



BYMBE

Bringing Young Mothers back to education

HANDBOOK FOR OUTREACH AWARENESS & MOTIVATION STRATEGIES

Erasmus+: KA2 – Cooperation for Innovation and the Exchange
of Good Practices – Strategic Partnerships for adult education
[Agreement N° 2017-1-AT01-KA204-035007]



Co-funded by the
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Introduction and Rationale

This **Handbook for Outreach Awareness and Motivation Strategies** has been developed by the project *Bringing Young Mothers Back to Education – BYMBE*. The project BYMBE has been approved by the European Commission in the framework of the Erasmus+ Programme – KA2 – Strategic Partnerships for Adults, and will produce training tools in support of the work of social workers, teachers and trainers for the purpose of sustaining young NEET mothers between 15 and 25 years old in re-entering education or training and the labour market.

One of the project aims is to create and implement a motivational campaign for awareness-raising on the issue of early school leaving of young mothers and a support package for young mothers in need to finalize their education.

In this perspective, BYMBE project can benefit from the experience of the Italian project partner CESIE, which has been in charge of the campaign as well as of the drafting of this Handbook. CESIE has a team with a wide experience of creating and executing communications activities that work across on traditional and new media. Its expertise is complemented by knowledge of the very latest video and social media strategies.

Delivering campaigns contributing to collective welfare is a phenomenon with great potential, since in its scope of promoting change in behaviours for general interest it supports the building of knowledge, practices and attitudes of individuals.

This Handbook has been designed in order to be a practical guide providing information on **what is an Awareness & Motivation campaign** (Chapter 1) and useful **guidelines about how to create and efficiently engage in an Awareness & Motivation campaign** (Chapter 2): which kind of research and planning is needed, what kinds of resources and channels should be considered and available, how to use them in order to maximise the campaign impact. The stages of the campaign process and the key action and processes are explained step-by-step following the chronological development of a campaign, from idea to evaluation. This handbook could be useful to organisations and professionals interested in setting up a campaign.

The last part of the Handbook (Chapter 3) presents how the BYMBE project has made use of the previously explained guidelines to build and implement the **BYMBE Awareness & Motivation campaign** aimed at raising young mothers' awareness about the importance of education and at bringing them back to educational or training paths.

1. What is an awareness/motivational campaign?

1.1. Different purposes of campaigning

The final scope of every campaign is triggering and fostering a change.

A campaign can be defined as a planned course of action – carried out over a period of time – aimed at achieving one or more definite objectives. It implies a deep reflection about an actual situation (*where we are now*), the identification of an ideal situation for the future (*where we want to be*) and the assessment of which factors and/or steps can determine the feasibility of a change or the possibility to preserve the status quo (*can we get there? how can we?*). In order to achieve or impede the change, campaigning foresees a set of coordinated actions delivering messages focused on an idea, an aim. Its success depends on the interaction and/or the revenue it has generated in support of that aim.

A campaign can be classified according to the purpose for which it has been created:

- *Political campaign*, aimed at implanting in the public the ideas or ideologies of a party or a political group;
- *Social campaign* (or non-profit), aimed at raising the awareness of a certain public about issues of general interest and potentially universal, recalling humanitarian, civic and solidarity values.
- *Public campaign* (institutional), used by the State and Public Authorities to spread information about the offered services, the rights and duties of citizens.
- *Advocacy campaign*, aimed at promoting consensus on themes about which there is a difference of opinion.
- *Commercial campaign*, a kind of communication which an organisation offering a good or a service implements using (and paying) channels reachable by a public corresponding to almost the whole community (or at least the whole target group), with the goal of driving the individuals' choices, their "willingness to buy", or improving the image of the advertised good or service, as well as combating the competitors' initiatives.

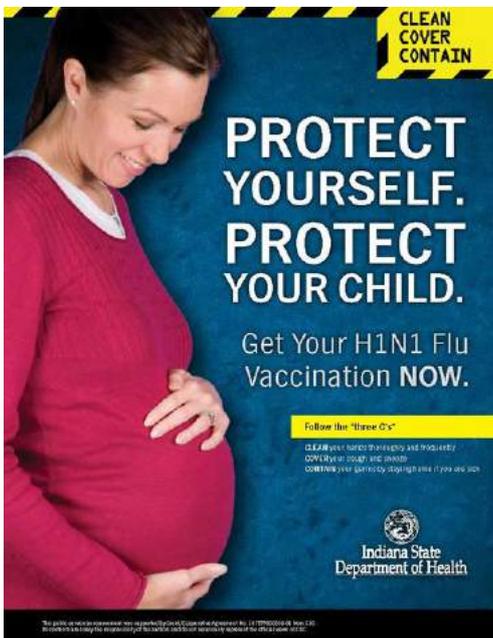
Table 1 - Types of campaigns



◀ Political campaign – Barack Obama presidential campaign, 2008

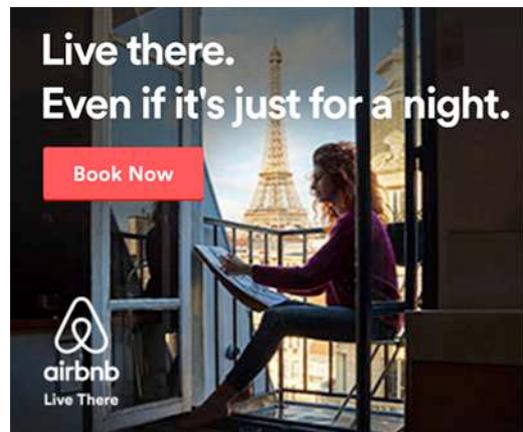


▲ Social campaign – WWF (World Wildlife Foundation) - What on Earth Are We Doing to Our Planet?



◀ Public campaign – H1N1 Immunization and Child Immunization Campaign by the Indiana State Department of Health

Commercial campaign – Airbnb ▼



▲ Advocacy campaign – All Children – All Families, a project of the Human Rights Campaign Foundation, promotes LGBTQ-inclusive policies and affirming practices among child welfare agencies.

Advocacy campaign – Mothers and Fathers Matter (MFM), a campaign to oppose the Children and Family Relationships Bill in Ireland.



Most known campaigns are international, raise funds, mobilise resources, people and organisation and attract media attention on a large scale. However, it is equally relevant when smaller groups take actions to make an impact for a cause they believe in.

As for community services and projects, benefits of engaging in campaigning are manifold:

- When an organisation's scope is to address a particular topic/need/problem, engaging in a campaign allows it **to widen its action in order to be better aligned to its purpose** (e.g. an organisation delivering information on sexual health can engage in a campaign for affordable contraception and planned pregnancy chances);
- Of course, campaigning is a way **to mobilise external people and organisations** and foster a change in their behaviours and possibly have them as a supporting force for a change in policies or government decisions (e.g. campaigning against smoking has led to bans on smoking in public places; fund-raising campaigns);
- Similarly, for organisations committed in really specific issues, campaigning can help in **raising general awareness about an issue which is not perceived** in that context and make the general public and policy makers get their head out of the sand and change their behaviours to address the issue (e.g. a campaign for better mental health or against marketing of exotic animal souvenirs);
- For some causes, campaigning can really be the way **to bring together disconnected voices** having common ideas and temporarily create a force (e.g. election or referendum campaigns);
- States often engage in campaigning in order **to highlight despicable and potentially dangerous behaviours or phenomenon** (e.g. a campaign against drunk driving or a campaign for prevention of paedophilia and kiddie porn through mobile channels) as well as **to spread information about not-well-known services** (e.g. a summer campaign supporting forest-fire emergency or a campaign to inform about gambling help centres), or simply **to stimulate actions aimed at public good** (e.g. a campaign for blood donation or to raise funds for earthquake victims).

1.2. What is an awareness/motivational campaign?

Making the public more aware of an issue can, of course, be a critical step in creating an environment where change is possible. Raising awareness about something is a useful first step towards social change but, to truly have a change, a campaign must provide its audience with a concrete action to engage in.

Joining motivational and awareness elements in a campaign builds a community or group awareness of a problem, of how they and others contribute to or are affected by the problem and how the problem affects their life.

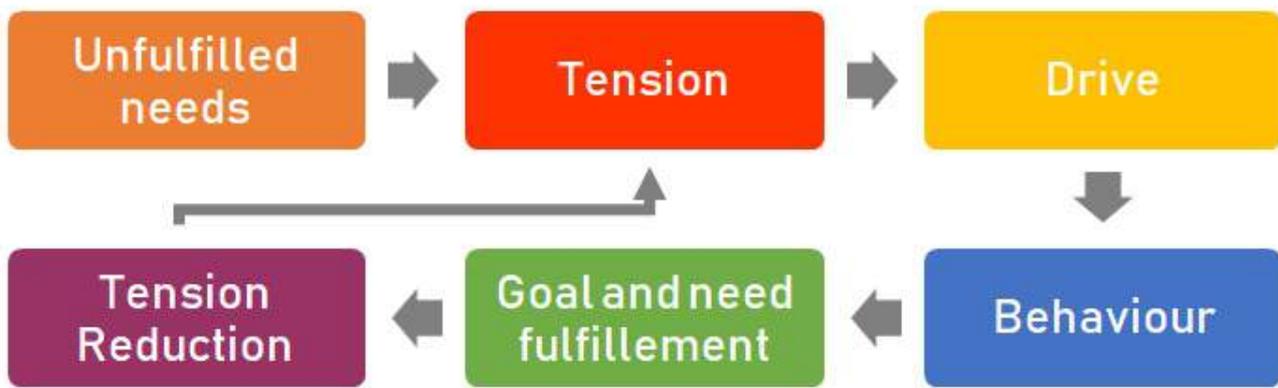
Awareness/motivational campaigns are characterized by being both “*informational*” and “*transformational*”. Indeed, goals of this kind of campaigns are:

- to make change desirable;
- to express the achievability of the change;
- to identify actions to actually achieve the achievable change.

Raising awareness and motivational campaigns provide not only information about elements generating a specific issue or about solutions able to solve it, but also provide information about how solutions can be implemented or supported (e.g. issue: lack of medications in animal shelters – solution: increased support for the animal shelters – actions which can be implemented: spreading information, donating medications or funds, volunteering).

1.3. Foster motivation

Human behaviour is goal-directed, and motivation is the force spurring goal-directed behaviours. **Motivation can be defined as the inner psychological force which stimulates people’s intensity (how hard they try) and persistence (how long they try) in behaving in a particular manner and/or attaining a goal.** It originates from a deficiency or need which instil tension in people’s mind.



Motivated people are able to use their energy, their abilities and the available resources for achieving their objectives. In this sense, a campaign must be able to create the perception there are reasonable chances for the campaign aims to be reached.

Motivation can be supported by both positive and negative factors. Positive includes incentives, rewards and any other benefit behaviour is directed, while negative implies fear, punishment, worries and any other issue which bring people to act to avoid them. Therefore, a motivational campaign can be promotion-focused and/or prevention-focused.

Motivation is raised by appealing to people's self-interest, but when trying it is crucial to be able to appeal to both reasoning – because people choose to act towards goals giving them the most utility – and emotions. In facts, people act according to their personal feelings and experiences. **If a campaign is focused only on delivering information and explaining activities it will never work. An emotional link with the audience is compulsory.**

Experiences need to be made holistic: communication must be filled with stimuli (events, agents and objects) for the message/item/aim to become a centre of symbolic meanings (psychological and cultural), a source of feelings, relationships and emotions. A campaign should be able to build a vision of its audience's problem (pains, unmet objectives, wishes) and create a mental representation where the audience believe the proposed solutions are good for them because of the advantages they can get. Once made that connection, campaign gets more than approval — it gets loyal, engaged advocates. In addition to engaging people, they also extend the campaign reach through word-of-mouth promotion, social sharing and referrals.

2. How to structure a campaign

The activities related to the campaign leave out the normal day-to-day communication, dissemination or marketing tasks that are specifically designed and planned to spread information about a topic/product/service or to increase awareness of a business or organization and enhance action. **No matter how relevant is the idea on which it is based, to be truly effective a campaign requires to be carefully focused and reasoned in all its stages while leaving room for change.**

Planning and engaging in campaign efforts requires analysis, planning and an implementation strategy.

2.1. Analysis

In order to build a campaign, the first stage of analysis is defining the overall and ultimate purpose of the campaign – its aim. The aim represents the ultimate purpose of the campaign, which is the change (*who and what needs to change*) and the impact (*what change will result*) that are being sought. The aim should be compelling, inspiring, focused on impact and – particularly important – targeted.

Best way to target the campaign is doing research. Targeting includes identifying causes generating the issue and its effects, what needs to change, how the change can be implemented. Therefore, any campaign effort requires a sound knowledge – including clear evidence – of the addressed issue and an analysis of:

- the framework originating the issue;
- the forces for and against the issue; and, more important:
- the target groups.

A certain amount of information about the target audience emerges during the initial process of audience selection and research (statistics, policy knowledge, scientific knowledge). In order to get as much data and statistics as possible, it is possible to explore the target groups in more detail by using:

- *Advisory groups.*

Many campaign initiatives create ad hoc or permanent groups of people similar to the target audience to advise them on all aspects of an initiative or campaign. This can be a relatively inexpensive way to learn more about the target audience and draw it into the campaign activities.

- *Surveys*

Surveys allow to assess the views of a representative number of the potential audience, but in order to get large-scale results, they require professional skills and networking which could be expensive to get.

- *Focus groups*

A focus group is a gathering of 8 to 10 people who are interviewed by a moderator using a prepared list of questions. Focus groups are often used to test messages or actual media products, such as posters or radio spots, for acceptability and ease of comprehension.

2.1.1. FRAMEWORK ORIGINATING THE TOPIC

An organisation must be aware of the environment it moves in. Such analysis is of prime importance since it provides campaign planners with a **better understanding of the problem and of the interconnected causes**; it reveals arguments and processes intervening in the problem and provides information about resources and actors involved. Gaining the more information as possible allows making sound and better decisions and minimises risks.

Analysis should consider:

- **Political factors:** stability of the political environment, government organisation, government's attitude towards the issue, past and present policies influencing the issue, bureaucracy;
- **Economic factors:** economic growth or recession, economies and trends, competitiveness, price levels;
- **Socio-cultural factors:** population growth, social mobility, gender roles, wealth, education, language, religion, health, attitudes towards foreign elements, sources of motivation, lifestyle, consumer culture, environment, fears;

- **Technological factors:** innovation, emerging technologies, technology access, ICT accessibility.

2.1.2. ANALYSIS OF FORCES FOR AND AGAINST THE TOPIC

Next step in reasoning and building a campaign is to **identify and hear opposing views and opinions about the topic and how the decision-making process to be influenced works**. In every issue there are forces – organisations, structures, behaviours of individuals or organisation, policies, legislation – that drive change or want to avoid it, forces that can support or dispute evidence and research, forces that can turn out to be allies or opponents to the campaigning efforts.

At this stage, it is possible to make first **steps towards the building of a network of people, organisations and authorities supporting the campaign**, starting from organisations and people affected by the issue (stakeholders). They may have different level of engagement and therefore different roles:

- they can provide information about the campaign, your organisation, your action;
- they can be consulted in order to information on the issue or the campaign;
- they can be involved in identifying and engaging the target group;
- they can offer you resources (time, visibility, information, money, people, network, etc.);
- they can directly engage in campaigning.

This force-field analysis is crucial to understand who holds the power to make or prevent changes, and also to identify the power relations dynamics. Plus, it must be remembered that there are changes that can happen quickly and others that come drop by drop. **For change to happen, the driving forces must be strengthened or the resisting forces weakened**. This stage is crucial for campaigning in order to see how realistic the campaign's goals are and to identify interested groups, stakeholders that can support you by providing skills and resources and by participating or having influence in the campaign, and to understand objectives, views and perceptions of those who are unfavourable to change and can put obstacles. Thinking carefully

about obstacles and ways to overcome them will reduce the vulnerability of campaign in case opponents take action.

2.2. The target groups

Any type of communication – whether based on print, radio, television or online, is built starting from an audience. **Everything in campaigning revolves around its audience: it is essential that the campaign is able to commit people.**

The way the communication strategy of the campaign is built entirely depends on how well the analysis of the issue (framework, allies/opponents and target group) is managed, complete and correct. To make communication efficient, messages cannot be general contents built to apply to a general and abstract demographic, but they should be aimed at establishing a relationship with an identified group of people or community. Research will allow not only to understand what's behind the issue, but also to know who the recipients of the campaign's messages should be (the campaign's target group).

2.2.1. THE TARGET AUDIENCE PERSONA

Research should allow campaign planners to identify people and stories. As in marketing, it is necessary to create a “target audience persona”: to get a clearer picture of the characteristics and typical behaviours of those people who will be more likely to benefit from the campaign activities and/or more likely to be willing to engage in the campaign. Personas represent the identikit of the ideal campaign recipients, fictional representations rooted in behavioural data and knowledge gained through research, thus representing what is known about their lives, their lifestyles and attitudes and how they think and behave (views, interests and needs), their goals and challenges and how the organisation promoting the campaign can help them. Using personas, communication may engage audience on a much more personal level, and once the relationship is built, personas can be driven to action.

To outline a target audience persona, through research it has to be possible to define:

- **A background** (nationality, education, work experience, occupational status);
- **Demographics** (age, gender, marital status, family situation, housing situation, income);

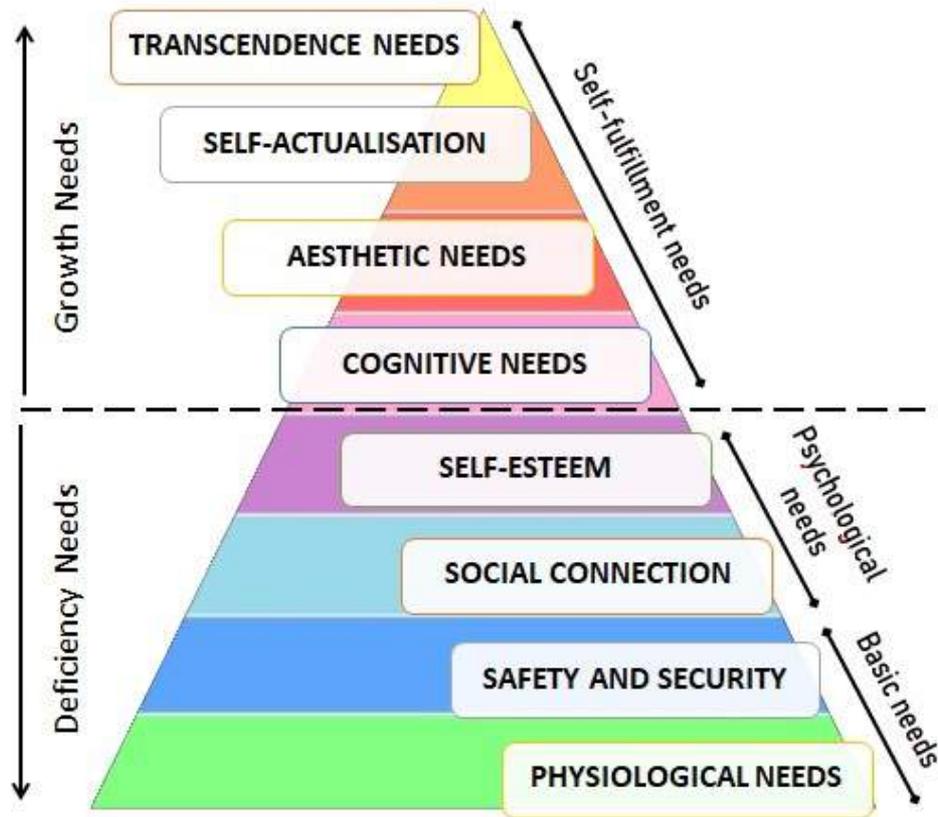
- **Identifiers** (interests, passions, shopping habits, personal network, communication channels);
- **Goals** (what the persona needs, how the organisation can help);
- **Challenges** (obstacles and ties preventing goals achievement, other obstacles and ties);
- **How your non-profit helps** (how the organisation supports this persona, how the organisation can help the persona to achieve their goals, how can you remove the obstacles);
- **Common objections** (for which reasons this persona could object to your purposes).

2.2.2. IDENTIFY THE TARGET GROUP'S MOTIVATION

By being conscious of the people's short-term and long-term needs (goals), it is possible to conceive messages that will resonate with the defined target group and create campaigns that audience wants to share. A convenient tool to understand this process is the **Maslow's Hierarchy of Needs** (or Maslow's pyramid), the most used tool in psychology and marketing ever since it was made public, in 1943 (then expanded in 1970).

Abraham Maslow's hierarchy of needs explains fundamental human behaviours by illustrating the 8 different levels at which people work to satisfy needs. This "hierarchy of needs" moves from basic ones to self-fulfilment. The theory proposes that some needs take precedence over others and that **as people start meeting the primary-level needs, they are then motivated to meet the higher-level ones.**

Figure 1 - Maslow's Hierarchy of Needs



A) Deficit needs

At the bottom of the pyramid, the first four needs Maslow identified as **deficit needs**: these are needs that – if not met – make people uncomfortable and they are motivated by these needs as much as they are able to sufficiently fulfil these needs. The longer these needs are not fulfilled, the stronger the motivation is.

i) Basic needs

1. **Physiological needs** (food, water, shelter, clothing, warmth, sleep, sex, health and other body needs): these are the basic needs for which a person's energies turn toward remedying these deficiencies. If these basic needs are not met, people would be stuck with high neuroticism and anxiety.
2. **Safety and security** (physical/emotional safety, social stability, law, financial stability, safety of employment, health, property): if physiological needs are satisfied, behaviour is affected by safety needs. These needs have to do with predictability of the surrounding environment, a need for consistency, being in control and making the unfamiliar rare.

ii) *Psychological needs*

3. **Social connection** (family, intimacy, friendship, and any other emotionally-based relationship): these are belonging needs related to interact and affiliate with others, be accepted, trust and be trusted, and to acceptance into a group or community. If one finds failure in having adequate interaction and close relationships, negative social emotions arise.
4. **Self-esteem** (feeling useful/needed, strength, independence, status, recognition, respect from others): to have self-esteem and self-respect, but also to be respected and rewarded. In order to achieve these needs, people must feel a sense of accomplishment and contribution. Feelings of inferiority may lead to agreeableness.

B) *Growth needs*

The last four needs are **growth needs**. They do not rise from a lack of something, but from a desire to grow as a person, and therefore they are needs of whose satisfaction people just can't get enough, in a continuous process of becoming. As each individual is unique, the motivation for self-actualization leads people in different directions.

5. **Cognitive needs** (knowledge, exploration, understanding the world around and creating, need for meaning): these needs are the expression of the natural human curiosity and need to learn and investigate. If not fulfilled, people live in confusion and identity crisis.
6. **Aesthetic needs** (appreciation and search for beauty, balance, form): humans need to enjoy the beauty and niceness of the world has to offer.
7. **Self-actualization** (creativity, spontaneity, hobbies/passions): Self-actualization is the instinctual need of humans to be the best. It is the driving force behind the efforts for realising one's full potential and the needs of achieve great results, as well as competition.
8. **Transcendence needs** (altruism, service to others, pursuit of science, religious faith): at the top of the pyramid, self-transcendence, which is also referred to as spiritual needs. Motivation rise from values which go beyond the personal self.

Behaviours are multi-motivated, some needs may rise regardless the previous needs are all 100% met, and during their life people may move back and forth between the different types, according to circumstances or individual differences. People who are struggling for survival rarely

concern themselves with philosophy, for some people self-esteem is more important than the need for a family, the "starving artist" model or members of religious orders prove that for some people self-actualization needs are so compelling to be prioritised over other lower needs.

Appealing to the motivations behind the needs at each level for an identified target group can foster identification in a campaign's goals and be a driver of its success. The point is understanding each level and the type of message that could fit. **While marketing focus on Deficit needs (*lack of something*), campaigning focus on Growth needs, on people's motivation to be better and on personal satisfaction for their achievements and activities.** When engaging in campaigns for protection of human rights or safeguard of protected species, people satisfy their need to improve their world.

2.2.3. EXTERNAL INFLUENCE

When analysing the mind-set of the target group, there must be recognition of the influence on social thought, emotion, behaviours and life outcomes that comes from forces outside the target group's control, namely, the social class and culture they find themselves in. In fact, the self is shaped by the norms, values, and practices that are prevalent in the socio-cultural contexts that people currently encounter and the contexts that they have encountered in their childhood and throughout their lives.

A) *Social Classes*

In a society as unequal as ours, people tend to interact almost exclusively with people who share similar histories and experiences (like living in similar neighbourhoods and/or attending similar educational institutions), have the same incomes and occupations, manners and habits (like dressing alike and having similar spending habits), as well as using the same language, accents and non-verbal behaviour.

B) *Culture*

Culture is a very important aspect to understand the behaviour of a person. It varies from individual to individual, region to region, and country to country, and signifies the set of values of a particular community. It can be divided into subcultures according to ethnical, religious and social class factors.

There are generally three components of a culture: beliefs, values, and customs:

- **Beliefs** consist of the very large number of mental or verbal statements that reflect a person's particular knowledge and assessment of something;
- **Values** are general statements that guide behaviour and help a person choose between alternatives in everyday life. They must meet certain criteria:
 - they are relatively few in number,
 - they serve as a guide for culturally appropriate behaviour,
 - they are enduring or difficult to change,
 - they are not tied to specific objects or situations, and
 - they are widely accepted by the members of a society.
- **Customs** are modes of behaviour that constitute culturally approved or acceptable ways of behaving in specific situations.

A campaign should reflect the culture that is being targeted. It should be conceived to reinforce the beliefs, values and customs of the targeted culture.

2.2.4. INFLUENCERS AS INDIRECT TARGET GROUPS

The less obvious target group of a campaign are those influencing the direct target group and intervening in their decision-making process with their opinion and expertise, impacting – or sometimes even making – their choices. People are more likely to follow directions and suggestions of people they trust, people who have authority on them: family, friends and peers, and other offline or online personalities. Influencers can be allies, neutrals or opponents to a campaign: they may engage and take action, or they may act passively by spreading information about the organisation or the campaign to someone who can get involved.

To find the target groups' influencers, the target group's network must be investigated. In order to create personas and target communication, it is necessary to identify:

- who – apart from the target group – can be affected by the issue the campaign address;
- who are the real decision makers for the target group on the matter;

- who is influential on the target group about this issue;
- who are the experts on this issue the target group have access to.

Who are the influencers?

i) Family members

People are who they are because of their families. Families intentionally or unintentionally shape an individual's attitudes and behaviours, determining beliefs, lifestyle choices, and consumer preferences. Depending on the campaign, target group may not be the final decision maker. Within families, spouses, parents or even children may exercise a decisive role through their experience, wisdom or simple authority, affecting or taking decisions, or decisions are made in collaboration.

ii) Friends and peers (reference group)

People compare themselves to or associate with other individuals, conforming their behaviours to group norms. Friends and peers are the most powerful influencers, since target group turns toward them to have their decision endorsed.

iii) Experienced people (*opinion leaders*)

In making decisions, people can also look for guidance by someone more knowledgeable about a certain topic. Experienced people can shape the way people say things, being able to provide information, give advice, or they can actually be entrusted to make the decision.

iv) Celebrities

Movie stars, sport stars, models, musicians, they act as an inspirational influencer in the public eye and can be used to attract media attention in the campaign. Reality TV stars are constantly changing, but people relate to them more because once upon a time they were just like everyone else. Nevertheless, engagements with these figures are very formal, and often involve big budgets.

2.3. Objectives of campaigning

After gathering all possible information, it is possible to start defining the campaign objectives and developing the campaign plan. **Objectives are not the same as aims: objectives contribute together to generate what is necessary to reach the desired impact. A campaign may have different objectives, but it generally has one aim.** Defining objectives helps assuring that activities really contribute to the expected change.

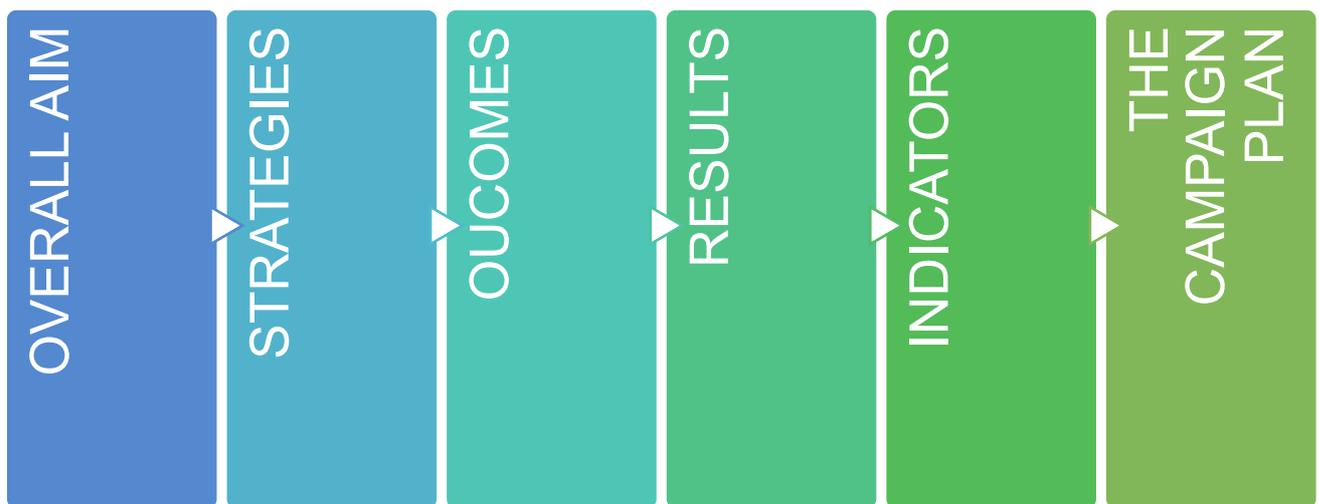
2.3.1 A THEORY OF CHANGE

To set the campaign objectives, it must be clear how the expected change will happen. Bringing about changes in behaviour can be quite challenging: behaviour change depends on motivation and behaviour control (agency); motivation depends on needs and opportunities, while agency depends on opportunities and abilities.

The “Theory of change” model approach prescribes to first define the ultimate impact to be achieved, and then identify those in-between activities which must be in place in contributing to generate that outcome. This methodology allows to describe the campaign scenario, define an objectives’ and activities’ hierarchy and how these objectives and activities related one to another.

Theory of change prescribes 6 stages:

Figure 2 - Theory of Change Stages



1. **Identifying the overall change (*aim*), the long-term outcome campaign wants to achieve** (e.g. end climate change, ensure Roma community have equal opportunity to succeed in education, etc.): a problem statement encapsulates the urgent need to address;
2. **Defining the strategies, the preconditions or critical factors that allow to achieve the desired change and in which efforts should be situated** (e.g. change policy or practice, bring changes in behaviour, public opinion or awareness, etc.)
3. **Mapping the conditions to change, the activities to implement** (*goals/objectives/outcomes*).

4. **Identifying the results, the short-term conditions which will be necessary to achieve the desired impact** (e.g. changes, benefits, improvement);
5. **Establishing indicators to assess the performance of the activities implemented;**
6. **Writing a narrative to explain the logic of the campaign (*the campaign plan*).**

Being able to provide an outline of the project plan, including the activities that need to be undertaken and other factors that may need to be tackled with, the goal and the outcomes of the project, **the Theory of change leads to the definition of the campaign strategy**. It supports the planning of activities reducing the complexity and provides a guide for intervention.

2.3.2 DEFINING OBJECTIVES

When setting objectives, great intentions and enthusiasm can seriously backfire: goals can reveal themselves by being overwhelming and they end up failing by the wayside. It is advisable to set verifiable trajectories towards a certain objective, with clear milestones and an estimation of the goal's attainability. In short, objectives should be S.M.A.R.T.

- **Specific** – objectives should specify what organisation wants to achieve in concrete terms. The more specific objectives are, the easier it is to plan and demonstrate their achievement (what to accomplish, why, who is involved, where it is located);
- **Measurable** – objectives or their results should be quantifiable; this helps measuring the progress and stay focused and motivated;
- **Achievable** – objectives should be realistic: feasible within the available timeframe and with the available resources and support;
- **Relevant** – the achievement of the objective must be in relation between and the overall aim of the campaign and of the organisation;
- **Time-bound** – objectives should have deadlines, they make easier to focus and prioritise.

Writing S.M.A.R.T. objectives helps to think about and identify relevant elements of the campaign, namely indicators and performance measures. An indicator is what you will measure to obtain observable evidence of accomplishments, changes made, or progress achieved. Indicators

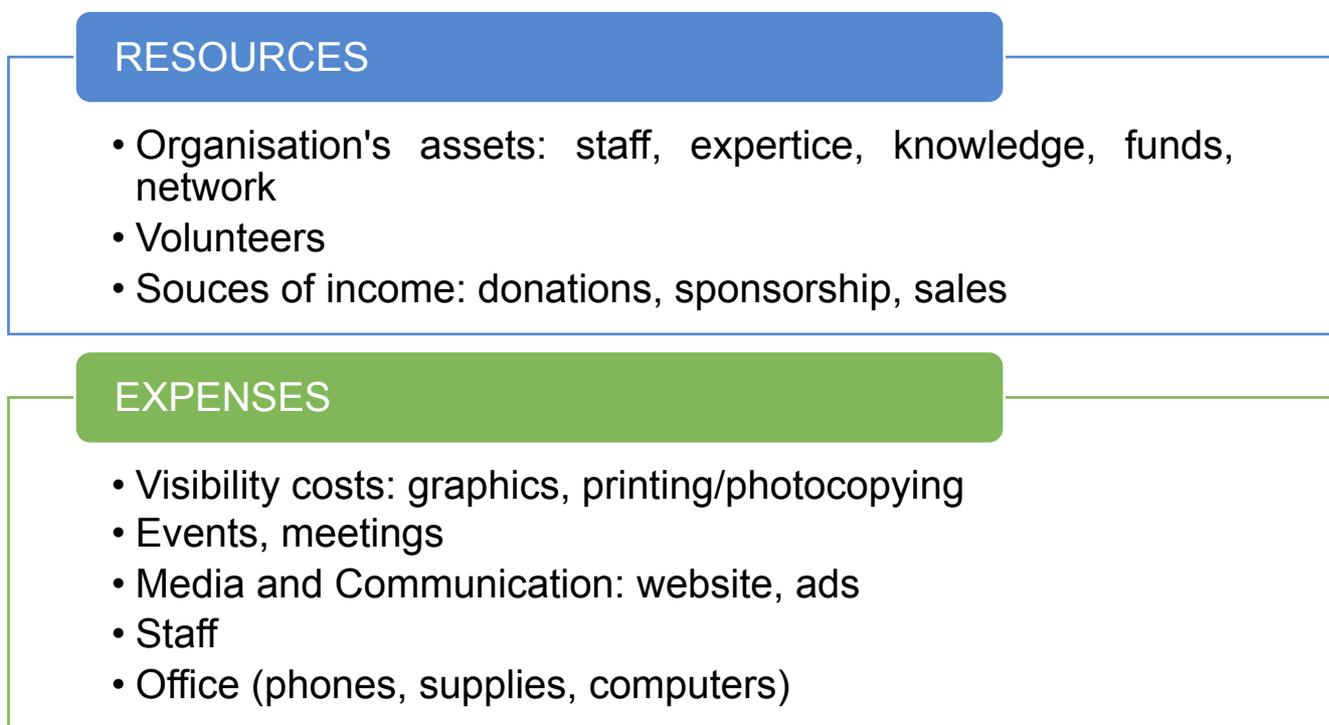
describe the type of data you will need to answer your evaluation questions. A S.M.A.R.T. objective often tells you what you will measure.

2.3.3 RESOURCES AND LIMITS

Decisions about what to campaign and how cannot be possible without choices about resources, capability and possibility. In this sense, all practical constraints have to be taken into consideration, particularly: available resources and time. Campaign planning is about managing all of these effectively so that no matter how rich or poor the campaign is, it will be still possible to make the most out of the available resources and maximize its impact.

Resources include the material, human, financial, organisational and community resources available. Whatever the campaign situation is (rich or poor), your campaign needs an accurate budget. The balance between resources (including sources of income) and possible expenses will define the size of campaign and the room for manoeuvre. For a smooth-running campaign, it is crucial to be able to monitor and control your budget effectively.

Figure 3 - Resources and limits for campaigning



Also, time must be taken into consideration. A well-run campaign requires a detailed timeline to ensure that time can be maximised and tasks are completed properly and on time. The

best way to write a timeline is to start from the goal and work backwards, detailing all the steps you will have to take in order to make it to this goal.

2.4. The campaign messages

Finding the right message is probably the most important task in a campaign. The message is the core element of the campaign, the key elements to drive recipients. While the campaign overall aim is big, messages should be specifically targeted to the personas.

Before starting creating the contents of a campaign, several aspects need to be defined in order to have a clear idea of the kind of contents to be produced. Messages changes according to different parameters. Topic is just one of the possible variables: topics differ accordingly to the content, the audience and other... Also, it is important to understand the level of engagement in the campaign's topic of the target audience: messages for more informed/engaged people will be different from those addressed to who are still trying to figure out their opinions.

In this sense, it is important to underline how exactly campaigning action differs from mere advertising.

Advertising is a paid mass communication (spot, advert and similar) in which the advertiser proposes a purchase. It can be done through direct communication – when explaining the offered products or services – or indirect communication, which consists of ramblings not directly connected with the product but which try to make appealing a brand or a purchase. Instead, campaigning is focused on promotion, which involves communication in a targeted way. It is always aimed at triggering a behaviour, but makes it appealing by focusing on benefits and proposing a simple action.

To be effective and engaging, messages of a campaign should cause the target audience concern and provide for them a real, feasible chance they can implement to have a direct impact in contributing to the goals' reach.

According to the “Hierarchy of Effects” Theory, a message should be set in such a way that the recipients goes through six different stages:

1. **Awareness** – if the target group is unaware of the issue addressed by the campaign, the message has to bring the campaign into existence;
2. **Knowledge** – if the target group know the issue, the message must be focused on spreading information;
3. **Positive perception** – the message should provide a positive scenario;
4. **Preference** – the message should foster in its recipients an attitude toward action;
5. **Belief** – the recipients should be convinced of the advantages of taking action;
6. **Action** – the message should lead recipients to take action.

Besides, a good message should respect a set of criteria:

- It is simple and clear;
- It is true and credible;
- It provides a solution for a problem: it should be clear what will happen one people take action;
- It provides recipients with a choice to make: it should be clear what your organisation wants people to do.

For awareness/motivational campaigns, messages should also be:

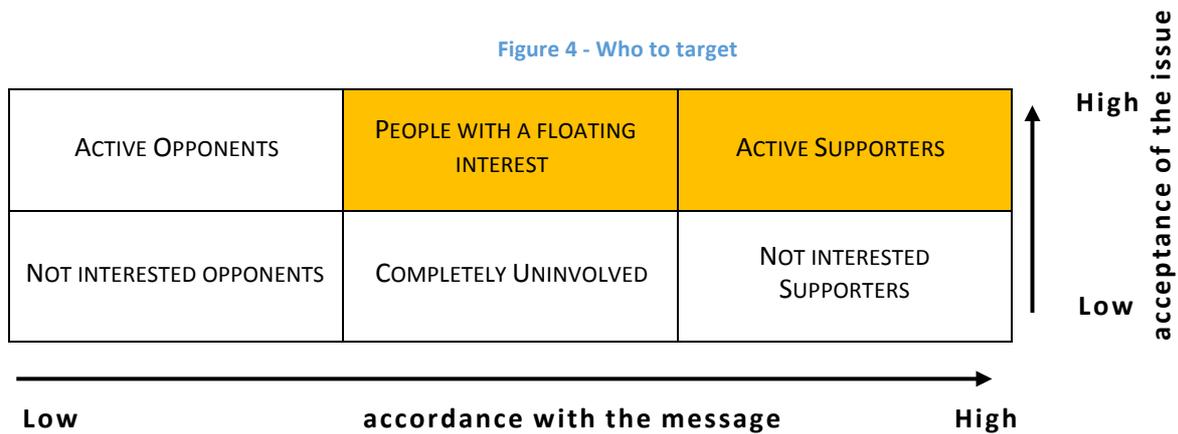
- **Attention-grabbing:** catchy message will interest people in the topic and lessen their initial resistance.

But campaign cannot reach all people equally. It is way more effective to target the same group of people than trying to reach the greatest number of people. Targeting a specific category of people and building messages specifically addressed to them allow to efficiently employ the campaign resources.

Considering the potential interest in the campaign issue and the right accordance of the delivered message with the target group, campaign efforts should be focused on:

- **Mobilising active supporters**, people who are FOR the campaign aim: they need no persuasive communication, since they are motivated and committed to support the issue and the campaign goals.
- **Convincing people with a floating interest** towards the campaign issue, people who are NOT CONVINCED: their choice to become supporters of the campaign all depends on the arguments used in communication.

Figure 4 - Who to target



2.4.1. ELEMENTS OF COMMUNICATION

A) Language

Communication is built around people, not demographic. According to the target audience, message should vary its words, the way the topic is approached, examples provided and so on. Writing style, articulation of the message and the way contents are provided depend on the receiving *persona*. If the language used in a campaign does not correlate with how the campaign's audience speaks, the message will reveal itself for being useless; therefore, it is necessary to tune the message.

Language can be defined as being:

- *injunctive*: strong and peremptory, based on the presence of authority and focused on a unilateral communication made up of orders;
- *descriptive*: aimed at providing information about an action or an object;
- *evocative*: focused on stimulate imagination and remembrance to reach the emotional sphere of the recipients;
- *divergent*: able to create hatred towards the message.

Campaign messages should be written in a simple, colloquial language, avoiding any popular or professional jargon which would put people off.

B) *Tone of voice*

There are different ways to talk about a topic. It is possible to present a topic using an easy-going and ironic tone, or a serious, professional one, or a didactic and imperative tone. Style depends on the topic but also on how the organisation delivering the campaign wants to present themselves to the public. And obviously, it depends on the recipients the message is addressed to.

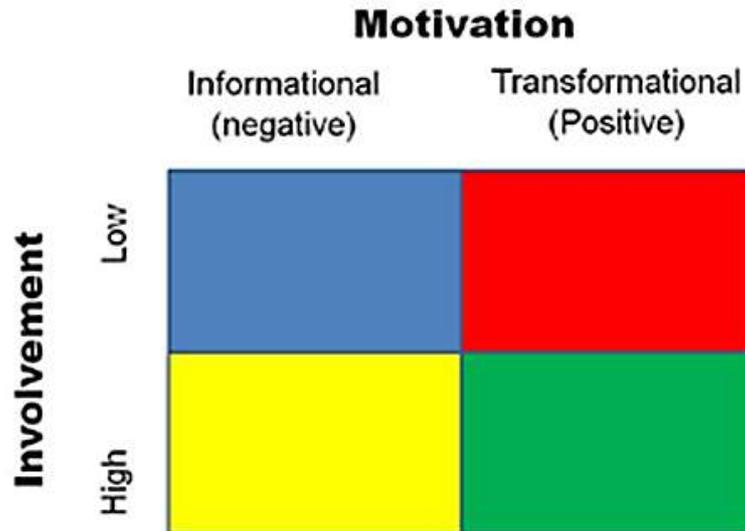
In campaigning, **communication must be open and have character**. It must transmit a sense of relationship: building dialogue, asking questions, be on topic, keep a direct relationship with the contacts. To do that, the campaign tone must be welcoming, caring, generally positive. It is the best way for people to be engaged in a cause.

C) *Emotions*

Most effective communication is the one able to give its audience the feeling messages are related to their life, personal experiences, beliefs, desires, dreams. If a message is able to rise pleasure, satisfaction, delight, happiness – to sum up, any positive feeling – the chances the recipients will take over the message and the campaign aim will considerably rise. Generally, contents of campaign messages can be moral, rational or emotional. An awareness/motivational campaign focus on both informational and transformational elements, therefore relates with different kinds of emotions, playing a relevant part in the learning and persuasion aspect of the campaign (Rossiter and Percy grid). Indeed:

- *Information* refers to broadening knowledge of the campaign audience, for them to explore the complexity of the campaign issue and better understand it. It needs facts and figures and a rational language, which are generally related with negative emotions;
- *Transformation* involves perceptions, thoughts, feelings, attitudes, identification in the campaign issue, which are more positive.

Figure 5 - Rossiter-Percy grid



To engage the audience, a campaign should be able to use descriptive language (to provide information in a serious way) while reaching imagery and sensory details so that audience can relate to the message. So, a campaign focused on promoting a healthier lifestyle cannot just incite people to do sport, but it must explain the exact amount of physical activity an average person does per day and compare it to how much they need to stay healthy, or provide examples of average messy eating habits and suggest detailed adjustments. When a campaign is able to make that connection for the readers, it is much easier for them to relate to the cause.

D) Visual

A campaign requires a coherent, understandable and eye-catching image which could also create curiosity in the public.

- *Logo*: A well thought and designed symbol (*logo*) creates a knowledge gap people tend to fill by seeking more information.
- *Images and videos*: As human beings, we naturally respond to visual elements with our own values and experience. Images and videos are a powerful tool for campaigning because people strongly identify with what they perceive as reality. That is what makes them very persuasive to viewers. So, quality of images has to be very high; if the campaign has no possibilities to have visual elements of impeccable quality, it is better to opt for other kinds of communication.

2.4.2. WHICH CONTENTS ARE MOST SUITABLE FOR SOCIAL MEDIA?

Online communication is crowded of contents of any kind; therefore, campaign contents must be carefully created with the scope of generating interest.

A) Infographics

Infographics are very appreciated by users. They are graphic representations of information, data or knowledge in an attractive and colorful way so that they can be easily understood at a glance.

B) Questions and surveys

Asking questions is the better way to bring users to interact. Unlike comprehensive articles, questions and surveys give space to external intervention. They have to be related to the campaign topic and users' expectations, or they can be creative, using a hot topic or news to get attention and creating a dialogue. BUT: this approach is particularly appropriate for campaigns with a big number of active followers. When the audience does not interact, channels filled with unanswered questions give the impression of a shoddy communication between the author and the recipients and of a little relevance to the campaign and its aim.

C) Events

In conjunction with a certain celebration or event (Christmas, World Youth Day, etc.), it is useful to produce a related content. The more the event is popular, the more difficult it is to stand out, so creativity and originality are always needed.

D) User-generated contents

In the era of social media, users desire to be at the center of attention, as a desire of popularity or to share something: users can be asked to create and share contents related to the campaign. Of course, they need to be motivated in this sense, so it is necessary to create stories, peculiar occasion, creativity contests related to the campaign to give a strong reason to get involved and bring them to share about themselves and their personal situations. BUT: this approach requires active and motivated campaign supporters. It is not convenient to find negative posts or to find no contents at all because users are indifferent or disinterested.

E) Posts with the campaign promoters

Communication channels may be used to share images of the campaign promoter, of the people working for the campaign, better if taken during significant or convivial moments. This would give a human face and a sense of freshness and familiarity to the campaign, which is

generally well appreciated by social networks users. Of course, uniqueness is the key: it is better to avoid contents which are too personal or familiar, which will be seen just as one of the many posts user get of unknown people doing things everyone does.

F) *Advices and suggestions*

Another kind of content that can be published are useful advices for users. Advices have to be related to topics close to the campaign.

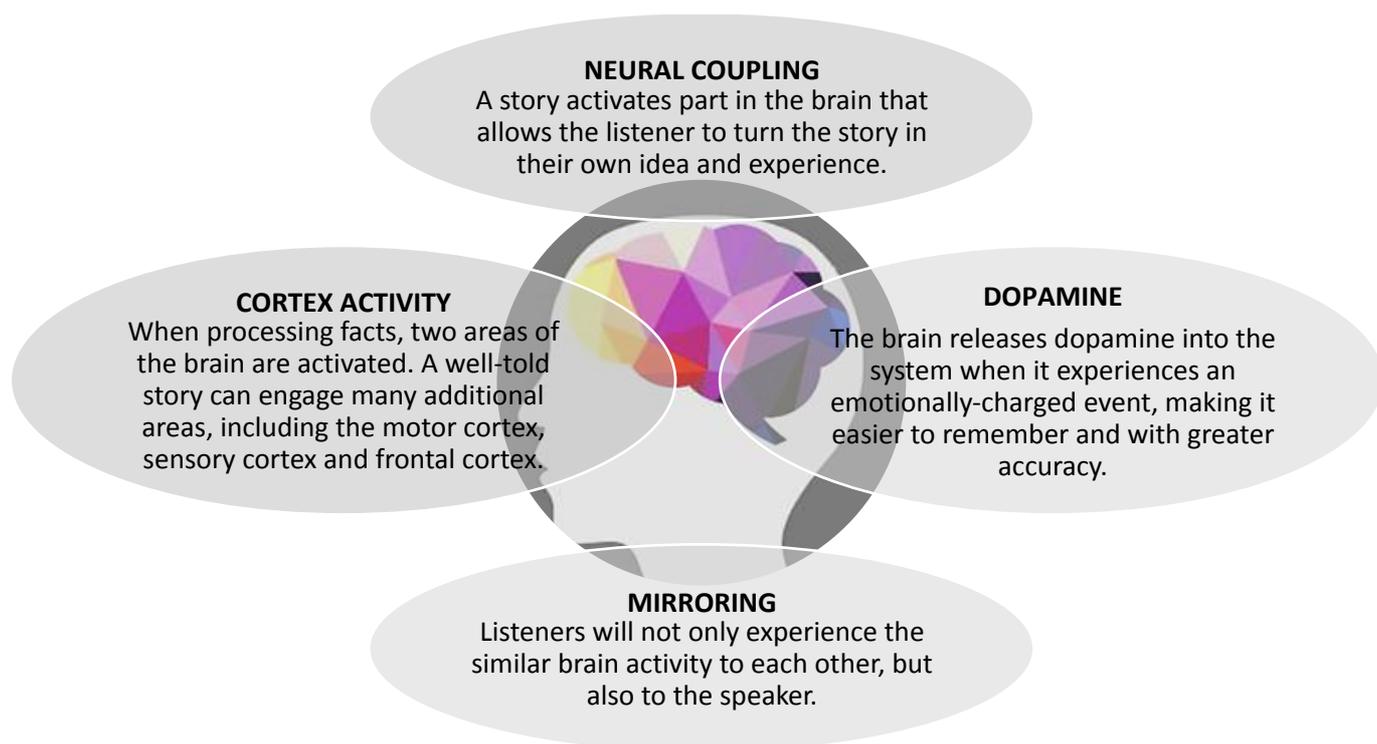
2.4.3. TECHNIQUES TO GET ATTENTION AND ENGAGEMENT

A) *Storytelling*

A concept can be explained in a technical, exhaustive way using a lot of words and an official tone to deliver detailed information. But beside this kind of communication, there is storytelling. The art of telling stories is a crucial element of human history which shows how human mind works in a narrative sense: stories have a narrative structure that human brain follows very easily; they captivate people and send a message in a stronger way by being emotional and relatable.

Stories crash the barrier between organisation and person by presenting a situation where one helps the other solving a problem. Nothing better than a good storytelling can create such a dialogue. Stories give people a greater reason to care and stay with people much longer than facts or statistics.

Figure 6 - Impact of stories on human brain



Essentially, storytelling focuses on one person or thing – the main character of the story – and takes the audience on that hero's story (through trials and tribulations) to arrive at some new point, but now changed. The aim is to take the audience down a path ending in changing their point of view about a certain topic via emotional connection. A campaign delivering infographics focused on statistics and information about effects of ocean pollution and animal death rate related to ingestion or entanglement in manmade waste may not be as effective as one providing a video of polar bears struggling to survive in open waters.

Figure 7 - MacGillivray Freeman's One World One Ocean Campaign

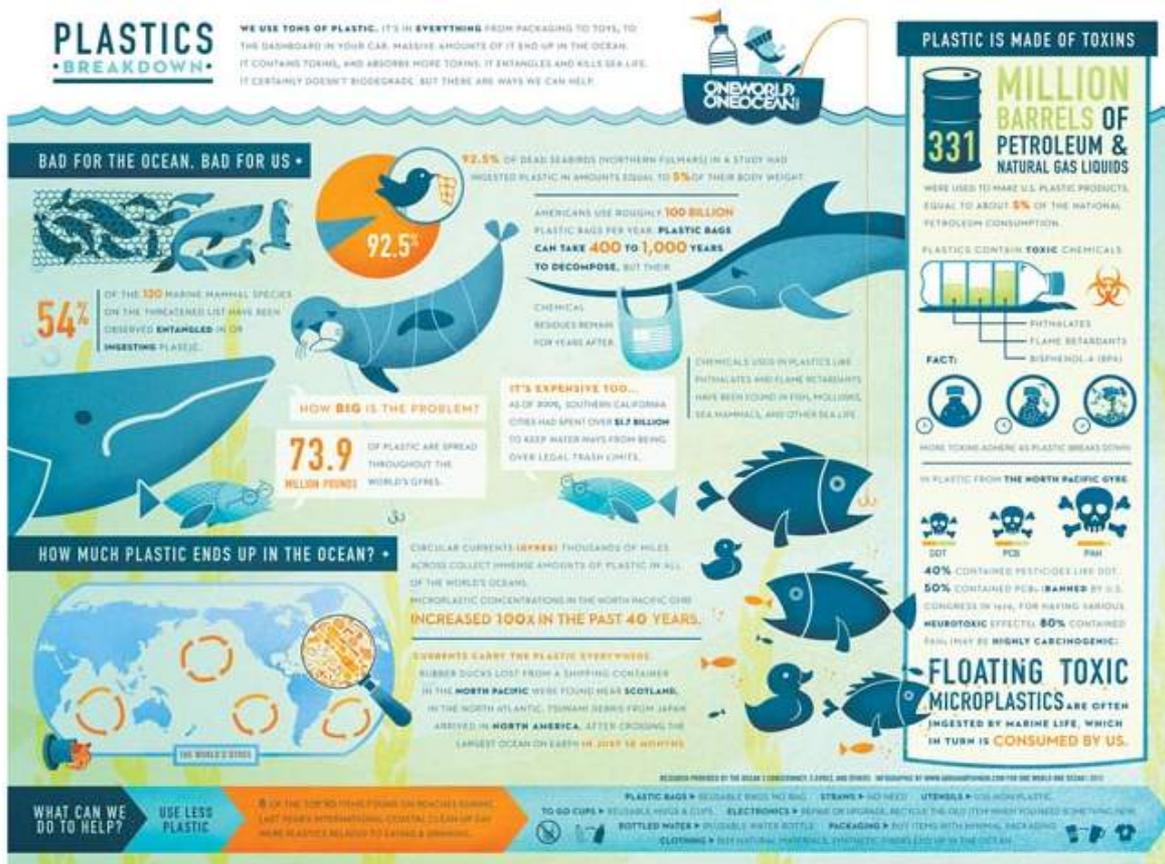


Figure 8 - A polar bear suffering from shrinking ice and inaccessibility to prey



Comparing the two examples, in the second image the association between feelings is almost immediate. It truly makes a lasting impression and allows to reach individuals on a personal level because people are naturally inclined to connect with life struggles: conflict, challenges, difficulties and suffering.

B) Real people speaking

Another way to arouse interest around a campaign is to include anecdotes from real people. A first-person narrative will always be more powerful than relaying someone else's story. In a campaign focused on raising money for hunger relief, a beneficiary of the promoter's action can tell what it feels like when your body is lacking nutrients for an extended period of time and share the physical, mental, and emotional repercussions that come with going hungry. If people read these words and instinctually imagine living every day with the pain of hunger or burn of thirst, then they will be that much more moved to take action and give to the campaign's cause.

C) Quotes

Quotes can be taken everywhere and must send a positive message. They need to inspire, motivate, advise or amuse the audience. Nowadays quotes are used way too much, so if a campaign opt for this kind of content, it will be important to find the most particular and original, from very famous people. To make them more incisive, they need some context, connections with current events or specific situations related to the campaign followers.

2.5. Planning

"Give me six hours to chop down a tree and I will spend the first four sharpening the axe."
(Abraham Lincoln)

Once the analysis is completed, the target group is defined and the objectives and messages of campaigning are finalised, it is time to start synthesizing all these elements in a communication strategy, defining the specific activities needed to reach the campaign goals or impact. Optimal channel selection varies according to the issue addressed by the campaign, the campaign's audience and the available budget.

Communication strategies consist in the analysis and the selection of the most suitable types of communication and media – among those available – to get the campaign's messages in front of the target group using the most appropriate way to reach the campaigning goals or impact.

2.5.1. MEDIA TO BE USED

When referring to “media”, it refers to communication channels (devices, medium) used to communicate, spread information, implement advertising and marketing actions and in general, express and share views, opinions, and ideas while interacting with a large number of audiences. Spreading the campaign messages requires communication channels to make the flux of information recognizable and accessible, as well as reached and shared.

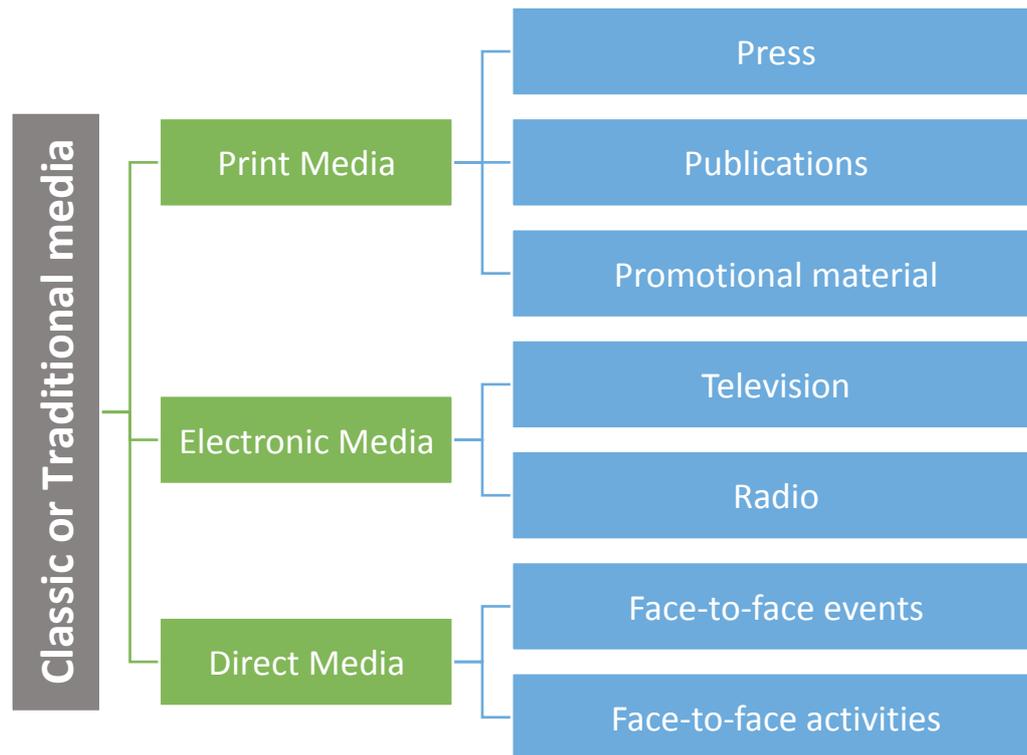
To be efficient, communication has to be coordinated in order to employ the communication channel (the media) that makes the most sense for the campaign’s target audience. Successful campaign happens when campaign’s goals are achieved by sending the right message and reaching the right target groups using the communication channel (medium) of their choice. Picking the right communication channel will contribute significantly to the success of the campaign and therefore, it is important to understand the various communication channels available. Anyway, the best campaigns are those where the efforts on media are supported on a number of different communication channels.

The benefits of promoting a campaign across additional channels are two-fold:

- those reached via different media are reminded through diverse communications, and
- those who are not active on a particular media are still informed.

Communication channels can be categorised in:

Figure 9 - Classic or Traditional Media



1) **Classic or Traditional media** – channels of communication that were well-established before the Internet Age, such as:

a) Print Media:

They often command less attention, but they are good for reaching policymakers and community opinion leaders. They are better suited for delivering more complicated and detailed messages and provide opportunities for the audience to re-read and reflect on campaign messages.

- *Press*: newspapers, magazines, press releases

Until electronic communication developed, print media were the only medium that masses at large depended on for authentic, verified, first-hand information, updating the knowledge of the reader, and serves as a good platform for campaigners to describe their ideas and issues they want to address. Despite the popularity of newspapers has reduced due to the emergence of the Internet, which updates information every second, the influence of print media still is significant.

- *Publications*: books, booklets, brochures

Publications can highlight information about the campaign main aim, latest topics and arguments relevant to the campaign, achievements, guidelines for contribution to the campaigning efforts. In this case people "do judge the book by its cover", and hence, these booklets and brochures are designed in an attractive format using colours and photos.

- *Promotional materials*: advertising boards, posters, flyers

Being placed and handed out at public places, they are an efficient tool to reach specific audience and they are accessible to people who are otherwise isolated because of illiteracy or auditory comprehension deficits. Their main characteristic is to be considerably eye-catching and providing short slogan emphasising a main message. They are relatively cheaper to be produced (although printing large numbers and/or high-quality products can be rather expensive).

b) ELECTRONIC MEDIA – which requires the user to utilize an electric connection to access it:

- *Television & Radio*

Television and radio are both broadcasted media appealing to senses (auditory and/or visual) which can reach wider audience than any other medium, but it is not sufficient alone, since information cannot easily be retained. Messages spread through these channels have high credibility and a broad reach, but promoters have little control over the effective audience reach (it can be expensive to secure quality air time) and how message gets through to the audience. Also, production process may be costly, and even when the cost of creative work is covered or provided by someone else, communication through these channels often takes long-term, consistent work of networking.

c) Direct Media:

- *Face-to-face events & activities*: meeting, training, conferences, info-point, word of mouth

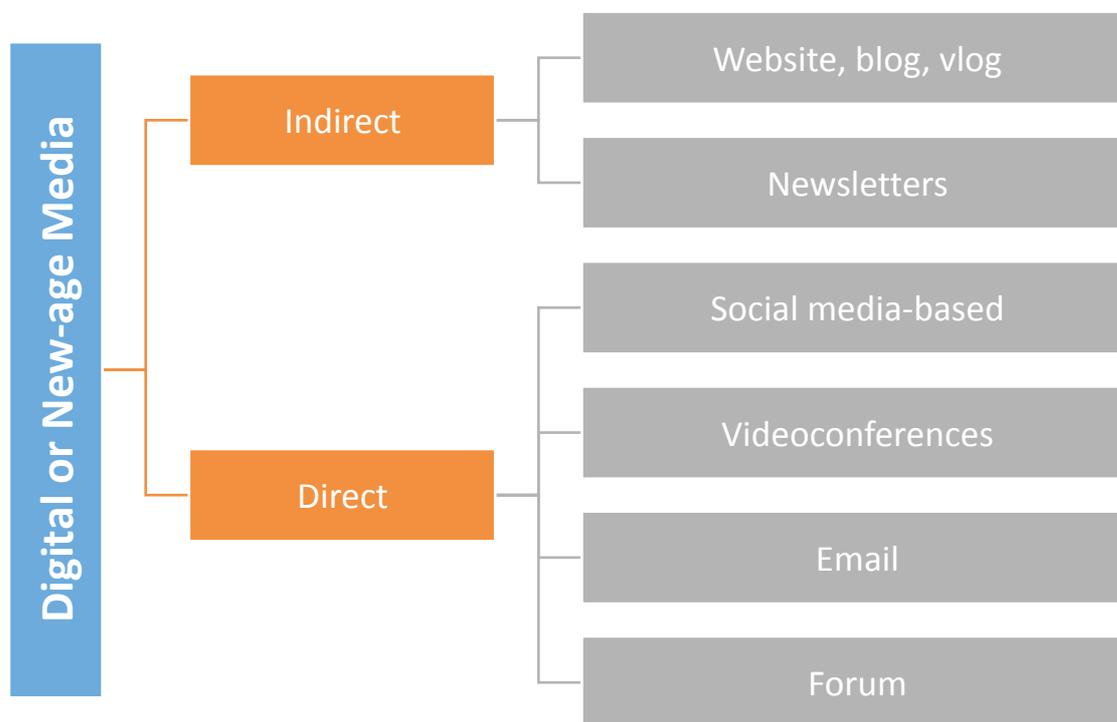
Nothing beats a face-to-face conversation. Engaging in face-to-face activities offer a great deal of control over the message allowing to reach the target group directly with no intermediaries and vehicles for communication, and it provides possibilities to deepen the campaign contents which have attracted audience's attention. Face-to-face events allow to go deeply in the people's interest in the campaign issue and collect perceptions, feedback and needs which could not have

been detected during the analysis stage or which are emerging in the framework and potentially influencing the campaign.

Face-to-face activities do not have to be expensive (though they could be). They require considerable staff or volunteer time to plan and carry out the activities. Messages delivered in this way generally have medium credibility – less than those delivered by newspapers or television (because they are delivered by an advocate with a point of view), but more than advertising (because the message comes directly from a respected organization or a community event) - and a fairly narrow reach: only those who come to the event or read about it receive the message.

This form of communication cannot be a stand-alone activity in campaigning: after each event it is important to produce videos, photos and articles of the event or a short yet incisive press release to be spread online, on social media but also through the press, newspapers and their websites, better if associated with campaign materials (like infographics).

Figure 10 - Digital or New-age Media



2) **Digital or New-age Media** – this category entails the use of Internet. Internet has opened up several new opportunities for mass communication which have redefined mass communication all together. and mobile phones have made communication possible at any time, and from anywhere:

a) Indirect

- *Websites, blog, vlog*

While a blog is basically a web log displaying a regularly updated listing of blog posts with a commenting system that invites readers to participate in the communication and leave behind comment, a website in return can be anything: it can provide information, allow downloads, host other communication channels, but it is static with limited possibility of interaction. The website allows to collect all elements of communication while blogging is about building a conversation.

- *Newsletters*

They are e-mails providing diverse news sent to all those who have subscribed to a dedicated mailing-list. They allow to reach a very specific target group. It must be linked wherever possible to the campaign website and ask the readers to engage in practical actions.

b) Direct

- *Social media-based: Facebook, Twitter, Instagram, YouTube, etc.*

Social media is a broad term which refers to a collective of online communication channels built on community-based input, interaction, content-sharing and collaboration. Crucial point is they all are based on building a relation with the viewer/follower/contact, and thus can be time-consuming. But, unlike traditional broadcast channels, social media enable people to respond and react to information, making them absolutely engaging and a channel to not be set aside in campaigning, leveraging the power of peer-to-peer recommendation and word of mouth. Anyway, a good campaigner should not rely on a social network too much, especially in case of really long-term campaigns. Times change and new social networks rise and die every day according to what is fashionable and users easily migrate from one to another.



FACEBOOK: With more than 1.60 billion users, Facebook comprises of the largest blend of demographics of any social platform. It provides an extraordinary medium to reach target group worldwide. Facebook Ads can be used (paid) to have the campaign messages delivered to all Facebook having the characteristics we expect the target group has (the personas the message is addressed to).

TWITTER: It is based on constant updates, news, articles and on the use of hashtags. Hashtags contribute to attract followers and are constantly changing according to the period's trending.



(1)LINKEDIN: it is the most suitable social media network for business/job networking. It allow to reach groups of professionals in any field. One of the best features for businesses are LinkedIn Groups where professional can exchange regarding common issues.

(1)INSTAGRAM: it is a popular photo-sharing platform. It is really suitable to reach Millennials and for those campaigning having good quality visual materials. Communication on Instagram must be focused on fostering people to share or post new photos using hashtag.



(1)YOUTUBE: it is the second largest search engine (and owned by Google). It is focused on video uploading and sharing (but does not allow download), thus being extremely useful to campaigners planning having promotional videos, interviews, speeches and so on.

Snapchat, Pinterest, Tumblr, Flickr and other social network are very popular and can be useful and interesting, but their audience is much more limited than the one of the previously mentioned social networks.

- *Video-conferences and video-chat*

Video chats provide an immediacy to a conversation among people being at a far distance from each other – thus allowing to spread the campaigning efforts in different places – while keeping the no time constraints of a normal face-to-face conversation.

- *Email*

Originally intended to imitate physical mail, it allows a personal communication with one or more recipients, enabling a stronger networking process thanks to the opportunity to reply. Messages are primarily text but may include file attachments of various types including images and short movies.

- *Forum*

They are based on multiple conversations hosted on the Web that go in parallel and can go on indefinitely. Depending on the forum topic, large numbers of people can be reached and involved in conversation. Discussions usually focus around a single, limited topic but can take place over months or years and involve dozens or even hundreds of participants.

Campaigning through Digital Media

The advent and increased public use of the new technologies and Internet made all sorts of information available on-demand. The new digital tools are more flexible, open to everyone by widespread devices and with an unlimited potential. Communication has been made ubiquitous – it's available almost anywhere, almost any time. Anyway, **despite every media is a powerful channel in its own right, it works most effectively when integrated into the media mix.** The choice of channels to combine with social media will vary based on the nature of the campaign. Those campaigns managing to combine social media with 3 to 5 other communications channels were, by a large margin, the most effective.

In social media campaigning, even if the tech aspects may appear as simple, campaigners must engage in a deep reasoning about:

- the message to be delivered,
- how it has to be delivered, and
- how to make it adequately interesting for the audience.

The world wide web has created space for many different channels: writing a post on a blog, on a website, publishing a Facebook, Twitter or Instagram post, creating a Google advert, sending emails, and more... But social networks are not all equal. **It is crucial to remember that each social**

network exists for a different purpose, and they must be chosen according to the aim of the campaign and the target group the campaign is addressed to.

Firstly, social networks differ according to the public they host. Some are generalist, like Facebook; others have users with homogeneous characteristics, like Snapchat, which is mainly used by very young users. Instagram and Facebook are good networks to target Millennials — but you won't find many Baby Boomers on Instagram. It is important to understand which socials are the ones where the target audience of the campaign is.

According to the channel the message will be spread through, the way to produce that message changes. So, the next stage of the communication strategy is to align the message to the role the chosen social network plays. For example, Instagram is a platform based on visual materials, while Twitter is a platform for news and opinion.

Engaging in conversation

Social networks are not just windows where messages are displayed. Contents published on social media are an ongoing conversation flux, which is constantly enriched by users. No matter how many likes or followers a content has, it will not be useful to the campaign efforts if there is no ability to create engagement.

Engagement can be defined as movement around a message, and requires the content creator to build a constant dialogue with the recipients. Contents bring reactions: any comment, like, sharing or other form of reaction offered by a social network is a potential means for the campaign promoter to engage in personal conversations with the audience about what has been published.

Campaign promoter's dialogue should bring value to conversations and use conversation opportunities to make campaign proposals and activities known. Dialoguing with users reduces their diffidence towards the campaign, the campaign promoters and the campaign proposals. To gain users' interest and trust, campaign's promoters should always reply to their comments and questions: this would make people feel valued and it would be an occasion for promoters to make understand the campaign, to explain how people's problems can be addressed and solved. Communication must always be able to make clear that promoters are by users' side and that the campaign opportunities are something of exclusive and unique.

In this respect, when speaking to social network users it is crucial:

- **not to repeat always the same messages and concepts.** Communication must evolve with the recipients: if it stays dull, flat and static, it will not be able to get the right amount of attention and be successful.
- **not to be too pushy.** General rule is to start from broad and common topics – related to the post or the topic which generated dialogue – or even a comment made by user, and once the dialogue has started to find in the user signals of interest and not interest to understand what to approach or propose to lead the user to engagement.

Plus, conversations with social network users can give precious information and suggestion on how to improve the campaign: negative comments or complaints are opportunities for both adjustments and engagement. When acknowledging a negative feedback, the user feels listened and valued and therefore happier and more willing to engage.

Dialogue on social networks should be reached not only through the official campaign channels, but also through groups, communities and other social spaces related to the campaign topic.

2.5.2. DEFINING A WORK PLAN

Once issue, framework, audiences and key communications methods are identified, the next step is to define a work plan that indicates the key communications activities, budget, and resources allocated to delivering the strategy. It is important to have such a document, especially in case of difficulties and crisis.

Work plan should also include a timetable for activities with clear milestone to evaluate the campaign efforts and define achievements or adjustments towards ultimate goals. Campaign may also include events, publications that should be highlighted.

A proper work plan should take into consideration the following aspects:

- Selected media channels.
- Creation of messages in the format required for each channel.
- Budget for implementation of the campaign activities via the chosen channels.

- Work to be done to implement each campaign activity.
- Timetable: defining when and how long the campaign will run, and with what intensity.
- Defining goals to be completed.
- Defining the required tasks and sub-tasks for each goal/activity, the people responsible and the timing.

The time and the list of activities will usually be the lengthiest portion of the work plan. Each activity can be considered a project on its own contributing to the overall campaign and having a specific space on the time-line. Examples of activities might be: Creation of visual identity, Networking with local policy makers, Video-making for an event to be broadcasted online, etc.

2.6. Results monitoring and evaluation

It is necessary to evaluate the impact of a campaign on target audience. Was it successful? Was it able to rise interest and engagement? Being able to measure progresses and check results allows to produce more and more efficient contents during the campaign – identifying what works and what doesn't according to the target groups – and to evaluate the usefulness of the campaign for the achievement of the overall goal, collecting feedback and elements to be used in the following stages of the campaign or in a new one (specially to identify which areas need additional work).

Monitoring and evaluation focus on:

- *Activity* – measures of effort: what was done according to the work programme of the campaign;
- *Communication output*: if the campaign messages have reached their targeted audience (e.g. number of readers of an article on the website, number of visitors to an exhibition, number of feedbacks collected on a focus group, etc.);
- *Out-take*: if the audience have understood the message of the campaign (via qualitative research, surveys, interviews). What the audience perceive is the most important aspect of the message;

- *Outcome* – measures of effects: which progresses have been made in changing audience's opinions and behaviours as a result of campaigning efforts, the significant changes that lead to achieving the aim of the campaign;
- *Impact*: the effects of a campaign aim for the programmes, systems, or people that it sought to improve.

3. The BYMBE Campaign

3.1. Background information

The BYMBE campaign is an awareness/motivational campaign run by the partner consortium of the Erasmus+ project titled *Bringing Young Mothers Back to Education – BYMBE*: Frauen im Brennpunkt (Austria), Bimec (Bulgaria), Exchange House Ireland (Ireland), CESIE (Italy), Social Innovation Fund (Lithuania) and Magenta Consultoría Projects S.L.U (Spain). The BYMBE campaign represents one of the common actions taken by the BYMBE partners in order to address **the problem of young mothers dropping out of education and facing difficulties in going back to education or training or entering the labour market with low qualifications.**

The BYMBE campaign is an awareness/motivational campaign aimed at motivating young mothers to (re)enter education or professional training at an early stage in order to raise their chances of being able to earn their own income and reduce the risk of being dependent on social welfare and at poverty later, thus securing a better future for them and their children. Targeted NEET- Mothers are not always aware of the importance of education at the moment they decide to drop-out or not invest in further education. Problems in most cases get significant when children are older or they get separated from their partner, or they simply want to re-enter labour market and have low chances due to lack of professional education.

3.2. BYMBE's Theory of change

The Theory of Change serves as a foundation to understand where BYMBE campaigning efforts should be focused and to build consensus about actions implemented by BYMBE project to address school drop-out of young mothers and support them.

3.2.1. FRAMEWORK ORIGINATING THE TOPIC

Every Theory of change starts from a baseline analysis of the context and issues.

The BYMBE project has foreseen a research phase – carried during the implementation of the project in the 6 European partner countries – **in order to produce a Report on National Education and Support Services for Young mothers.** The Report has been important to compile

national information on education systems and support services which are of special interest for young mothers' educational integration in the partner countries.

The research has revealed women are at a major risk of social exclusion and living in poverty because of several complexities and difficulties which make female labour more fragile and complex than male labour, being determinants of fewer employment opportunities. Situation is quite critical for young women dropped out from education system: not only they are less likely to find a job, but also, they face manifold challenges when (re)entering education system, which they struggle to overcome, especially if they already live in poverty and have scarce access to public financial support.

This challenging situation is in contrast with nowadays dynamics which more and more requires to women to contribute to the economical sustainability of their family: female labour has become more and more necessary for families to reach decent life conditions.

Yet, States still are not able to fully contribute to their share of responsibility in taking care of children welfare. In fact, main challenge for young mothers remains balancing the study, work and childcare timetables. Even when they can have to access to special courses, they lack adequate childcare facilities, especially when they access evening courses.

Plus, family tasks and domestic work (unpaid yet valuable work) keep on being considered as mainly women's responsibilities, impacting their life and professional choices – since their development is affected by the number and quality of jobs they can (afford to) choose.

Female empowerment cannot be achieved if welfare politics are not proactive in this sense. Women are still forced to “compromise” and “renounce” in order to comply with family's needs.

3.2.2. FORCES FOR AND AGAINST YOUNG MOTHER (RE)ENTERING EDUCATION IN PARTNER COUNTRIES

❖ *Austria*

According to the Austrian Institute for Research on Families, in Austria perceptions of family are mostly orientated on traditional role models of women and men: out with 1000 persons in between 18 and 70, 72% think a mother should stay as much time as possible with her child and every second person thinks it is negative if a mother of a young child is having a job. In facts, as men do not really interrupt their career, women are most likely to leave their career (1 woman out of 4 stays off for more than 3 years) or switch to part time jobs (1 out of 3 women). Due to the fact

Austria has different models of child support from the state (please refer to BYMBE *Report on National Education and Support Services for Young mothers* for detailed information) a vast majority of young mothers take the opportunity to stay at home and raise their child.

General perception in the country is that mothers need time for themselves only (1 to 3 hours per day) and thus require support, not only external to the family but also from their significant others: 2/3 of men would like to interrupt their job to focus on their role as fathers and take care of their child. But despite this general acceptance of the challenges that motherhood implies, support to young mothers or women in Austria remains limited to what the social and employment services offers.

While services to ensure the job guarantee in Austria are undoubtedly connected and relevant – despite not being focused on the needs of this target group – employment services can be extremely tricky for young mothers. Indeed, employment services' goal is to fill the vacant jobs, not to prevent poverty, so they direct young mothers to jobs mostly in tourism and other low-income sectors (cleaning, housekeeping, personal care, etc.): they do not indulge in encouraging and supporting young mothers to go back to education and training and invest in themselves for a better future for them and their families. This results in young mothers being pressured to get a job somewhere but not one that can really make them financially independent: they will be always relying to social welfare for benefits in order to make the ends meet and have their minimum needs insured.

In Wien, young mothers who have dropped out of education (or holding just the compulsory school leaving certificate) and are in need for a career support reconciling career and childcare can benefit from “*Job Navi*”, a career development and empowerment path accompanying them in completing an apprenticeship through specific training accessible any time, individual coaching and emergency childcare services.

❖ *Bulgaria*

At social level, young Bulgarian women suffer from duality of general expectations: on the one hand they benefit from access to education and work, which make them independent, empowered and aware of their value, on the other hand experiencing motherhood can put them in condition of being deprived of such independency and confidence. In fact, there is no adequate

support to mothers in terms of childcare and social perception is that women should be the primary responsible for childbearing, with man keeping their traditional role of main breadwinners of their families.

Support to young mothers is therefore limited to the benefits delivered by social welfare and to initiatives of the non-profit sector and religious organisations (the Evangelist Church for example has a specific initiative to help young women who are facing difficulties or suffer from social exclusion).

❖ *Ireland*

Article 42.2.1 of the constitution says the Irish state *“recognises that by her life within the home, woman gives to the state a support without which the common good cannot be achieved. The state shall, therefore, endeavour to ensure that mothers shall not be obliged by economic necessity to engage in labour to the neglect of their duties in the home.”* Commonly known as the “woman in the home” clause, its existence constitutionally relegates women to second class citizenship. Although the change is likely to be largely unopposed, the debate about its removal has risen the discussion around women’s status and gender inequality.

Glass ceiling is a widespread reality in Ireland: more than half of adult women are working, gender quotas have been introduced in elections, but the gender pay gap is still around 15%, and one in 10 board members at listed companies are women. Generally speaking, women struggle way more than men do in keeping a stable and smooth career path.

Also, fact is that in specific social environments, women still keep their traditional role, with childcare and family support responsibilities continuing to impact on their education and employment.

❖ *Italy*

The role of women in the labour market is now, at last, an obvious phenomenon; however, despite a socio-economic context which increasingly requires a double income to meet family costs, women are not put in equal conditions as men to reconcile management of domestic and work commitments and are in fact still put in front of choosing between the dream of building a family and their desire to pursue a career. Italy is the second worst country in Europe for female employment, with a rate of 48.1%, and it is not surprising considering that domestic work is still

the prerogative of Italian women (81%) compared to Italian men (20%), while 97% of Italian women compared to 72% of Italian men take care of their children.

The battle for equal opportunities in the labour market still seems to be a long way to go and affects women of any social and educational background, victims of the hard-to-break idea that childcare is their main responsibility. In fact, shared responsibility implies not only the distribution of tasks between parents and other members of their families but also the involvement of many other subjects, starting from public bodies, employers and non-profit organizations, and that is not so automatic: as for State support, the lack of childcare and insufficient support for motherhood and fatherhood mean that 30% of mothers who have a job interrupt it at the birth of the child; as for employers, for those women who manage to stay in labour world, disparity in wages is a reality accompanied by "motherhood penalty", the frequent penalty suffered by women workers with regard to bargaining and pay, which determines women without children having a probability of being recommended for promotion 8.2 times higher than mothers. Also, discontinuous careers and short working hours are conditions that do not allow us to continuously feed into the social security positions useful for access to the old-age pension.

❖ *Lithuania*

Asymmetries in family relations, division of labour in the private sphere strongly affect gender power: the dominant gender ideology still validates the symbol of an active man in the public sphere – with his contribution to housework being not routine and definitely more related to social life or personal competences (e.g. Shopping, organisation of leisure and entertainment, playing with children, repairing and home improvement), while keeping women having greater responsibility in taking care of children and common regular and less visible household duties (like biomedical childcare, dressing children, cleaning and laundering). This results in men being more satisfied with the different aspects of their personal life compared to women, especially when it comes to how family roles and related responsibilities and expectations affect job experience, employability of women as a whole, and – especially for young mothers – the choice of remaining or continuing education.

In order to ensure the implementation of the Lithuanian constitution, which had enshrined equal rights for women and men and prohibited any form of discrimination based on sex within employment, education, and supply and access to goods and services, Lithuania has established

“The Law on Equal Opportunities for Women and Men” which is joint to a State Women and Men Equality Program for 2015-2021 year including trainings for municipalities on implementation of the measures for gender equality (ESF project, implemented by Office of equal opportunities ombudsperson, Lithuanian Women’s Lobby Organization and Association of Local Authorities in Lithuania). Besides, a family enhancement program has been adopted and municipalities will be obliged to foresee the measures to strengthen the family in their strategic plans.

❖ *Spain*

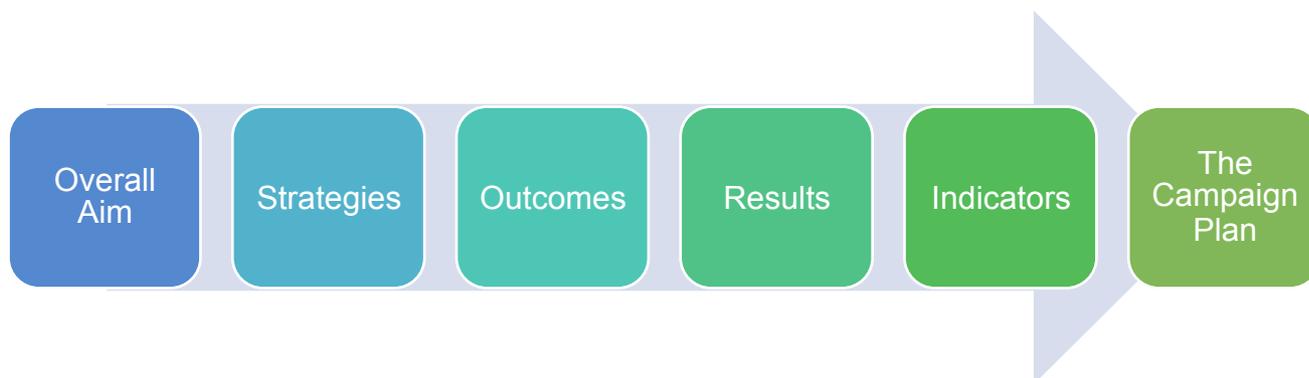
Spain suffer from a masculinization of the labour market, being female employment rate 67.1% compared to 75.6% for men, according to the Equality in Figures MEFP report. There are currently more women working in Spain than ever before, but more than half of them of working age (16-64 years) are not in the labour market and are engaged in "household tasks", such as caring for elderly people, family members and children, of course.

Problems faced by women workers are the precariousness of work and the excessive presence of part-time employment as well as the pay-gap making them being paid 15% less per normal hour worked and earn on average almost 6,000 euros less per year than men.

3.2.3. BYMBE’S THEORY OF CHANGE STEP-BY-STEP

As explained in Chapter 2, Theory of change prescribes 6 stages:

Figure 11 - Theory of Change Stages



1. *Identifying the overall change (aim), the long-term outcome campaign wants to achieve (e.g. end climate change, ensure Roma community have equal opportunity to succeed in education, etc.).*

Overall aim of the BYMBE project is to reduce the number of young mothers dropping out of education and make them able to achieve their full potential and a better future for their

families thanks to the advantages of completing professional education. This aim requires to make young mothers:

- **aware** of the difficulties they face in entering the job market without adequate qualification, and
- **decide** to stay or (re)enter education and training to elevate their professional profile and be able to achieve a different life for them and their family instead of being on welfare.

2. *Defining the strategies, the preconditions or critical factors that allow to achieve the desired change and in which efforts should be situated (e.g. change policy or practice, bring changes in behaviour, public opinion or awareness, etc.).*

- To achieve this long-term outcome, BYMBE strategy is **to provide resources to professionals** working with young mothers to improve their know-how and skills, including:
 - a **Report on National Education and Support Services for Young mothers**;
 - this **Handbook for Outreach Awareness & Motivation Strategies**;
 - a **Set of Intervention Methods** to Involve Young NEET Mothers;
 - a **BYMBE – Orientation Pack** based on professional and personal guidance and counselling;
 - a **BYMBE – Empowerment Pack** focused on helping young mothers to understand and manage their feelings and behaviours and have a smoother social interaction;
 - a **BYMBE – Support Pack** to overcome crisis, doubts or other problems related to (re)entering education;
 - as well as training to the developed intervention to better deal with the target group.
- **to provide adequate and quality training to young mothers**, as well as assistance and support when they decide to (re)enter education, to foster their commitment;
- **to empower girls** for them to not drop out or (re)enter education and training and be consistent in their new and different life plans;

BYMBE project foresees in each involved country training sessions with groups of young mothers that are expected to re-enter education. Training activities are planned to provide professional counselling, coaching to allow young mothers implement a new life plan where they are back to education and make their own professional way and keep them motivated and avoid drop-outs.

- **to mobilise stakeholders** (families, professionals, services, policy makers) which could influence young mothers' attitudes and behaviour to work together to address young mothers' issues.

The four strategies are interlinked and mutually reinforcing; addressing problem of young mothers dropped out of education indeed requires a combination of actions related to all four.

Project BYMBE intervenes by providing resources and training opportunities to both young mothers and professionals working to address young mothers' issues and support them (social workers, teachers, trainers, counsellors, etc.). **The strategy assumes that empowerment and training actions are needed to enable young women to set and achieve their goals and build a different life plan for them and their families, and that skills of professionals working with young mothers are crucial to achieve the maximum impact.** The BYMBE partnership plays an important role in facilitating such collaborative action with stakeholders.

Implicit within the strategy is the need for adequate resources and opportunities to be made available to support young mothers. Young mothers need a broader framework of support and training possibilities and this change can take place if supported by collective efforts at cultural, social and political level. Addressing school drop-out and supporting the needs of young mothers requires a thorough review of the services available to young women within the education, social welfare, parenthood support fields which should be the cornerstone of a more inclusion environment.

Plus, in specific social and cultural contexts, women are not the real decision makers when it comes to dropping out. Leaving school to build and take care of family is often a deeply rooted practice in many communities, so work is needed with families and communities to create awareness of the negative impact of dropping out on family welfare and mothers' wellbeing, and of alternative roles for girls and women.

3. Mapping the conditions to change (goals/objectives/outcomes).

The outcomes reflect the changes we hope to see as a consequence of the project activities and reflect the changes needed in the attitudes and conditions of young women, stakeholders and general public. In this sense, **BYMBE expected outcomes focus on three different levels: awareness, involvement and impact.**

AWARENESS

- Raising awareness in young mothers on the importance of education.
- Raising awareness in young mothers about the problems raising in (re)entering a labour market with no relevant educational attainments.
- Raising awareness in young mothers about the difficulties on living on social welfare.
- Raising awareness of general public about the difficulties young mother faces in (re)entering education.
- Raising awareness of general public about scarcity or lack of adequate childcare facilities and support services for families.
- Promote the BYMBE training programme for young mothers and training activity for professionals.

INVOLVEMENT

- Getting young mother involved in the training, guidance and counselling activities offered by project BYMBE.
- Foster young mothers' intention of (re)entering education
- Getting social workers, teachers, trainers, educators and other professionals working with young mothers involved in the training activities offered by project BYMBE.
- Getting social workers, teachers, trainers, educators and other professionals working with young mothers to spread information about project BYMBE.

IMPACT

- Show social workers, teachers, trainers, educators and other professionals working with young mothers the value BYMBE deliverables have.
- Show young mothers case histories of successful mothers who managed to (re)enter education thanks to the BYMBE program.
- Promote young mothers-oriented public policies.

4. *Identifying the results, the short-term conditions which will be necessary to achieve the desired impact (e.g. changes, benefits, improvement).*

The results reflect the changes in attitudes and conditions on the part of young mothers, professionals and deliverables implementers, and national communities. However, it must be said that changes in general public and policy-makers cannot be considered a result, since they rather create the conditions necessary to change the behaviours of actors who have a more direct impact on the lives of young mothers.

YOUNG MOTHERS			
They access the BYMBE training programme and are supported as they (re)enter education	They are better motivated to (re)enter education	They benefit from improved support services	They participate more in decisions that affect them, including regarding access to labour world

BYMBE project success is reflected in the empowered lives of involved young mothers, when deciding to (re)enter and by completing education and training, their achievements reflect a shift in their power and possibilities to achieve their inspirations and differently direct their life.

STAKEHOLDERS			
Service/support providers are empowered with better skills to prevent school drop-out and support the needs of young mothers	Service/support providers benefit from BYMBE deliverables	Families and friends of young mothers support more young mothers in their decisions	General public is more aware of the need to take greater action to end young mothers' drop-out and foster their right to education

Young mothers' involvement and future results will result in major empowerment and independence. But these mothers will be also an example of how parenthood and achieving educational goals can be both attained at the same time, and this real example can contribute to break the chains of cross-generational transmission of dysfunctional parenthood models, reducing the risk of children of young mothers replicate the same decisions and behaviours. Plus, the project aims to serve as evidence of the need for changes that would provide more social support, guidance and educational assistance and opportunities for young mothers.

5. *Establishing indicators to assess the performance of the activities implemented.*

Success factors of the BYMBE project are:

- **to engage 132 professionals working with young mothers (2 from each one of the 6 partner organisations + other 20 professionals from each partner country) in BYMBE training activities in partner countries;**
- **to reach at least 72 young mothers (12 for each partner country) and have them to be involved in and complete the BYMBE training programme;**
- **to inform at least 300 stakeholders about project implementation;**
- **to involve at least 200 people in the multiplier events of all partner countries;**
- **to reach 20000 people through dissemination and campaign activities.**

3.3. Objectives and goals of the BYMBE campaign

The BYMBE campaign aims to be “informational” as well as “transformational” in order to help turn the fortunes of young mothers.

Its main aims have been defined in:

- **Promoting BYMBE training program addressed to young mothers for them to (re)enter education. (*promotion-focused*)**

Young mothers are unlikely to access the BYMBE program and get involved if they do not know about it. The campaign aims also to recruit professionals working with young mothers (social workers, teachers, trainers and others) to spread information about the BYMBE program.

- **Changing the behaviour of individual teen or adult mothers.** (*prevention-focused*)

The BYMBE campaign hopes to change young mothers' behaviour related to education, but an indirect effect of the campaign could be prevention, a change in attitudes and behaviour directly related to pregnancy (use of contraceptives, delaying sex or family plans, etc.).

- **Increasing general public awareness of problems young mother face in (re)entering education.** (*promotion-focused*)

Despite being a larger scale problem in Europe, young mothers and their problems do not get as much attention as other important issue such as cyber-bullying, school drop-out or racism and general public is generally aware that young mother face difficulties but not aware of how difficult is for them to try change their situation. The BYMBE campaign hopes to encourage advocacy for a more efficient youth development agenda which could take young mothers' need into consideration.

3.4. BYMBE campaign target personas

 <p>NAME LIESCHEN MÜLLER</p>	<p>BACKGROUND FAMILY</p> <ul style="list-style-type: none"> BORN IN A FAMILY WITH LOW EDUCATIONAL ATTAINMENTS 	<p>EDUCATION BACK STORY</p> <ul style="list-style-type: none"> DROPPED OUT OF SCHOOL BECAUSE OF UNPLANNED PREGNANCY
	<p>DEMOGRAPHICS</p> <ul style="list-style-type: none"> 22 YEARS OLD BORN IN AUSTRIA LIVES IN TYROL SINGLE MOTHER 1 CHILD AGED 4 	<p>JOB PERSPECTIVES</p> <ul style="list-style-type: none"> WITH NO EDUCATION FINISHED SHE HAS NO ACCESS TO WORK
<p>GOALS</p> <ul style="list-style-type: none"> TO IMPROVE HER SITUATION 	<p>GENERAL FEELINGS</p> <ul style="list-style-type: none"> FAMILY AND WORK CANNOT BE RECONCILED NOT ENTHUSIASTIC WITH THE CLEANING JOBS SHE IS OFFERED AT THE EMPLOYMENT CENTER 	<p>INFLUENCERS</p> <ul style="list-style-type: none"> SOCIAL SERVICES INSIST SHE GETS A JOB
	<p>COMMUNICATION CHANNELS</p> <ul style="list-style-type: none"> SOCIAL SERVICE WOMEN COUNSELLING CENTER 	



NAME
MARIA IVANOVA

DEMOGRAPHICS

- 20 YEARS OLD
- LIVES IN SOFIA, BG
- 1 CHILD

GOALS

- TO SUPPORT HER FAMILY FINANCIALLY

BACKGROUND FAMILY

- MARRIED
- SHE AND HER HUSBAND LIVE WITH HER HUSBAND'S FAMILY

JOB PERSPECTIVES

- DEPENDS ON CHILDCARE

GENERAL FEELINGS

- WORRIED ABOUT THE BILLS

COMMUNICATION CHANNELS

- FACEBOOK

EDUCATION BACK STORY

- COMPLETED ONLY PRIMARY SCHOOL

MAIN SOURCE OF INCOME

- SOCIAL HELP PAYMENT

INFLUENCERS

- FAMILY: EXPECT SHE TAKE CARE OF THE CHILDREN
- SOCIAL SERVICES



NAME
SHEILA O'SOMETHING

DEMOGRAPHICS

- 21 YEARS OLD
- LIVES IN DUBLIN
- COUNTRY NATIONAL
- 2 CHILDREN

GOALS

- FINANCIAL FREEDOM
- IMPROVE LIFE CHANCES
- COMFORTABLE LIFESTYLE

BACKGROUND FAMILY

- BELONGS TO THE TRAVELLER COMMUNITY
- FATHER WORKING AS SELF-EMPLOYED + STAY-AT-HOME MOTHER
- MARRIED

JOB PERSPECTIVES

- POOR, BECAUSE OF LACK OF EDUCATION AND SKILLS

GENERAL FEELINGS

- FEELING JUDGED BECAUSE OF THE ETHNIC BACKGROUND
- HAPPY WITH TAKING CARE OF HOUSE AND CHILDREN
- FEAR OF FAILURE

COMMUNICATION CHANNELS

- SOCIAL NETWORKS
- LOCAL SERVICES
- COMMUNITY

EDUCATION BACK STORY

- DROPPED OUT OF SECONDARY EDUCATION
- DISTRUST IN SCHOOL SYSTEM
- INTEREST IN TRAINING

MAIN SOURCE OF INCOME

- SOCIAL WELFARE
- HUSBAND'S WORK

INFLUENCERS

- EXTENDED AUTHORITARIAN FAMILY
- FRIENDS
- MEMBERS OF THE COMMUNITY



NAME
MARIA ROSSI

**BACKGROUND
FAMILY**

- LIVES WITH HER PARENTS AND HER CHILDREN
- SQUATTING IN SOCIAL HOUSING

EDUCATION BACK STORY

- ATTENDED SECONDARY SCHOOL WAITING TO BE 16 TO DROP OUT
- INTERESTED IN TRAINING IF LEADING TO BETTER JOB PERSPECTIVE AND IF COMPATIBLE WITH FAMILY TIMETABLE

JOB PERSPECTIVES

- INTERESTED IN SELF-EMPLOYMENT TO EASILY MANAGE FAMILY AND HOUSE DUTIES

MAIN SOURCE OF INCOME

- SOCIAL WELFARE
- UNDECLARED WORK OF PARENTS

DEMOGRAPHICS

- 17 YEARS OLD
- LIVES IN DISADVANTAGED AREA
- 1 CHILD

GENERAL FEELINGS

- WORRIED ABOUT CHILDREN'S' FUTURE
- SEES EDUCATION AS IMPORTANT FOR CHILDREN, NOT FOR HERSELF

INFLUENCERS

- SIGNIFICANT OTHER
- PARENTS
- MEDIA

GOALS

- HAVE A STEADY INCOME
- HAVE TIME FOR FAMILY

**COMMUNICATION
CHANNELS**

- SMARTPHONES
- SOCIAL NETWORKS (FACEBOOK)



NAME
JANINA JONIENĖ

DEMOGRAPHICS

- 19 YEARS OLD
- BORN IN LITHUANIA
- LIVES IN THE COUNTRYSIDE
- SINGLE MOTHER
- IN A RELATIONSHIP
- 2 CHILDREN

GOALS

- TO LIVE SEPARATELY FROM PARENTS
- TO EXIT FROM A FRUSTRATING SITUATION

BACKGROUND FAMILY

- LIVES WITH HER PARENTS AND HER CHILDREN IN SOCIAL HOUSING
- NOT PLANNED PREGNANCY
- BAD RELATIONSHIP WITH PARENTS

JOB PERSPECTIVES

- LIMITED BECAUSE OF LACK OF CHILDCARE FOR YOUNGER CHILDREN

GENERAL FEELINGS

- FRUSTRATED WITH A LIFE REVOLVING AROUND CHILDREN
- PLANNING FINANCES IS WORRYING
- TIRED OF BEING CHALLENGED

COMMUNICATION CHANNELS

- SMARTPHONES
- SOCIAL NETWORKS (FACEBOOK)

EDUCATION BACK STORY

- DROPPED OUT OF VOCATIONAL EDUCATION SCHOOL
- INTERESTED IN TRAINING BUT LIMITED IN TIME

MAIN SOURCE OF INCOME

- PARENTS
- STATE BENEFITS

INFLUENCERS

- PARENTS
- FRIENDS
- SIGNIFICANT OTHER



NAME
FULANITA DE TAL

DEMOGRAPHICS

- 22 YEARS OLD
- BORN IN SPAIN
- LIVES IN ASTURIAS
- MARRIED
- 1 CHILD

GOAL

- PERSONAL SATISFACTION
- RECONCILE WORK AND FAMILY
- GOOD QUALITY OF LIFE

BACKGROUND FAMILY

- GROWN UP IN A SHANTY TOWN
- FAMILY LIVING ON SOCIAL AID
- LIVES IN OFFICIAL PROTECTED FLAT WITH CHILD AND SIGNIFICANT OTHER
- NOT SUPPORTIVE FAMILY

JOB PERSPECTIVES

- NOT TRAINED ENOUGH TO ACCESS MOST JOBS
- LOOKING FOR SOMETHING ALLOWING TO RECONCILE WORK AND FAMILY
- WORRIED ABOUT FINANCIAL STABILITY OF THEIR FAMILY

GENERAL FEELINGS

- TIRED WITH DAILY ROUTINE AS MOTHERS AND HOUSEKEEPERS
- INTERESTED IN GETTING A JOB
- CHANGING ROUTINE IS STRESSFUL

COMMUNICATION CHANNELS

- SMARTPHONES
- SOCIAL NETWORKS (FACEBOOK)
- SOCIAL SERVICES TECHNICIANS

EDUCATION BACK STORY

- COMPLETED PRIMARY EDUCATION
- NOT PREVIOUSLY MOTIVATED
- DROPPED OUT BECAUSE OF UNPLANNED PREGNANCY
- WILLING TO COMPLETE BASIC EDUCATION BUT WITH ADAPTED SCHEDULE

MAIN SOURCE OF INCOME

- social aid

INFLUENCERS

- PARENTS
- EXTENDED FAMILY
- FRIENDS

3.5. BYMBE campaign’s communication strategy

BYMBE campaign is aimed at leading young mothers to make behavioural changes. These changes are fundamental and tough ones, since they involve making young mothers thinking about their problems differently and changing their current practices.

Therefore, it was considered strategic to make young mothers hungry for:

- **Personal achievements:** to be able to accomplish something by setting goals and strive and take responsibilities to succeed;

- **Power** to direct their life independently and have impact on others;
- **Affiliation:** to engage in social interaction BYMBE activities imply, make friends, and build their support network.

To do that, it was important to consider which needs come to play when it comes to opportunity to (re)enter education while experiencing parenthood. The campaign was meant to leverage mostly on:

- **Basic needs as safety**, that is to the desire for adequate standard of living (housing, clothing) but most important the need to be free from worries about money and job security.
- **Psychological needs related to:**
 - **social connection:** the campaign should address the need of a young mother for social interaction and friendship by highlighting the possibility to be included in group activities with other young mothers;
 - **self-esteem:** to appeal to the hedonic interest of young mothers, who could get satisfaction from their ability to get involved, accomplish something, see the results of their efforts, being part of a unique group.

Generally, individuals are more aware of their physiological needs than of their psychological needs so it was crucial for the campaign to be able to address this aspect. In this sense, as expressed in Chapter 2, the campaign had to be able to “create a mental representation” where young mothers could imagine themselves in the BYMBE activities or back in education and be positively impacted.

But a relevant part of the BYMBE campaign’s efforts had to be focused to the most challenging need to address:

- **Self-actualisation.** It had to be stressed how education is strategic to make full individual potential emerge and that development is needed in order to overcome obstacle to true development and empowerment.

In seeking to influence young mothers' behaviours, **it has been decided to promote proactive behaviours while preventing problematic decisions** (e.g. school drop-out, giving up on education).

Main concerns for the BYMBE campaign were about **not providing generalisations about young pregnancies or judgmental messages** that could foster stigma and public condemnation. This trend of narrative about young mothers has been used by other campaigns in the past resulting in being a fear/shame campaign – more than a raising awareness/motivational one – and in a consequent huge backfire.

This was the case for the New York's Human Resources Administration (HRA) and the celebrity-endorsed Candie's Foundation campaigns implemented in 2013 which both resulted in a huge backfire. The ads have been accused of using threats and ridicule creating stigma, hostility, and negative public opinions about teen pregnancy and parenthood.

Instead of offering assistance, or education on how to avoid a pregnancy, or alternative aspirations for young people, the campaigns:

- characterised young mothers as naïve and irresponsible women, doomed to failure and to be economic burdens, and
- made motherhood look unappealing and un-aspirational and sound as a punishment for being sexually active.

The judgmental communication used in this campaign were resulting in emotional anxiety and stress, rather than creating a productive discourse surrounding teen pregnancy. Plus, most of the stories and interview of young mothers shared through the campaign website were used only as warnings and examples of what not to become. The tone of the campaign was patronising and classist implying all poor people are unfit to parent, because cost of raising a child is not particular to the age of the mother.

Figure 12 - New York's Human Resources Administration Campaign

The figure consists of four posters arranged in a 2x2 grid, each featuring a different child and text about the financial and social consequences of teen pregnancy. Each poster includes a yellow banner with a key message, a call to action to text 'WOTNOW' to 877877, and the NYC logo.

Top Left Poster: A young child with curly hair. Text: "Dad, you'll be paying to support me for the next 20 years." Yellow banner: "THINK BEING A TEEN PARENT WON'T COST YOU? NY STATE LAW REQUIRES A PARENT TO PAY CHILD SUPPORT UNTIL A CHILD IS 21." Call to action: "Text 'WOTNOW' to 877877 for the real price of teen pregnancy. Parental support ends at age 21. That's often not the price. NYC NY State Human Resources Administration

Top Right Poster: A young child with a purple bow. Text: "Got a good job? I cost thousands of dollars each year." Yellow banner: "THINK BEING A TEEN PARENT WON'T COST YOU? EXPECT TO SPEND MORE THAN \$10,000 A YEAR TO RAISE A CHILD." Call to action: "Text 'WOTNOW' to 877877 for the real price of teen pregnancy. Parental support ends at age 21. That's often not the price. NYC NY State Human Resources Administration

Bottom Left Poster: A young child with a hand to their mouth. Text: "Honestly Mom... chances are he won't stay with you. What happens to me?" Yellow banner: "ARE YOU READY TO RAISE A CHILD BY YOURSELF? 90% OF TEEN PARENTS DON'T MARRY EACH OTHER." Call to action: "Text 'WOTNOW' to 877877 for the real price of teen pregnancy. Parental support ends at age 21. That's often not the price. NYC NY State Human Resources Administration

Bottom Right Poster: A vertical strip of four small photos of children. Text: "If you finish high school, get a job, and get married before having children, you have a 98% chance of not being in poverty." Yellow banner: "THINK BEING A TEEN PARENT WON'T COST YOU?" Call to action: "Text 'WOTNOW' to 877877 for the real price of teen pregnancy. Parental support ends at age 21. That's often not the price. NYC NY State Human Resources Administration

Figure 13 - Candie's Foundation Campaign

YOU THINK BEING IN SCHOOL SUCKS?

You know what sucks a whole lot more? A baby - almost every 2 hours for feeding time. And breast feeding isn't always easy, so if you choose to use formula, you're looking at about \$1500 a year.

Guess school doesn't suck that badly, huh?

How is teen parenthood different than you thought it would be?

"My Mother and Grandmother did everything humanly possible to mentally and emotionally prep me for the upcoming challenges, but they couldn't. It was much worse than they said, than I had imagined. I was sleep deprived, suffering from postpartum depression, and there was no one that I wanted to talk to talking to me. On the one hand, I loved this little girl with all of myself, but I resented her for stealing my childhood away from me. I remember looking out the window at my old girlfriends, standing in the street with the boys, having fun and laughing so loud. I cried."

(Interview with Danielle Vaughan, 21 - <http://www.candiesfoundation.org>)

These examples prove that **it is not right neither convenient to dictate how people live their lives**. In life, even the best plans could not work out, and rather than condemn young people's choices, it is better to encourage their responsibility. Rather than presenting painful consequences (economic disadvantage, regret, social exclusion), **the BYMBE campaign has been focused on positive incentives (better relations with children, empowerment, independence) and presenting young mothers not as victims but as what they really are: strong women trying to overcome obstacles for the future of their families.**

3.5.1. BYMBE CAMPAIGN MATERIALS

Final materials of the BYMBE campaign features **fifteen images** per partner country with **statements directed mainly to young mothers**, while a few of them are directed to their influencers and professionals working with young mothers. **Focus was on the persuasive side of messages: a variety of messages emphasizing effective possibilities for young mothers to stay in education.**

In the design phase, it has been set clear that BYMBE's ideas should be presented in an appealing manner, selecting interesting contents and combining them with an attractive visual style.

The materials could not provide statistics, since they could present too many differences according to the situation in each of the countries involved in the BYMBE project, so **it has been decided to go for story-telling and make real people speak**. To get young mother interested, it is strategical to make their peers talk to them. Peer influence can be a factor to realize the implications of dropping out.

So, while campaigns like the one from the New York's Human Resources Administration (HRA) and the one from the Candie's Foundation have silenced young mothers as emblems of shame and irresponsibility, **BYMBE campaign has given young mothers voice to express their concerns, determination and power to make things change for the better**. While viewers of the New York's Human Resources Administration (HRA) and the Candie's Foundation campaigns sees mothers as to be pitied or criticised, **the BYMBE campaign stories make the audience appreciate young mothers' efforts and actually feel their struggle**. Young mothers' needs become their needs.

Despite parenthood and family welfare concerning not just women but men – as boyfriends, husbands, fathers, fathers of the child and other significant ones – it was decided not to address much of the communication to them. Expanding the scope of the conversation it would not have been significantly strategical for achieving the BYMBE goals.

Selecting the right materials

There is no one message that will work in all communities. Therefore, in the design phase of the campaign about 30 stories and slogans as well as pictures have been produced and shared for selection.

After screening the most relevant ones, each project partner has chosen **13 to 15 combinations of slogan or stories and pictures in order to create materials that could be better used in their national contexts and with their national target groups.**

- **Italy**

In order to produce consistent slogans, CESIE has collected controversial stories and testimonies from the target groups regarding motherhood, attitudes, behavioural intentions, difficulties of those who look for or have succeeded in finding a way out of their struggle as parents to achieve a valuable lifeline. In offering positive and inspirational examples, the goal is to create materials which are pleasant to read and share, which speak to target groups with their language in ways that resonate. But campaign materials are also able to depict the challenging side of being a young mother, providing images of family issues, derailed dreams and need to take responsibilities and life in our hands. In relation to the general public the side scope of the campaign messages was also to undersell the value of prevention and contraception, despite this not being the main scope of BYMBE.

- **Austria**

Frauen im Brennpunkt (FIB) has chosen campaign materials taking into consideration how much the materials could meet the target group in Austria: the choice was mainly determined by how much young mother in Austria could identify with the images and slogans of BYMBE. Counsellors and direct stakeholders have contributed to the development of the Austrian young mother persona relying to their experiences with the target group. Some of the campaign materials also address to young mothers' influencers: parents, teachers or social workers and friends.

- **Bulgaria, Ireland and Lithuania**

BIMEC, Exchange House Ireland and Social Innovation Fund (SIF) For Bulgarian campaign have selected pictures to correspond to national look of their people, and which they judged being able to deliver a strong and gripping message that would send out a strong message to their target audience.

- **Spain**

Magenta Consultoría Projects S.L.U has selected the pictures that seemed to have more sense in their country so that women could feel more identified with them: set in familiar environments, featuring situations Spanish target groups could identify with. Regarding the slogans, Magenta Consultoría Projects S.L.U has chosen those that could motivate women or those which could have a greater impact in order to reach them.

BYMBE campaign materials

A set of campaign materials for each partner country has been developed, for online and social media use. Materials are available in Bulgarian, English, German, Italian, Lithuanian and Spanish. Materials can be downloaded at www.bymbe.eu to be shared. The following materials have been developed to implement the BYMBE campaign in Ireland.



BYMBE
Bringing Young Mothers back to education



Join

BYMBE!

www.bymbe.eu



“When my girlfriend told me she was pregnant, I worried that our future options were likely to be limited. An important step is staying in education. Support young mothers. Join BYMBE!”



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BYMBE
Bringing Young Mothers back to education



Support
BYMBE

www.bymbe.eu



“When my daughter told me she was pregnant I refused to let her stay home and leave school. They may accuse me of being harsh, but I just want her to be independent and have means to pursue her dreams.”



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BYMBE
Bringing Young Mothers back to education



“The best thing I can do for my child is show how to be a strong, resourceful individual.”



BYMBE
Bringing Young Mothers back to education

Join BYMBE
www.bymbe.eu



“Funny thing is that through studying together we build a bond in the same way as when we play a game or colour a picture. We talk and connect more than I ever expected: she knows I am doing all I can. Seeing her so proud of me makes me want try harder and harder.”



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BYMBE
Empowering Young Mothers back to education

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“Since I gave birth, I feel under a lot of pressure to be a perfect mom. But that’s not everything I can be, right? Being a mom does not prevent me from having other dreams.”



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“I have used being pregnant as an excuse to treat myself and not go to school anymore. After all, I was going to have my family to care about! But when my husband left, I had to take our lives in my hands. Thinking about money made me feel lost. I went to see a counsellor who proposed a few courses I could take while pregnant. Having my child was my motivation to make it happen.”



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BYMBE
Empowering Young Mothers back to education

**I am on
BYMBE**
www.bymbe.eu



“From the start, I wanted to be a good mom and decided to teach myself everything I could about pregnancy and child rearing. And then I started realising that I was making efforts that in school I have never made. That’s when I understood what “motivation” means.”



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BYMBE
Empowering Young Mothers back to education

**Join
BYMBE**
www.bymbe.eu



“Borrowing money from my family? No way! Social welfare? Not enough! My only way out was studying. It really made me independent. My child’s smile repays me for the sacrifice I did.”



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“My main reasoning for re-entering school is that education means better job opportunities, which will in turn mean a better life for my family once I have completed my studies.”



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BYMBE
Bringing Young Mothers back to education

Check for
BYMBE.
www.bymbe.eu

“I am NOT going to let being a mum hold me back. I can raise my child AND I can get through school. Same opinion? Check for BYMBE!”



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“There are times when it’s frustrating: I am doing my homework and my child keeps trying to get my attention. But I’m doing the right thing for us. I have to succeed in order to have everything we need.”



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Young mothers needs to be listened, understood, and supported. BYMBE can train you to do that. Check for BYMBE!



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“Knowing that there are other girls going through being a young mother and having someone there to support me is comforting.”

“Come share your experience and find out what other mothers are doing: join BYMBE!”



“It is easy for everyone to say “you have to study”. They aren’t the ones going through what I am going through!”

“All young mothers should have the opportunity to complete education and pursue the future they want.”



3.5.2. BYMBE COMMUNICATION CHANNELS AND WORK PLAN

By synergising a campaign across multiple channels, it is possible to build engagement by appealing to target audience in different areas of their lives. But, considering the resources available for BYMBE campaign, the mix of communication channels for BYMBE campaign was pretty limited. Radio and television have been discarded despite to their ability to reach broad audience due to their price and questionable audience reach, since there is no way to predict who will see or hear the campaign message. Similarly, newspapers and magazines have been discarded.

Since the direct target audience of the campaign is composed by young girls, the most appropriated channel **for the BYMBE campaign has been decided to be an online campaign to make use of the different available platform. The BYMBE campaign has therefore been applied via major social networks and partner channels. Specifically, specific BYMBE pages have been created in Facebook, LinkedIn and Instagram next to the creation of a dedicated website.**

Why an online campaign?

In 2017, 96% of people aged 16-24s owned a smartphone, and it has been estimated that nearly 80% of teens and young adults check their phones at least once an hour. So digital media are a prime location for all communication addressed to them. For young people social media is the default mode of communication, more than phone calls, SMS or email. This has made platforms such as Facebook and Instagram powerful and direct channels for this audience.

Social media has the potential to mobilise youth, if they are adequately and smartly used through tailoring and making interaction with the audience. Plus, they are quite flexible.

Communication channels used by BYMBE partnership

- **Austria**

Materials were mostly promoted by the Frauen im Brennpunkt (FIB) Facebook and Instagram accounts. Online campaign has been complemented with posters displayed in childcare centers and counselling offices directly connected to Frauen im Brennpunkt (FIB) as well as in the offices of stakeholders supporting activities.

Frauen im Brennpunkt (FIB) has shared specific information about the campaign and the project BYMBE in each meeting and connection activity involving social service, women and girls counselling centers or youth departments in Tyrol working on the issue of job guarantee: in fact,

data shows that young mothers in need are already or have been already in contact with some support before they reach Frauen im Brennpunkt (FIB).

Face to face promotional activities have been crucial to get all cooperation partners and networks of Frauen im Brennpunkt (FIB) involved to reach the target group of young mothers and lead them to join BYMBE activities. In involving stakeholders and support service it has been important to underline the fact that BYMBE project consists in an additional offer to empower and support young mothers that does not compete with what their services provide.

- **Bulgaria**

BIMEC has performed communication activities through online channels and traditional media like tv news and magazines. Specifically, BYMBE project and campaign materials have been shared on BIMEC website and through the organisation's Facebook page.

BIMEC's activity also include high performing channels like:

- MyPR.bg, a website providing opportunity for free publication of PR materials and advertising articles by advertising agencies and companies;
- Journal for the woman – magazine addressed to women.

- **Ireland**

Exchange House Ireland (EHI) has performed online campaigning activities via Facebook through sharing of relevant images. Online activities have been complemented with face-to-face activities and other ways of communication more addressed to the specificities of the Traveller communities Exchange House Ireland (EHI) mainly works with, like articles on the Traveller Voice Magazine.

Campaign materials and articles have been shared also through the AONTAS, Ireland's national adult learning organisation, which promotes the value and benefits of adult learning, and advocate on behalf of the sector.

- **Italy**

CESIE has implemented campaigning activities both online and offline. Online activities have been addressed mostly to attract the attention of young mothers, organisations potentially

interacting with young mothers, medias as well as general public, through sharing of campaign materials, relevant tools from other organisations, stories of young mothers and reflections to boost engagement and awareness. Activities have taken place on Facebook and Instagram, changing the communication techniques according to the intent of the campaign materials and the tool used.

CESIE has also printed posters of the campaign materials to be displayed in its premises, and during both training activities for young mothers and training events addressed to social workers. Posters have the double effect of:

- being a motivational and welcoming message for young mothers coming to CESIE to receive information about or join the project BYMBE;
- more easily reaching professionals in the social support field, since they rarely rely on professional social networks like LinkedIn.

- **Lithuania**

Social Innovation Funds (SIF) has implemented activities in Lithuania using Facebook as well as Instagram. Communication actions on these channels have been addressed to two main receivers:

- Young mothers – with campaign materials coupled to text addressed to them and being an invitation to participate in the BYMBE project;
- Society – with campaign materials coupled to text addressed to the general public and inviting people to spread the message and support young mothers, as well as to invite young mothers to join BYMBE project;
- Social workers – with campaign materials coupled to text informing about the support approach, tools and methodologies foreseen by BYMBE project for professionals.

- **Spain**

Magenta Consultoría Projects S.L.U has used Facebook and Instagram as the main channels to share the campaign materials, pictures and slogans.

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cesie
the world is only one creature



EXCHANGE HOUSE IRELAND
National Travellers Service



frauen im
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