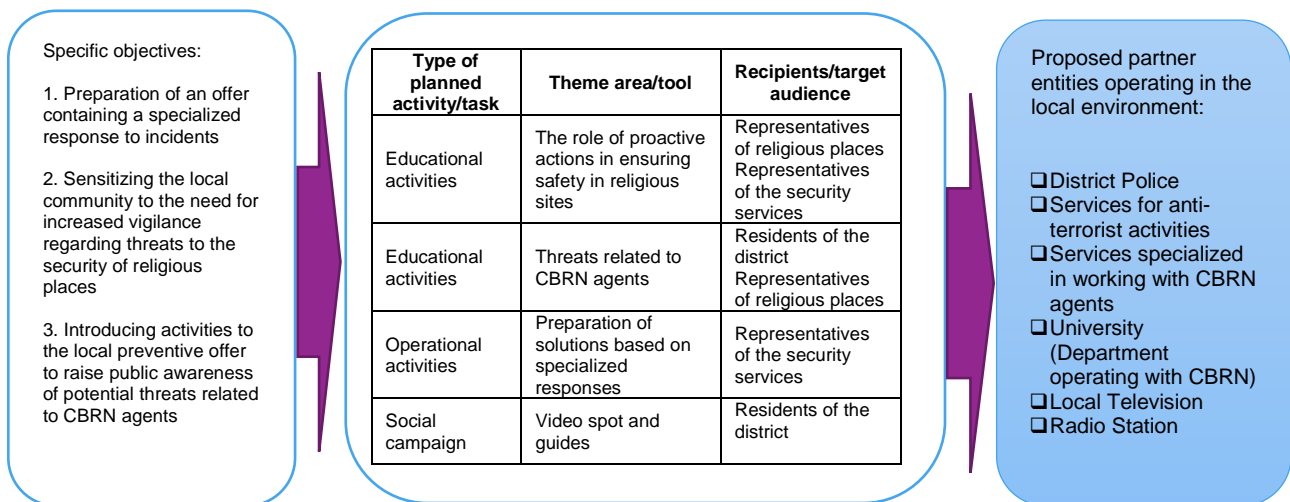
effectively prevent, eliminate or at least limit the often complex causes of contemporary problems (threats, risk factors) by one entity.

The problem of the etiology of negative phenomena that threaten safety is extremely complex, and their causes may lie in many different spheres of social life. For this reason, it is extremely important that all work on designing preventive activities covers those aspects of social life whose imperfections may be the reason for the development of negative social phenomena. Therefore, it is not possible to prepare multi-faceted, effective actions by one entity. Each preventive initiative, well prepared and adequate to the needs of the local environment, must integrate the activities of many entities responsible for particular aspects of social life. Take advantage of the knowledge, experience and commitment of many professionals struggling with specific social problems (Kordaczuk-Wąs, 2018).

Interdisciplinary cooperation to prevent diagnosed social problems therefore requires learning about the partners' capabilities in creating and co-implementing effective preventive initiatives. All institutions operating in a specific environment are potential elements of an emerging system or network of institutions cooperating to counteract a given phenomenon. Reaching them and determining the type and possibilities of working with specific social groups (e.g. people visiting places of religious worship) at risk of a given phenomenon (e.g. terrorist attacks) may be used to prepare a kind of "map" of institutions working in the local environment to prevent specific threats.

Interdisciplinary cooperation to prevent diagnosed social problems therefore requires learning about the partners' capabilities in creating and co-implementing effective preventive initiatives. All institutions operating in a specific environment are potential elements of an emerging system or network of institutions cooperating to counteract a given phenomenon. Reaching them and determining the type and possibilities of working with social groups (e.g. people visiting places of religious worship) at risk of a given phenomenon can be used to prepare a useful "map" of institutions providing specific assistance in the local environment. In order to collect all the necessary information, a **monographic study**, also known as a **field study**, can be conducted (Kordaczuk-Wąs and Sosnowski, 2008). Then, based on the formulated preventive goals, designed forms of preventive interactions and on the basis of the diagnosis of local environment resources, partners of the preventive program can be selected.

Figure 9 – An example of selecting partners for a preventive action

Specific objectives:

1. Preparation of an offer containing a specialized response to incidents

2. Sensitizing the local community to the need for increased vigilance regarding threats to the security of religious places

3. Introducing activities to the local preventive offer to raise public awareness of potential threats related to CBRN agents

Type of planned activity/task	Theme area/tool	Recipients/target audience
Educational activities	The role of proactive actions in ensuring safety in religious sites	Representatives of religious places Representatives of the security services
Educational activities	Threats related to CBRN agents	Residents of the district Representatives of religious places
Operational activities	Preparation of solutions based on specialized responses	Representatives of the security services
Social campaign	Video spot and guides	Residents of the district

Proposed partner entities operating in the local environment:

❑ District Police
❑ Services for anti-terrorist activities
❑ Services specialized in working with CBRN agents
❑ University (Department operating with CBRN)
❑ Local Television
❑ Radio Station

Source: M. Kordaczuk-Wąs, own elaboration

A practical example of the partners selection for the campaign in the ProSPeReS project:

The Security awareness raising campaign in the defined area is successful when appropriate partners and networks are able to support future dissemination of requested knowledge and information. This project requires the following partners and networks:

❑ Faith based institutions which are part of the consortium or support the project:

- Lodz Archdiocese and Social Observatory Foundation cooperating with Wroclaw Archdiocese - The Catholic Church;
- The Holly Metropolis of Ioannina - Greek Orthodox Church;
- The Jewish Community of Warsaw;
- Vatican officials (such as the Under-secretary of State);
- COMECE (Commission of the Bishops' Conferences of the EU);
- the Orthodox Church of Cyprus.

❑ Law Enforcement Agencies and public services which are part of the consortium:

- KWPL - Lodz Voivodeship Police;
- WMP - Warsaw Metropolitan Police;
- KWPW - Wroclaw Municipality Police;
- HP - Hellenic Police;
- CBK PAN - provides support for the crisis management in PL in the field of UAV and satellite remote sensing, spatial analysis using GIS;
- SGSP - the academy trains fire officers, engineers, crisis and risk managers and internal security experts.

❑ Town authorities at community level (Mayors, Managers of Emergency Response Systems);

❑ Local emergency authorities responsible for emergency situations;

❑ Emergency training centres;

❑ Universities and other academic units.

The European dimension networking will also be achieved by approaching broadest possible spectrum (practitioners, decision makers, politicians, etc.) via existing networks e.g. Community for European Research and Innovation for Security (CERIS); and other European platforms like CMINE (FP7 DRIVER+ product), launching topical, broadly promoted group of experts and interest stakeholders; European Forum for Urban Security (EFUS), European Network of Law Enforcement Technology Services (ENLETS), Global Counterterrorism Forum (GCTF), European Counter Terrorism Centre (ECTC) (Truchly, 2023).

When the steps of the design process described in this chapter are ready, i.e. the campaign content has been prepared, the methods of its delivery to recipients have been planned, and it is known which partner will be responsible for which tasks, then you can move on to **Step 8**, which focuses on:

Setting the schedule and plan of implementation

Even if the step does not require detailed characteristics, it is worth emphasizing the importance of a well-constructed schedule of campaign activities. A clear description of tasks, integrated with clearly identified implementers, as well as the timing of tasks and criteria and indicators supporting assessment of the degree of their implementation is a very helpful tool supporting the implementation of the activity, but also monitoring its progress and evaluation.

7. Evaluation of a social campaign

Evaluation seems to be the most complicated element of preventive measures. While the very planning of evaluation activities is assessed by the authors and implementers of the initiatives as possible, the very process of assessing the implementation status and results of the initiative often seems to be impossible to implement. For this reason, this element is very often omitted in the design or implementation process, which causes preventive measures to lose their quality.

Monitoring and evaluation are the key steps in designing preventive actions. Methods and indicators for these processes should be are established already at the design stage (Sayers, 2006). This is especially important in relation to campaigns, because practitioners of counter-narrative campaigns emphasize the lack of evaluation of these activities (Pisoui and Ahmed, 2016).

Therefore **Step 9** of the proposed model concerns:

> **Types, methods and schedule of evaluation**

In the literature on the subject, evaluation is understood as the systematic collection of information about an initiative in order to enable decisions to be made about its future, i.e. continuation, modification or termination (Gaś, 2006). This involves both using the collected information to answer questions about the initiative arising during its implementation, as well as assessing the value (quality) of the implemented or completed action (Sochocki, 2009).

Zależnie od celu oraz etapu realizacji programu ewaluację dzieli się na:

❑ Formative evaluation conducted during the construction of initiative or before its implementation starts;
❑ Process evaluation, otherwise known as monitoring of initiative implementation;
❑ Evaluation of results conducted after the end of initiative (Kordaczuk-Wąs, 2023).

7.1 Assumptions of the campaign and formative evaluation

Already when designing the preventive action, including awareness-raising campaign, it is necessary to constantly check whether the adopted solutions are consistent with the decisions made in terms of theoretical concepts, strategy and formulated objectives. Check whether the entire initiative forms a coherent (logical) whole, and also what the impact of the prepared activities may be on direct and indirect recipients (both in the scope that it directly concerns and in the scope not originally anticipated by the authors of the action) (Sochocki, 2011). The described activities are referred to as formative evaluation.

The purpose of **formative evaluation** is to help shape the future of the initiative and thereby enable improvements in its outcomes. It focuses more on learning and management than on accountability (ActionAid, 2016). This type of evaluation ensures that an entire initiative or specific activity is feasible,

appropriate, and acceptable before it is fully implemented. It is typically performed when a new initiative or activity is being developed or when an existing solution is being adapted or modified (Salabarría-Peña, Apt, & Walsh, 2007).

Therefore, already during the design of the programme, it is necessary to check on an ongoing basis whether the adopted solutions are consistent with the decisions made within the framework of the theoretical concepts, strategies, and programme objectives. It is also necessary to check whether the programme's assumptions form a coherent (logical) whole and the potential impact of the proposed activities, both previously planned and unforeseen, on the direct and indirect recipients of the programme (Kordaczuk-Wąs, 2023).

Due to the importance of formative evaluation, already at the campaign design stage it is necessary to check on an ongoing basis whether the adopted solutions are consistent with the arrangements made within the framework of theoretical concepts, strategies and formulated goals. It is also necessary to check whether the campaign assumptions form a coherent (logical) whole and the potential impact of the proposed activities, both previously planned and unforeseen, on the direct and indirect recipients of the initiative (Kordaczuk-Wąs, 2023).

Figure 10 – An example of formative evaluation
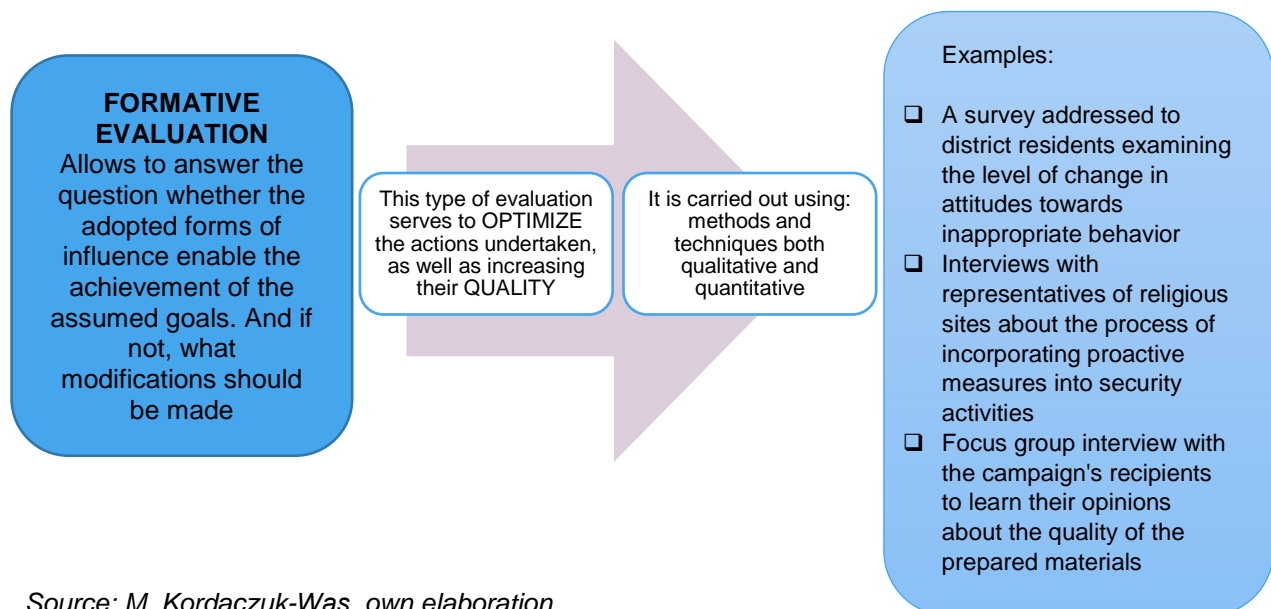
Source: M. Kordaczuk-Wąs, own elaboration

7.2 Monitoring and campaign process evaluation

Another type of evaluation is monitoring the course of initiative implementation, also called **process evaluation**. This type of evaluation allows to track variables such as funds received, products and services provided, payments made, and other resources contributed to and spent on the initiative. It also allows for control over the operation of the activity and compliance with established deadlines (CDC, 2008).

It is also worth noting that, according to some authors, process evaluation is the most important form of evaluation of undertaken activities, and its task is to assess a specific process. Its area of interest includes activities (planned and unplanned) related to the actual process undertaken to implement this process, as well as the activities of implementers, recipients and other people involved in this process (Sochocki, 2006).

Figure 11 – An example of process evaluation
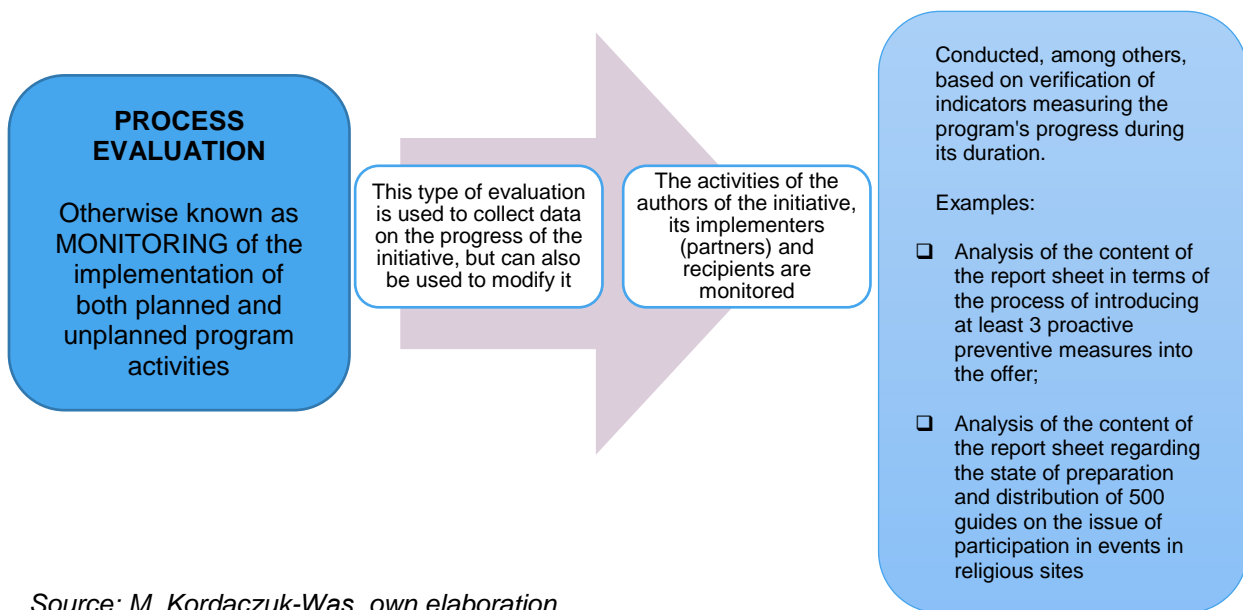
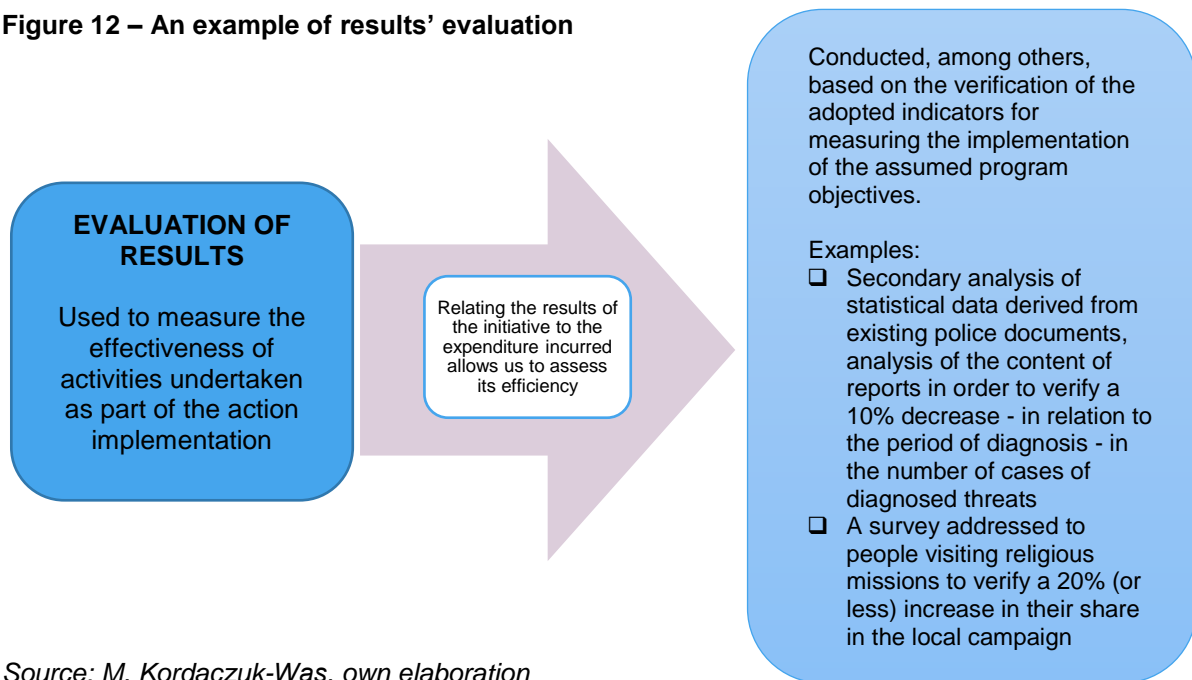
Source: M. Kordaczuk-Wąs, own elaboration

7.3 What the campaign achieved? Evaluation of the results

Another type of evaluation mentioned in this section is **evaluation of results**. In the literature, it is also referred to as ex-post evaluation, which is carried out after the end of the initiative and usually examines long-term effects. On the one hand, effectiveness is examined, i.e. the degree of achieving the goals set at the planning stage of a given initiative, as well as efficiency, i.e. comparison of the resources used with the results obtained (Kisielnicki, 2017).

Other authors also call it supplementary evaluation, carried out immediately after the end of the initiative or sometime after its completion (Trocki et al., 2012). The described evaluation shows the extent to which the project results justify the costs incurred. Additionally, during this evaluation, the factors of success or failure are examined (Trotsky et al., 2013).

It can be seen that process evaluation focuses on assessing the quality of performance and its indicators. Its aim is to determine whether a given initiative met the needs of recipients and whether it was addressed to the right group. In turn, result's evaluation refers to the examination of the proposed change and/or its intermediate indicators. It examines whether a change has occurred and what influenced it, whether it was actually caused by the implementation of a given initiative.

However, it should be emphasized once again that both the evaluation of the process and the evaluation of the results are carried out, among others, based on the verification of the adopted indicators for measuring the implementation of the assumed objectives of the campaign.

Figure 12 – An example of results' evaluation

EVALUATION OF RESULTS

Used to measure the effectiveness of activities undertaken as part of the action implementation

Relating the results of the initiative to the expenditure incurred allows us to assess its efficiency

Conducted, among others, based on the verification of the adopted indicators for measuring the implementation of the assumed program objectives.

Examples:
- ❑ Secondary analysis of statistical data derived from existing police documents, analysis of the content of reports in order to verify a 10% decrease - in relation to the period of diagnosis - in the number of cases of diagnosed threats
- ❑ A survey addressed to people visiting religious missions to verify a 20% (or less) increase in their share in the local campaign

Source: M. Kordaczuk-Wąs, own elaboration

It is clear that all these types of evaluations have many common features, such as similar functions, goals and timing. Therefore, it is reasonable to take a holistic approach to the final assessment of the implemented campaign and treat it collectively as an assessment of its results. This, of course, includes the simultaneous consideration of aspects such as assessing the degree of implementation of goals, tasks, quality, effectiveness, efficiency and its impact on the recipients of the initiative (Kordaczuk-Wąs, 2023).

A practical example on what type of evaluation project ProSPeReS planned for the campaign:

Monitoring and evaluation of the campaign can prove the right way of knowledge improvement, or it can define gaps which can be later minimized. Monitoring and evaluation will be conducted by all members of the consortium within the area of particular responsibility and regularly discussed during consortium meetings.

For the benefit of the Awareness raising campaign efficiency the following methods of measuring satisfaction were recommended to be used:

a. Customer Feedback Trough Surveys

b. Customer Satisfaction Score

c. Web-Analytics

d. Social Media Metrics

Monitored parameters and Key Performance Indicators (KPIs):

- No. of web page visits, KPI: 250 a month;

- No. of downloaded materials, KPI: 50 a month;

- No. of participants in vulnerability assessment Workshops, KPI: up to 25 in person per Workshop;

- No. of participants in tailor-made security measures for religious sites Workshops, KPI: minimum 50 in person per event;

- No of trainees for two exercises, KPI: 100 in person per event;

- No. of Workshops, KPI: 2, Discussion panels, KPI: 2, Conferences, KPI: 2;

- No. of participants to Workshops, Discussion Panels, Conferences, KPI from 25 -120 in person per event;

- Customer Satisfaction Score for project products KPI: 4-5 (Truchly, 2023).

Having planned the evaluation in relation to all planned activities, including the division of tasks among all campaign partners, it is possible to focus on the remaining two steps included in the model of campaign design process.

This refers to **Step 10** regarding:

> **Calculating of campaign expenditure and identifying the sources of funds**

And then to Step 11 regarding:

> **Planning of information about campaign dissemination, including evaluation results**

8. Conclusions

8.1 Lessons learnt

The activities carried out as part of direct pilot tests of the awareness-raising campaign designed in the ProSPeReS project, and evaluating this implementation allow for the formulation of a few valuable conclusions. They can be helpful when using the assumption of "The Strategy of Security Awareness-raising Campaign about prevention, protection, deterring and response to various types of terrorist threats and incidents that may occur in religious places, including attacks with CBRN agents" (Truchly, 2023) as the "good practice" and/or using the "Transnational Model of raising awareness campaign. Guidebook to use across European Union" as the guide within the process of own campaign designing.

8.1.1 The course and scope of the pilot implementation and evaluation

Subject and research sample	Entities involved	Recipients/participants	Evaluated materials
The pilot testing of the face-to-face training materials involved 20 target group members per session, for a	The host institutions were the Archdiocese of Łódź, the Holy Metropolis of Janina (HMI) and the Jewish	The primary target group for the pilot test was staff at religious sites, with staff responsible for security-related tasks strongly	▪ E-Learning Materials

total of 60 participants. These sessions took place in Poland (GWŻ Warsaw and the Archdiocese of Łódź) and Greece (Holy Metropolis of Ioannina).	Community in Warsaw (GWŻ Warsaw). These pilot tests lasted three days, with each day lasting 7 hours, for a total of 21 hours of testing. This time was divided into four modules, with each module covering approximately 5 hours of training.	recommended. These included roles such as security managers, members of security committees, guards, administrators of religious buildings, seminary students, organizers of religious events, security volunteers, religious staff, police officers and public services working with religious organizations.	▪ Face-to-Face Training materials

8.1.2 Conclusions from evaluation

Piloted materials	Main results and conclusions
Face-to-Face Training materials	▪ The evaluation results indicate that training proposed in the frame of the campaign had a significant and positive impact on the participants' educational experience with the skills and knowledge necessary to protect places of worship and effectively address CBRN threats. ▪ It is recommended to enrich the content of modules with more practical exercises and remove language barriers. By taking participants' suggestions into account and refining the training program, organizers can ensure continuous improvement and a more inclusive and effective learning experience for future participants. ▪ The training materials are effective for the target audience, although some content seemed more appropriate for emergency services and law enforcement. By incorporating these recommendations into future releases, we can ensure that our training materials are more user-friendly, comprehensive, and better suited to the needs of diverse audiences.
E-Learning Training Materials	▪ The user feedback analysis on the ProSPeReS e-learning platform reveals a generally positive experience with the platform. While there are areas for improvement, the feedback underscores the platform's effectiveness in meeting user needs and expectations. Continuous refinement based on user feedback will be essential for optimizing the e-learning experience.

8.2 General recommendations related to Transnational Model of Awareness-raising Campaign design

❑ Definition of social campaign places this preventive tool in the catalog of various types of preventive tools included into the catalog of preventive short-term actions.

❑ Raising awareness is a process that creates enormous opportunities for preventive activities designed and implemented at the universal level of prevention. It enables the dissemination of specific messages in order to understand a given problem and develop competences and skills necessary to achieve the expected changes in social attitudes and behaviors. It also allows you to promote various important issues in society or communities, making them more visible and credible. Therefore, an awareness-raising social campaign is a constructive tool that can bring about a positive change in the behavior and actions of target audiences.

❑ An incorrectly designed and implemented campaign will not only make it difficult to achieve the intended goals but may even harm the topic it conveys. Due to this, it is worth paying attention to the key aspects of designing this preventive tool, and then, based on good practice in the form of a proven campaign, build a model that allows both multiplication of a specific campaign or building new messages that raise social awareness based on its standard evidence-based elements.

❑ An incorrectly designed and implemented campaign will not only make it difficult to achieve the intended goals, but may even harm the topic it covers. For this reason, it was necessary to pay attention to the key aspects of designing this preventive tool, and then, based on good practices in the form of scientific achievements and the proven campaign of the ProSPeReS project, build a model that allows both to multiply a specific campaign and builds new messages that will allow to raise public awareness based on standard evidence-based elements.

❑ When preparing to construct a model of a social campaign to raise public awareness, the concept of formal modeling was used, which organizes the reasoning underlying theoretical argumentation and opens space for controlled action. Thanks to this approach, the constructed model provides a systematic description of an awareness-raising social campaign that shares common features with its real-world counterpart and supports the detailed definition, design of its standard elements and subsequent implementation of such a campaign. Then, to identify elements that would visualize the individual elements that make up its content, the concept of a logic model and a theory of change model that should accompany the design of evidence-based short-term preventive actions were used.

❑ The proposed model for designing a social awareness campaign combines two models, namely the assumptions of the theory of change and the logical model of the program. It indicates individual elements of the standard that should be taken into account when designing the assumptions of such a tool so that it is effective and allows for achieving the desired social change. It allows you to plan and describe step by step the process of building, implementing and evaluating a campaign raising social awareness. This model allows you to define expectations for the campaign and then plan all its parameters (standard elements) influencing the desired and expected changes. Moreover, the logic model also enables appropriate design decisions to be made that influence the campaign evaluation trajectory.

❑ The starting point for explaining what transnationality means in the model is to understand that transnationality refers to processes or arrangements that span the borders of two or more countries. At the same time, it is important to note that transnationalism is also a permanent reality in educational life which represents a positive set of educational opportunities that can have an impact at local, regional, national and global levels. While understanding the concept of universal design, which is not a solution that solves all problems and makes the world inclusive for everyone. Rather, it seeks solutions for specific groups according to their needs.

❑ **Therefore, the proposed model is a transnational construct that can be used in various European Union countries for a universal campaign design process, the assumptions of which take into account the specific needs and capabilities of local communities.**

❑ The forms and methods of implementing preventive activities evolve and vary depending on the country in which they are implemented. Sometimes the same forms of preventive measures are called differently in different countries and constructed differently. Due to this, it is important that prevention now takes the form of activities designed in a reliable and professional manner.

❑ The chapters and subchapters of this Guidebook attempt to provide a synthetic description of selected standard elements of the preventive campaign assumptions. It contains descriptions that facilitate the step-by-step design of key elements of a public awareness campaign, such as, among others, diagnosis of threats and their causes as an indication of the campaign content; identification of campaign recipients; selection of theoretical attitudes and effective strategies; formulating campaign goals along with indicators measuring campaign progress; selection of protective factors; planning preventive tasks; identifying the right partners; as well as designing and implementation of campaign evaluation.

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Marzena Kordaczuk-Wąs in the role of Coordinator. Duration of project 36 months (September 2021-August 2024). More on: https://www.indeedproject.eu/.

ii The Communication and Narratives Working Group (RAN C&N) focuses on the delivery of both on- and offline communication that offers alternatives or that counters extremist propaganda and/or challenges extremist ideas. The working group will gather insights on the content of these narratives, its target audiences, the credible messengers (varying from national governments, civil society, victims, formers and youngsters) and the varying ways of dissemination (from face-to-face interventions, using testimonials in different contexts, such as classrooms, to via the Internet in blogs, chatrooms, websites or social media). More information about RAN Working Group at: https://home-affairs.ec.europa.eu/networks/radicalisation-awareness-network-ran/topics-and-working-groups/communication-and-narratives-working-group-ran-cn_en