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Executive summary

The overall goal of this report is to analyse the EuroSea itinerant exhibition as a case study of public engagement activity. Aimed at the general public, this modular and itinerant exhibition raises awareness about the EuroSea project while also promoting ocean literacy and highlighting the importance of ocean observing and forecasting.

Public engagement plays a crucial role in Horizon 2020, the EU's research and innovation funding program. It aims to bridge the gap between researchers and society, ensuring that their work is aligned with societal needs and values. This involves bringing together various stakeholders, including researchers, policymakers, industry representatives, civil society organizations, NGOs, and citizens, to foster inclusive and transparent dialogue.

The benefits of public engagement are evident in the research and innovation process. It stimulates creativity and innovation, brings ocean science to a broader audience, builds trust and credibility and promotes ocean literacy and empowerment among citizens.

Within Horizon 2020, the EuroSea Communication Work Package 8 focuses on public engagement activities related to ocean observing and forecasting, among other activities. To raise awareness about the EuroSea project and ocean observation, the EuroSea itinerant exhibition was created. This exhibition features printed panels, audiovisuals, and a photobooth that could be adapted and translated for different locations. The exhibition has been presented at 8 events and locations across Europe, aiming to engage the general public, promote ocean literacy, and emphasize the importance of ocean observation and forecasting.

This report specifically focuses on three events targeted to the general public where the EuroSea exhibition was showcased: 1) 2022 European Researcher's Night. 2022, September 30th in Palma (Mallorca, Spain); 2) 25th Galway Science & Technology Festival. 2022, November 13th in Galway (Ireland); and 3) 10th 'Science for all'. 2023, May 11-13th in Palma (Mallorca, Spain).

To evaluate the impact of the EuroSea exhibition, an online survey was conducted. The survey assessed visitor satisfaction, knowledge acquisition, interest in the topic, prior knowledge of EuroSea and ocean observation, and preferences for future engagement activities. A total of 41 people participated in the survey. The main results obtained from the analysis of the data demonstrate an overall positive satisfaction with the exhibition and a high level of interest in the topic. Participants reported acquiring new knowledge and expressed a desire for future engagement activities. Additionally, the survey provided valuable demographic insights into the participants, including their age, gender, employment status, educational background, and frequency of engagement in ocean science outreach activities.

The findings from the survey will contribute to the improvement of future public engagement activities by better understanding the needs and interests of the public regarding ocean observation and forecasting.

This document emphasizes the significance of public engagement in research and innovation, specifically within the EuroSea project. The EuroSea itinerant exhibition was developed to raise awareness and promote ocean literacy, while the survey conducted during the exhibition provided valuable insights into participant satisfaction and preferences. This information will be instrumental in enhancing future engagement efforts.

1. Public engagement

1.1 Public engagement in the framework Horizon 2020 research and innovation

Public engagement is a crucial component of Horizon 2020, the European Union's research and innovation funding program. The program aims to promote a two-way dialogue between researchers and society to ensure that research and innovation are socially responsible and meet the needs and values of citizens.

Public engagement in Horizon 2020 implies establishing participatory multi-actor dialogues and exchanges to foster mutual understanding, co-create research, and innovation outcomes, and provide input to policy agendas. It is about bringing together researchers, policymakers, industry, civil society organizations and NGOs, and citizens, to deliberate on matters of science and technology. Public engagement also creates the space for ethical value-laden issues to be explored while bringing inclusiveness, transparency, diversity, and creativity into the research and innovation process.

Public engagement processes allow different groups to establish a common language, arrive at joint understandings, learn from each other, explore controversies, and co-create ideas, knowledge or solutions. To have the greatest impact, public engagement needs to be designed as a two-way process with feedback loops, so that the outcomes of the engagement processes are usefully fed back into the research and innovation process.

Public engagement in research and innovation further contributes to:

- Enhancing creativity in research and innovation design processes and results.
- The likelihood that research and innovation outcomes are more societally relevant and desirable.
- Achieving a shorter time to market and greater consumer acceptability of research and innovation outcomes.
- Providing a breeding ground to foster a more scientifically literate society of knowledge-driven and empowered citizens, able and interested to participate in and support democratic processes, including decisions of Research and Innovation financing, and evidence-based policymaking.

1.2 Public engagement in EuroSea: Context

In the framework of EuroSea project, public engagement is defined as activities that engage the society / general public, as defined in the EuroSea Communication Plan[1]: All members of society who have no specific knowledge of ocean observing and forecasting. The general public will receive awareness-raising materials to trigger their interest, improve their ocean literacy and increase their citizen responsibility for sustainable use of the ocean resources. This category will include society at different scales, disciplines, and ages. The citizen science activities are of particular relevance to EuroSea, as they are bridging the gap between ocean literacy and scientific co-design and engagement with the general public.

In the fourth month of the project, Europe and the rest of the world were forced to enter lockdown due to the pandemic. Specifically, it was no longer possible to conduct in-person public engagement activities, and all planned activities, including participation workshops and in-person events, were cancelled. Consequently, all parts of EuroSea activities, including EuroSea's public engagement activities, were affected by the restrictions imposed by the pandemic.

[1] 10.3289/eurosea_d8.1.

The Covid-19 pandemic required a change in the strategy for designing in-person activities and events for public outreach, promotion, and participation in science, similar to what happened in formal and non-formal educational contexts and the cultural industry. The need for digitalization that we faced increased the popularity of other digital formats for communicating and disseminating scientific content, as well as highlighting the contributions and results of projects within the European research framework. The adaptation of the EuroSea communication to those new conditions was addressed in the EuroSea Updated Dissemination and Exploitation Plan[2].

While hybrid and virtual events can be useful for reaching a broader audience and overcoming geographical barriers, they cannot fully replace in-person interaction. Thus, once the "new normal" was established, based on the previous experience of the entire team, WP8 considered in-person activities for public engagement as the preferred option to achieve greater impact in the activities to be carried out. Although a lot of science and policy stakeholder engagement activities were conducted online, public engagement activities require on-site work to meet with participants in their respective locations. Additionally, in-person activities offer a more enriching experience that fosters active participation and the exchange of ideas. Therefore, to raise awareness of the EuroSea project in physical events to the wider public, the Milestone 20 'EuroSea itinerant exhibition' was produced.

Based on this statement, EuroSea's main activity linked to public engagement has been the itinerancy of this exhibition. Accordingly, this report analyses the EuroSea Itinerant Exhibition as a case study.

2. EuroSea itinerant exhibition: a case study of EuroSea public engagement activities

To raise awareness of the EuroSea project in physical events to the wider public, the EuroSea itinerant[3] exhibition was developed in WP8 (lead beneficiary SOCIB) and submitted as milestone MS20 on 29 July 2022 (Image 1). Aimed at the general public, the EuroSea itinerant exhibition also has the purpose to disseminate and communicate the importance of ocean observation and forecasting.

2.1 Characteristics of the exhibition

The exhibition is composed of 12 printed cardboard panels showcasing texts, illustrations, audiovisuals and a photobooth to present how EuroSea improves and integrates the European ocean observing, and forecasting system and delivers information and solutions to support decision-making in the areas of climate, ocean health, and maritime activities. This modular system allows the exhibition to be adapted to the required space, and can be re-used and reassembled in many locations. Moreover, the exhibition can be translated, and its materials used and adapted accordingly. Video materials, such as the EuroSea official video[4], are shown on an integrated tablet, allowing further customization of the information.

[2] 10.3289/eurosea_d8.2.

[3] https://eurosea.eu/download/eurosea-exhibition-brochure-2023/?wpdmdl=5238&refresh=644b467a0a2621682654842

[4] https://www.youtube.com/watch?v=S1Cb8XwxAFY

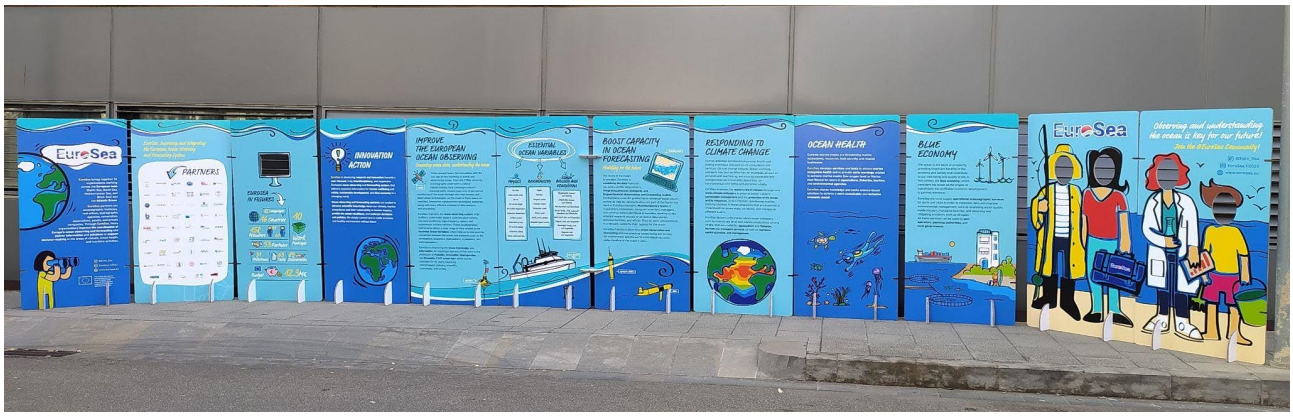

Image 1. Photograph of the EuroSea Itinerant exhibition installed on 29 July 2022 at SOCIB headquarters. Author: Verónica Ortiz / SOCIB.

2.2 Itinerancy: events and locations

The exhibition has been presented at a range of events and locations[5] throughout Europe, including fairs and festivals. Its aim is not only to present information about the EuroSea project, but also to increase public awareness of the importance of ocean observation, monitoring, and forecasting, and promote ocean literacy. Since its launch (and up until the date of this report's submission), the exhibition has been displayed at 8 events:

1. *International Conference for Young Marine Researchers, ICYMARE*[6]. 2022, September 14th in Bremerhaven (Germany).
2. *GEOMAR Science Day*[7]. 2022, September 15th in Kiel (Germany).
3. *2022 European Researcher's Night*[8]. 2022, September 30th in Palma (Mallorca, Spain).
4. *25th Galway Science & Technology Festival*[9]. 2022, November 13th in Galway (Ireland).
5. *5th International Marine Science Communication Conference, CommOCEAN*[10]. 2022, November 30th-December 1st in Sète (France).
6. *10th 'Science for all'*[11]. 2023, May 11-13th in Palma (Mallorca, Spain).
7. *ASLO Aquatic Sciences Meeting 2023*[12]. 2023, June 4th-9th in Palma (Mallorca, Spain).
8. *EuroSea day during the Ocean Race Grand Finale*[13]. 2023, June 28th in Genova (Italy).

Out of these 8 events, 3 were specifically targeted towards the general public, while others involved a diverse audience, including multidisciplinary scientific attendees, policy stakeholders, and general public. Therefore, this report will focus on the following three events, which were:

[5] https://eurosea.eu/new/eurosea-promotes-the-importance-of-ocean-observing-and-forecasting-to-all/

[6] https://www.icymare.com/conference/past-conferences/icymare-2022-bremerhaven/

[7] https://events.geomar.de/event/22/

[8] https://www.socib.es/index.php?seccion=detalle_noticia&id_noticia=537

[9] https://galwayscience.ie/

[10] https://www.commocean.org/

[11] https://seras.uib.cat/ciencia/

[12] https://www.aslo.org/palma-2023/

[13] https://www.theoceanrace.com/en/route/genova

- Event #1. **2022 European Researcher's Night. 2022, September 30th in Palma (Mallorca, Spain)**: As every year, on the last Friday of September, the **Balearic Islands Coastal Observing and Forecasting System (SOCIB)** celebrated the European Researcher's Night with various scientific and educational activities free for all audiences. In 2022, the event was held at the port of Palma, where SOCIB showcased the EuroSea exhibition in Spanish and Catalan to make it more attractive to a wider audience in the Balearic Islands (Image 2). Also, attendees had the opportunity to participate in guided visits to the SOCIB Research Vessel, engage in a 'Beer with a Scientist' activity, and join a workshop for kids. Approximately 200 people attended this event, where they had the chance to discover marine research and learn about the impact of the ocean and marine sciences on our daily lives.

Image 2. EuroSea itinerant exhibition installed on the occasion of the European Researchers' Night in Mallorca (Spain), September 2022. Author: Verónica Ortiz / SOCIB

- Event #2. **25th Galway Science & Technology Festival. 2022, November 13th in Galway (Ireland)**: The 25th Galway Science & Technology Festival aimed to inspire young people to develop an interest in science & technology and consider these fields for their future studies and career. The Festival engaged with people of all ages and encouraged them to be curious and interested in the world around us. This event encapsulated all that was great about STEAM in Galway on November 13th, at the University of Galway, where the **Irish Marine Institute (MI)** showcased the EuroSea exhibition in English on Orsben Building (Image 3).

Image 3. EuroSea itinerant exhibition installed on the occasion of the 25th Galway Science & Technology Festival in Galway (Ireland), November 2022. Author: Kieran Reilly / MI.

- Event #3. **10th 'Science for all'. 2023, May 11-13th in Palma (Mallorca, Spain):** SOCIB participated at the 10th 'Ciència per a tothom 2023' ('2023 Science for all' in English) showcased the EuroSea itinerant exhibition in Spanish and Catalan (Image 4). Held in the University of the Balearic Islands Campus, this scientific fair target both primary and secondary school students as well as the general public. This event aims to promote vocations in scientific careers and to bring science closer to society. This edition, more than 5,200 attendees took part in it.

Image 4. EuroSea itinerant exhibition installed on the occasion of the 10th 'Science for all' in Mallorca (Spain), May 2023. Author: Cristina Cachón / SOCIB.

3. Motivation for the study and background considerations

Conducting a survey is crucial for any public engagement activity, as it enables a two-way dialogue that is so relevant in engagement. It allows organizers to gather feedback from participants, assess the effectiveness of the activity, and identify areas for improvement.

It is of great interest to the EuroSea project to have data about the audience that has visited the exhibition during its itinerancy in different educational contexts and European cities. The purpose of this study is to understand the impact and behaviour it has had on its visitors, as well as the level of assimilation of content and overall learning resulting from the activity.

It also helps the project to better understand the needs and interests of the public in relation to ocean observation and forecasting, their own knowledge of the importance of the ocean, and also to improve future activities and engagement efforts.

Therefore, following the survey methodology and the evaluation form have been the main assessment tools and the basis for the analysis presented in this document.

4. Objective of the study

The conducted study allows for:

- Determining the level of satisfaction of exhibition visitors: increased understanding of the topic, enjoyment, attitudinal change, and new experiences.
- Evaluating the impact on participants in the exhibition.
- Analysing the experience from different perspectives: educational and social, and cognitive.
- Assessing the level of knowledge/awareness that the activity provides to visitors.
- Identifying preferences for activities and formats for future public engagement actions.

5. Methodology and data collection

5.1 Survey design

To gather feedback, impressions, and insights into the EuroSea exhibition, the 'EuroSea activities: feedback from the public'survey[14] was created (the complete survey is available in Annex I).

The survey presented in this study is anonymous and includes closed-ended questions with single and multiple-choice options. This format allows for a shorter completion time (less than 5 minutes) and facilitates statistical analysis of the collected information to draw conclusions. The 'EuroSea activities: feedback from the public' online questionnaire consists of a total of 16 questions (15 directed response questions and one open-ended question at the end) designed on Google Forms. It is worth noting that the form was created in English and Spanish in order to ensure understanding and effective participation of the audience at each of the three events.

[14] https://forms.gle/5Cyn8koHMCMbba5B9

The survey is divided into the following three defined sections:

- *Section 1 - About You*: This section consists of 5 questions on participant socio-demographics, including age, gender, employment situation, level of completed studies and frequency of participation in ocean sciences outreach activities.
- *Section 2 - Assessment of the EuroSea Activity*: In this section, 7 questions that assess previous knowledge and interest in the topic. These questions cover aspects such as satisfaction with the activity, new knowledge or learning acquired, level of interest in the topic of the activity, prior knowledge and interest in the EuroSea project and ocean observation and forecasting.
- *Section 3 - Getting to Know the Public Better*: This section includes 3 questions aimed at determining preferences for activity types and formats, as well as how participants heard about the activity. It also includes the only optional open-ended question in the survey, intended to provide participants with an opportunity to provide any comments or suggestions that could help improve future activities.

Through this instrument, information is collected about visitors' level of satisfaction with the exhibition, which will allow decisions to be taken on the development of future activities, as the experience received by the attendees is known first-hand.

5.2 Data collection procedure

Data collection was carried out through the staff responsible for the activity at the three events mentioned above (Kieran Reilly at event #2 in Ireland, and Verónica Ortiz at events #1 and #3 in Spain). The staff members, guided by the questions from the online survey, encouraged visitors to participate in the questionnaire. They assisted in registering the responses of the interviewed individuals and engaged with visitors by providing explanations and resolving any queries. At each event, visitors were invited to take part in online surveys after completing their exhibition tour.

5.3 Study sample

The survey sample is summarized in Table 1, based on a total sample of 41 individuals. During Event #1, data was collected from 58.5% of the sample, in Event #2 from 7.3%, and in event #3 from 34.1%.

Table 1: Number of surveys completed during the 3 events analysed.

Event	Number of surveys completed	% Sample
Event #1. 2022 European Researcher's Night	24	58,5
Event #2. 25th Galway Science & Technology Festival	3	7,3
Event #3. 10th 'Science for all'	14	34,1

6. Results and discussion of the data obtained

A summary of the results from the analysis of the data obtained from the three events targeting the general public, where the EuroSea exhibition was installed during its itinerancy, is presented below, along with interesting conclusions. A total of 41 people participated in the survey (Table 1). The complete results of the survey are available in Annex II.

6.1 About the surveyed participants

Regarding the questions linked to *Section 1 - About You*, the results highlight the age group, diversity of gender, employment status, educational background and frequency of participation in ocean science outreach activities among the surveyed participants.

The largest age group among the respondents was those between 26 and 50 years old, with 25 participants (70.7%) falling in this range (Figure 1).

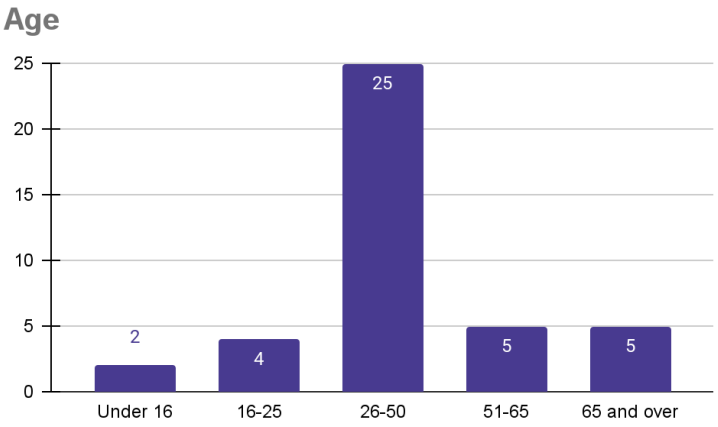

Figure 1. Age distribution of the participants in the survey.

In terms of gender distribution, the results indicate a fairly balanced representation among the participants, with a slightly higher number of female participants (21 participants, 51.2%). Regarding employment status, out of the total participants, 24 individuals were currently employed, representing 58.5% of the total sample.

When considering the educational background of the participants, 20 respondents had completed university studies (48.8%), 4 had completed high school studies, and 6 had completed doctoral studies, showcasing a diverse range of educational achievements among the respondents.

The survey also sought to assess the frequency of participants' engagement in ocean science outreach activities. Among the respondents, 22 people reported participating in such activities once a year (53.7%), while 15 individuals indicated participating between 2 and 4 times a year (36.6%) (Figure 2).

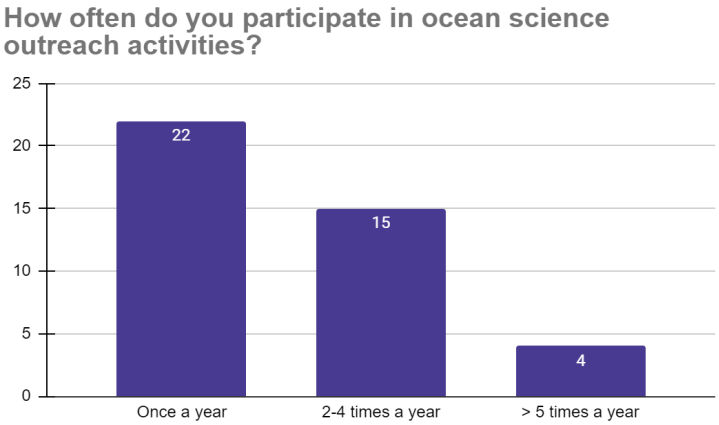

Figure 2. Frequency of participants' participation in ocean science outreach activities.

6.2 Assessment of the EuroSea activity

Regarding the questions linked to *Section 2 - Assessment of the EuroSea Activity*, the survey results provide valuable insights into participant satisfaction, new knowledge or learning acquisition, level of interest in the topic, prior knowledge and interest in the EuroSea project, and interest in ocean observation and forecasting.

In terms of satisfaction with the activity, the responses indicate a positive overall sentiment, with a significant number of participants (27 individuals, as shown in Figure 3) expressing being very satisfied with the activity. This feedback reflects a high level of contentment and suggests that the activity was well-received by the majority of participants.

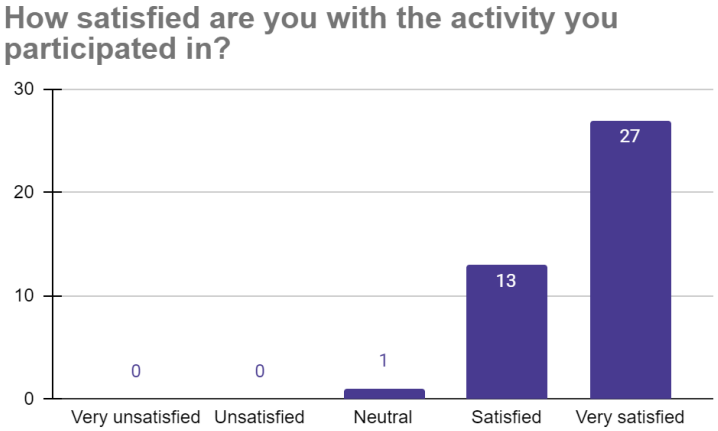

Figure 3. Participants' satisfaction levels with the activity.

Furthermore, an overwhelming majority of participants (40 out of 41, 97.6%) expressed that the activity was beneficial in terms of acquiring new learning or knowledge. This suggests that the activity was effective in providing educational value and fostering a learning experience for the participants. Regarding the participant's level of interest, the majority of participants displayed a considerable to high level of interest in the topic of the activity. This shows that the exhibition was able to engage the public's attention and curiosity in specific areas of interest.

Regarding the EuroSea project specifically, the survey revealed that 78% of the participants had no prior knowledge of the project (32 participants) (Figure 4). However, all participants found the EuroSea project interesting, reflecting a positive and favourable perception. This underscores the project's ability to capture participants' attention and generate a high level of interest.

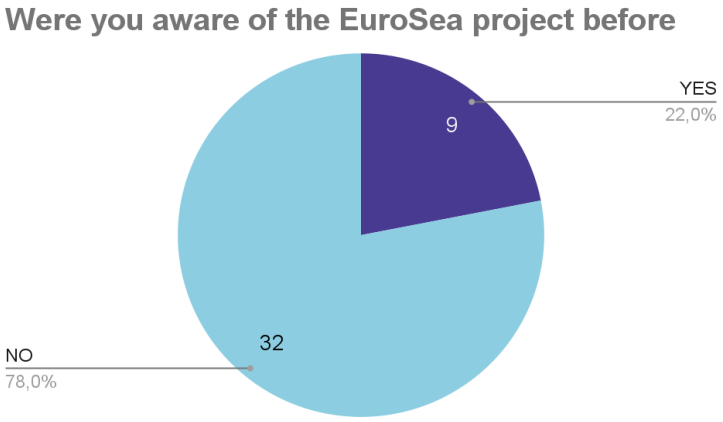

Figure 4. Participants' awareness of the EuroSea project before attending the activity.

In addition, the survey results also indicate that a majority of the participants (28 participants, 68.3%) had prior knowledge of ocean observation and forecasting. However, it should be noted that a significant proportion (13 participants, 31.7%) had no prior knowledge of the topic. This suggests that, in general, the participants were generally familiar with the subject, as some already had knowledge in this area. This implies that the activity served as an opportunity to introduce and educate participants who were less familiar with the topic. Additionally, the survey revealed that 95.1% of the participants (39 out of 41) considered observation and forecasting to be important, or very important. This highlights the importance of raising awareness about the importance of ocean observation and forecasting (Figure 5).

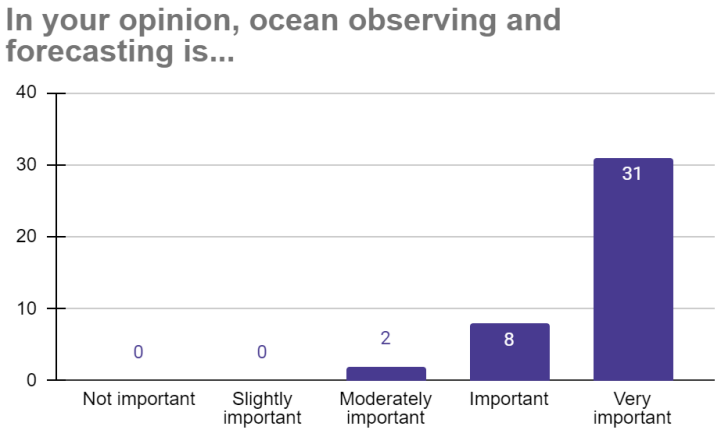

Figure 5. Participants' responses regarding their opinion on the importance of ocean observing and forecasting.

6.3 Getting to Know the Public Better

Regarding *Section 3 - Getting to Know the Public Better*, the survey results highlight participants' preferences for activity types and formats, as well as their heard about the activity. This section also includes multiple-

choice questions and the only optional open-ended question in the survey, which allows participants to share any comments or suggestions to enhance future activities.

In terms of future activities, the survey provides a breakdown of participants' preferences for activity types based on different age groups (Figure 6). Overall, the data suggest that the 26-50 age group showed the highest level of interest across all activities. Notably, workshops, conferences and exhibitions were of interest to across multiple age groups, while training and competitions/prizes showed more variation in interest. This information can be invaluable for the future in tailoring public engagement activities to the specific preferences of different age groups, ensuring inclusivity and maximizing engagement with the target audience.

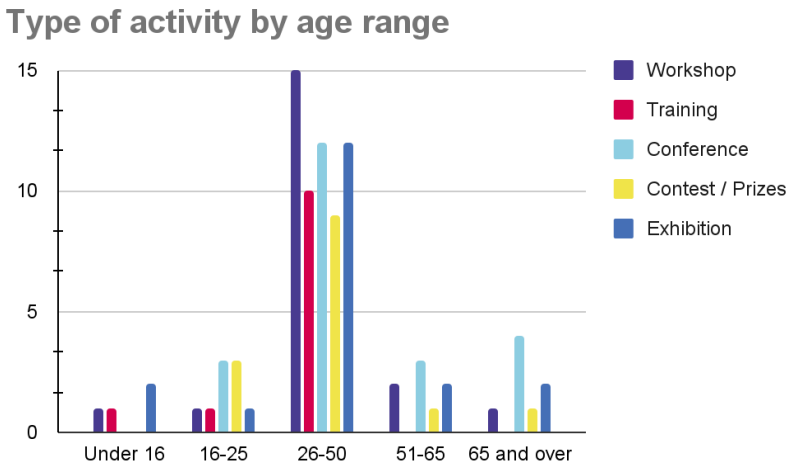

Figure 6. Participants' preferences for activity types based on different age groups.

Regarding the preference for the activity formats (Figure 7), the majority of participants across different age groups expressed a preference for on-site activities. It is worth noting that no participants in any age group preferred online activities, and there were a significant number of participants who had no preference for the format. These insights can assist future organizers in determining the most suitable formats for public engagement activities. The results indicate a general preference for on-site activities, suggesting that participants value in-person experiences and interactions. However, the presence of participants with no preference highlights the importance of offering flexible options to accommodate individual preferences and circumstances.

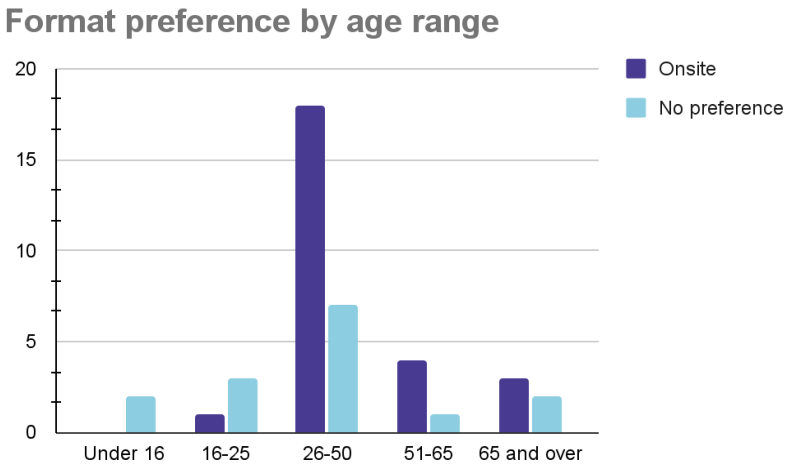

Figure 7. Participants' preferences for activity format based on different age groups.

In terms of how the participants heard about the itinerant exhibition, the results suggest that personal recommendations from friends, family, or acquaintances played a significant role in spreading awareness about the EuroSea project activity. Additionally, the Internet or social media and educational institutions were also effective channels for reaching participants (Figure 8). These results can be helpful for the development of future public engagement activities in identifying effective promotional strategies and leveraging social networks to maximize the reach and impact of activities.

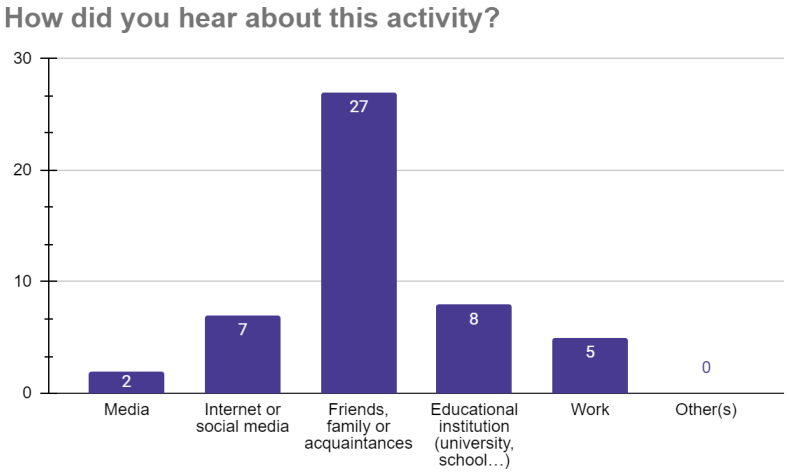

Figure 8. How participants heard about the EuroSea activity.

Finally, regarding the only open-ended question, out of the total of 41 participants, 6 individuals provided their comments and suggestions (14.6%), which can be summarized as follows: a) extending the duration of the event; b) promoting interaction with the organizers or activity coordinators; and c) incorporating a more practical or participatory component into the activity. This qualitative information is valuable for future public engagement activities, as it provides a better understanding of the needs and preferences of the audience.

7. Conclusions and lessons learnt

This section provides an overview of the main conclusions and lessons learnt from the EuroSea itinerant exhibition as a case study of public engagement activity, summarized below.

1. **Evaluate the impact of the activity, audience preferences, and feedback on EuroSea public engagement activities**: It is important to assess the impact of EuroSea public engagement activities to understand their effectiveness and improve future efforts. Specifically, the evaluation of the impact of the EuroSea itinerant exhibition has been able to determine the achievement of the established objectives for the activity. Additionally, collecting feedback from participants has helped to better understand the needs and preferences of the audience, enabling adjustments to future activities.

2. **Defining the purpose when determining the format of the activity is crucial for ensuring its success:** The COVID-19 pandemic necessitated the adaptation of public engagement strategies, driving the digitization and adoption of virtual formats. Virtual and/or hybrid events have emerged as a new category and are no longer considered merely temporary substitutes for in-person events. Virtual and/or hybrid events allow for reaching a broader audience, provided that resources are invested based on an optimal strategy. They offer greater accessibility, increase sustainability, reduce expenses, and provide more detailed attendee data. However, these formats cannot completely replace the qualities of in-person activities and the value of interacting with other people, participants, guides, and staff involved. It is essential to have a clear understanding of the purpose: if the goal is solely to communicate content, the virtual format is a suitable choice; on the other hand, if the focus is on networking and engagement, an in-person gathering is more appropriate. Establishing clear objectives is crucial to determine the event format that best suits the audience and helps convey the intended message. Based on this case study, EuroSea has observed that designing the exhibition in a modular and adaptable format is important. This enables easy adaptation and translation to different spaces and locations, taking into account the specific requirements and limitations of each venue. The ability to adapt to the exhibition enhances its versatility and ensures the success of its itinerancy across various events and locations.

3. **The itinerancy of an exhibition can generate greater project visibility and reach a more diverse audience:** EuroSea has identified the itinerant exhibition as an effective activity to increase the visibility of the project. By presenting an itinerant exhibition, there is an opportunity to reach varied and diverse audiences, increasing project visibility at the local, regional, national, and international level, which can generate greater interest in the project and its theme. Additionally, each geographic location has its own community and specific audience, fostering diversity of perspectives and experiences, and enriching the dialogue and interaction between the exhibition and visitors.

4. **An itinerant exhibition: an opportunity for cooperation and collaboration:** Taking an exhibition to different locations can foster cooperation and collaboration between different institutions and members involved in the project, as well as with other relevant projects and stakeholders. EuroSea recognized the value of establishing collaborations with local institutions, partners, and other stakeholders in each community. By working together, EuroSea leveraged networks to enhance the reach, engagement, and impact of the exhibition. These collaborations facilitated the integration of the exhibition within the local context, reinforcing its relevance among the public.

5. **Importance of offline and online promotion:** The feedback received from the visitors of the EuroSea exhibition highlighted the importance of utilizing both offline and online promotion strategies to maximize its reach and impact. While personal recommendations played a significant role in spreading awareness about the EuroSea project activity, social media and Internet emerged as effective channels for disseminating information to a wider audience. This highlights the importance of adopting a multichannel approach to promote the activity.

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Annex I. Survey

EuroSea activities: feedback from the public

The following form is intended to collect impressions and insights of the EuroSea exhibition. The form should take no longer than 5 minutes to complete and will serve to improve future engagement activities related to the EuroSea Project.
Thank you in advance for your collaboration. We really appreciate your time!

ABOUT YOU (Mandatory answers / Single-answer questions)

1. Age*
    - Under 16
    - 16-25
    - 26-50
    - 51-65
    - 65 and over
2. Gender*
    - Female
    - Male
    - Non-binary
    - I'd rather don't say
3. Highest level of studies completed*
    - Primary school
    - Secondary school
    - Vocational Education and Training
    - Bachelor's Degree or Diploma of Higher Education
    - University or Engineer's Degree / Certificate of Higher Education
    - PhD
4. Employment situation*
    - Active/worker
    - Student
    - Worker and student
    - Student seeking for a job
    - Unemployed
    - Seeking first job
    - Unpaid domestic worker
    - Other(s)
5. How often do you participate in ocean science outreach activities?*
    - Once a year
    - 2–4 times a year

- > 5 times a year

ASSESSMENT OF THE EUROSEA ACTIVITY (Mandatory answer / Single-answer questions)

6. How satisfied are you with the activity you participated in?*
   - Very satisfied
   - Satisfied
   - Neutral
   - Unsatisfied
   - Very unsatisfied
7. Did the activity help you gain new learning or knowledge?*
   - Yes
   - No
8. What is your level of interest in the topic of the activity?*
   - A lot
   - Considerably
   - Somewhat
   - A little
   - Not at all
9. Were you aware of the EuroSea project before attending the activity?*
   - Yes
   - No
10. Do you find the EuroSea project interesting?*
    - Yes
    - No
11. Did you have previous knowledge about ocean observing and forecasting?*
    - Yes
    - No
12. In your opinion, ocean observing and forecasting is…*
    - Very important
    - Important
    - Moderately important
    - Slightly important
    - Not important

KNOW MORE ABOUT YOU

13. What other(s) EuroSea project public engagement activities would you participate in?* (Mandatory answer / Multiple answer question)

    - Workshop
    - Training
    - Conference
    - Exhibition
    - Contest / Prizes
    - Other(s)

14. What activity format do you prefer?* (Mandatory answer / Single-answer question)

    - Virtual
    - On-site
    - No preference

15. How did you hear about this activity?* (Mandatory answer / Multiple answer question)

    - Advertising
    - Media
    - Internet or social media
    - Friends, family or acquaintances
    - Educational institution (university, school…)
    - Work
    - Other(s)

16. If you have any comments or suggestions to help us improve the next activities, please write them below… (Optional answer / open-ended question)

Annex II. Survey results

Section 1 - About You

Question 1. Age (Figure II.1)

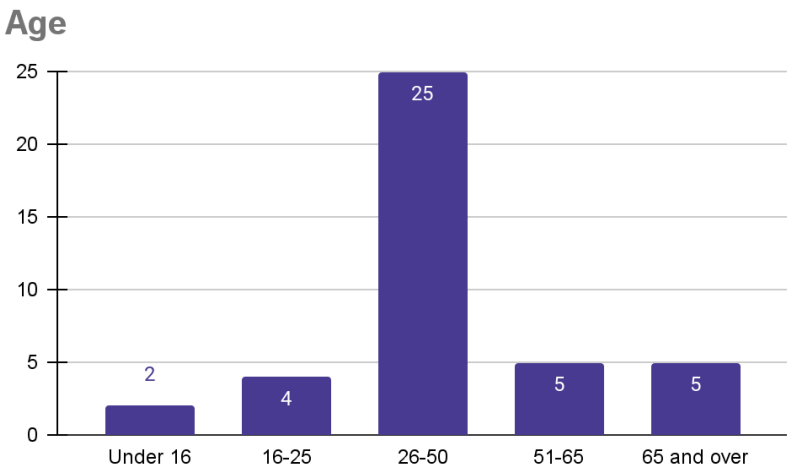

Figure II.1 displays the age distribution of the participants. These responses reflect a diverse age range among the participants. The majority of participants fall within the age range of 26 to 50, indicating a significant presence of individuals in their working years. Additionally, there are participants from younger age groups (under 16 and 16-25) as well as participants who are older (51-65 and 65 and over). This diverse age distribution indicates the inclusion of individuals from various life stages and experiences in the activity.

Question 2. Gender (Figure II.2)

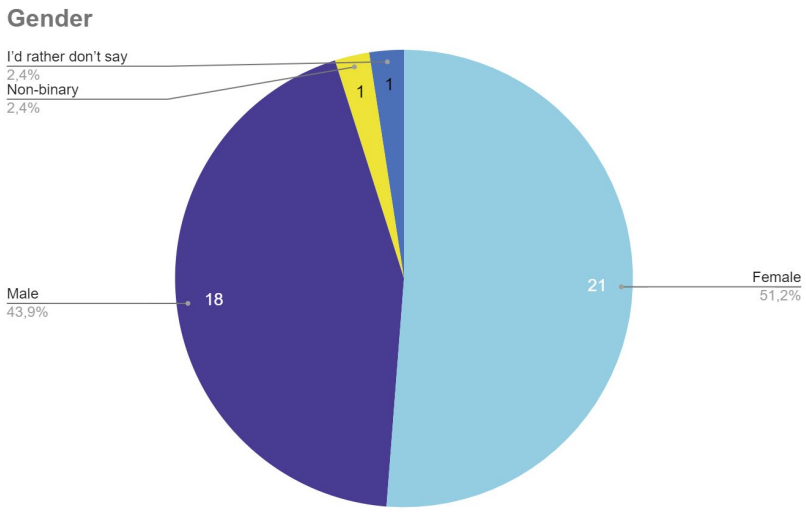

Figure II.2 provided shows the gender distribution among the participants. These responses indicate a relatively even gender distribution among the participants, with a slightly higher number of female participants. The inclusion of a non-binary identification and the option to choose not to disclose their gender reflects a commitment to inclusivity and respect for individual preferences.

Question 3. Highest level of studies completed (Figure II.3)

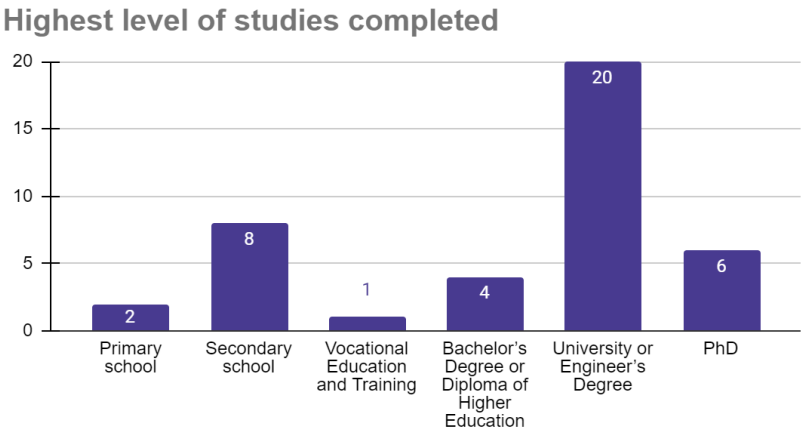

Figure II.3 shows the highest level of studies completed by the participants. These responses reflect the diversity of educational backgrounds among the participants. The majority of participants have attained a university or engineering's degree, highlighting a higher level of education and expertise. A significant proportion also reported completing a PhD, demonstrating advanced knowledge and specialization in their respective fields. The remaining participants have completed education ranging from primary school to vocational education and training, secondary school, and bachelor's degrees or diplomas of higher education.

Question 4. Employment situation (Figure II.4)

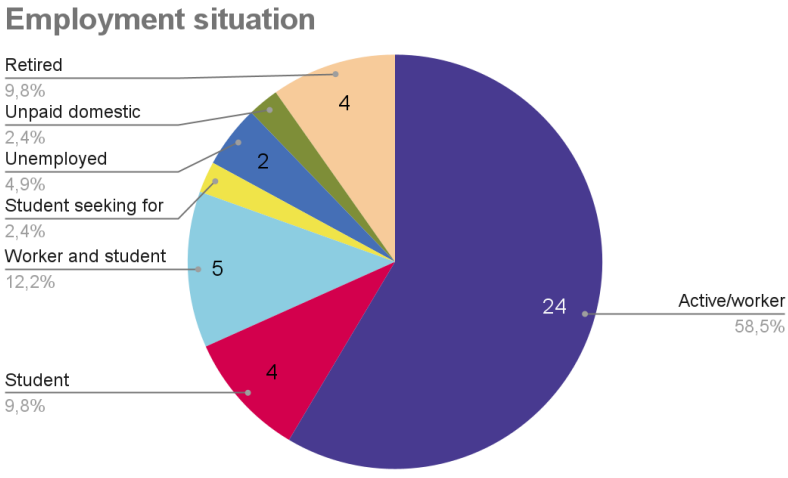

Figure II.4 shows the employment situations of the participants. These responses reflect the diverse employment situations among the participants. The majority are actively employed or workers, while there are also students, individuals who are both workers and students, unemployed individuals, an unpaid domestic workers, and retirees. The presence of students seeking for a job suggests a transitional phase between education and employment for some participants.

Question 5. How often do you participate in ocean science outreach activities? (Figure II.5)

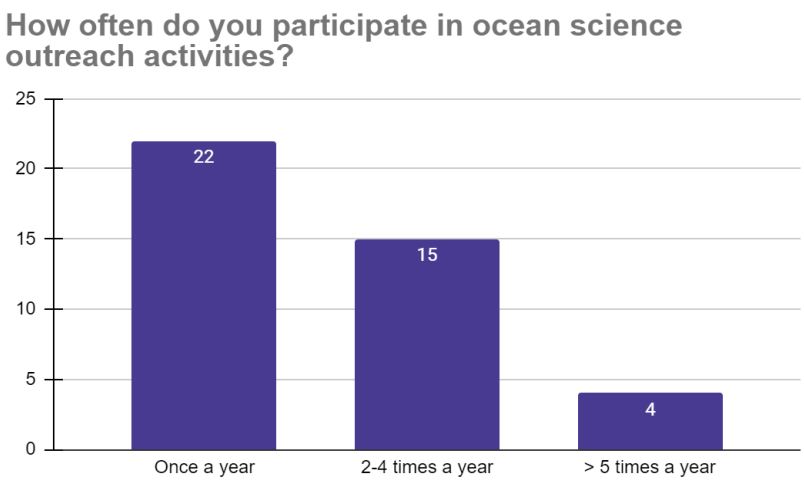

Figure II.5 shows the responses regarding the frequency of participants' participation in ocean science outreach activities. These responses suggest that there is a range of participation frequencies among the participants. The majority of participants (22 out of 41) engage in ocean science outreach activities once a year, followed by 15 participants who participate 2–4 times a year. A smaller number of participants (4 out of 41) engage in ocean science outreach activities more frequently, indicating a higher level of involvement and interest in the field.

Section 2 - Assessment of the EuroSea Activity

Question 6. How satisfied are you with the activity you participated in? (Figure II.6)

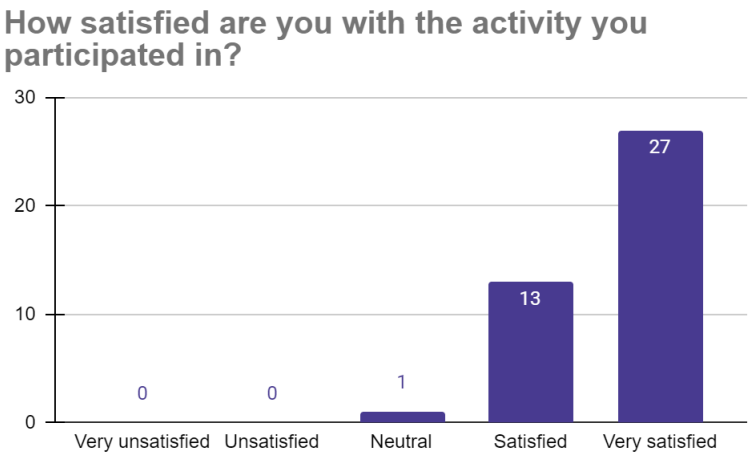

Figure II.6 shows the distribution of responses regarding the satisfaction level with the activity participants took part in. The options for satisfaction range from "Very unsatisfied" to "Very satisfied. These responses indicate that the majority of participants (27) were very satisfied with the activity, followed by 13 participants who reported being satisfied. Only one participant expressed a neutral level of satisfaction.

Question 7. Did the activity help you gain new learning or knowledge? (Figure II.7)

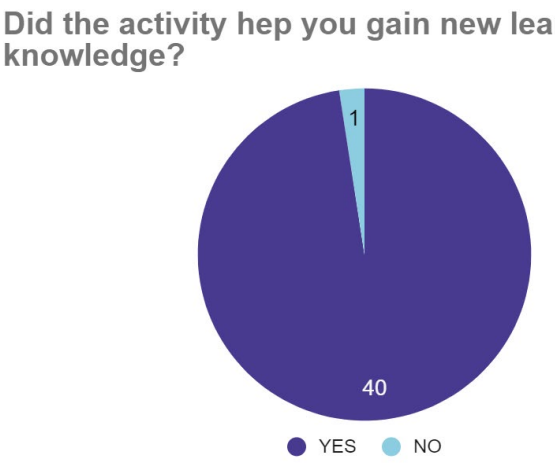

Figure II.7 indicates the responses regarding whether the activity helped participants gain new learning or knowledge. The overwhelming majority of participants (40 out of 41) reported that the activity did indeed help them gain new learning or knowledge, highlighting its educational value and impact.

Question 8. What is your level of interest in the topic of the activity? (Figure II.8)

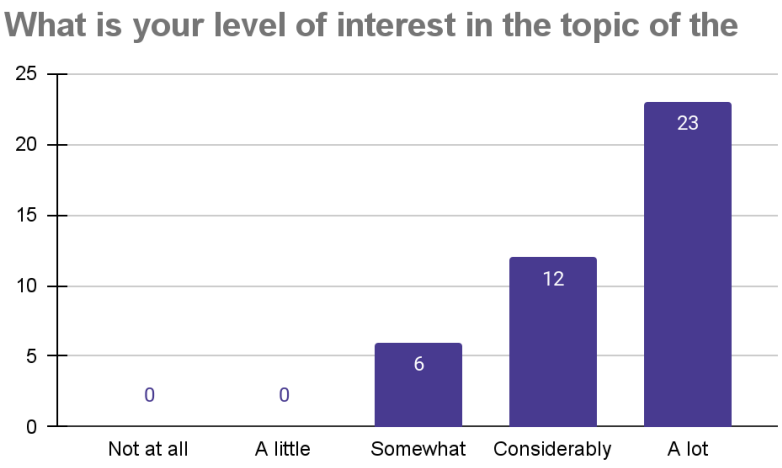

Figure II.8 shows the distribution of responses regarding the level of interest in the topic of the activity. The options for the level of interest range from "Not at all" to "A lot. These responses indicate that the majority of participants (23) have a strong interest in the topic of the activity, followed by 12 participants who expressed a considerable level of interest.

Question 9. Were you aware of the EuroSea project before attending the activity? (Figure II.9)

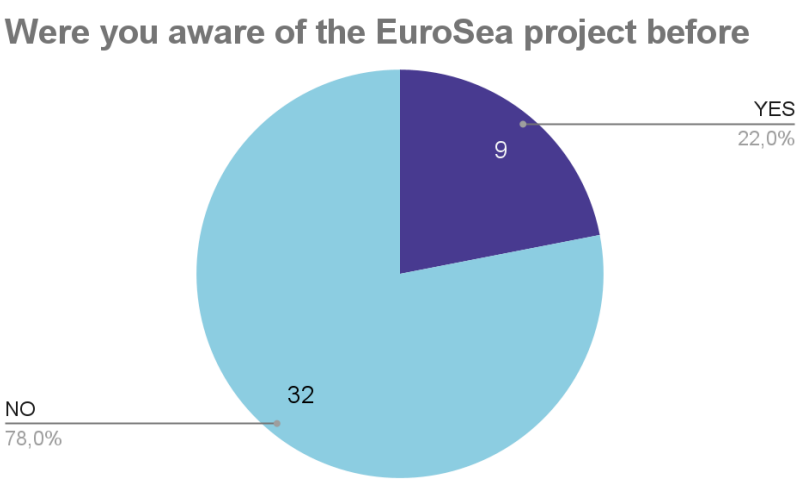

Figure II.9 shows the responses regarding whether participants were aware of the EuroSea project before attending the activity. These responses indicate that a smaller proportion of participants (9 out of 41) were already aware of the EuroSea project, while the majority (32 out of 41) had no prior knowledge of it. This suggests that the activity served as an opportunity for many participants to learn about and become familiar with the EuroSea project.

Question 10. Do you find the EuroSea project interesting? (Figure II.10)

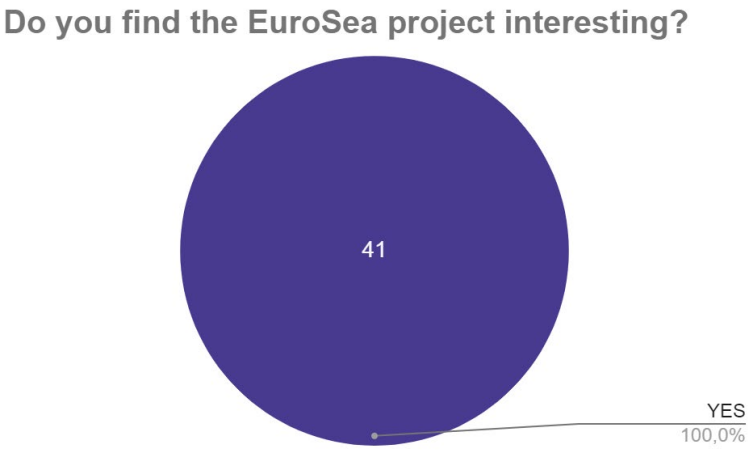

Figure II.10 indicates the responses regarding whether participants find the EuroSea project interesting. These responses indicate that all participants find the EuroSea project interesting, demonstrating a high level of engagement and enthusiasm towards the project.

Question 11. Did you have previous knowledge about ocean observing and forecasting? (Figure II.11)

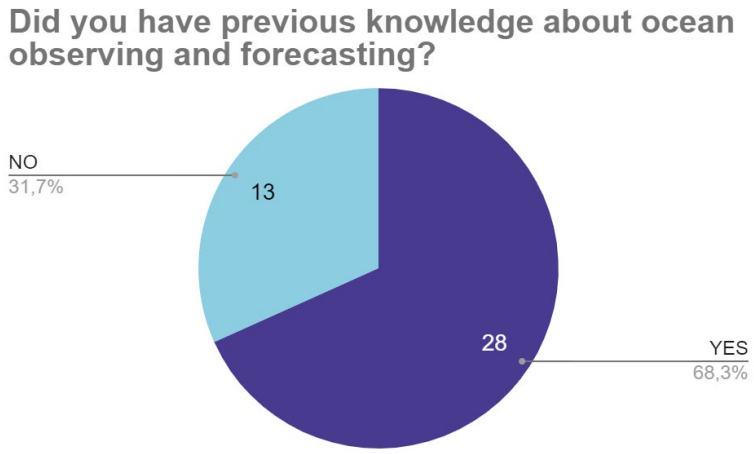

Figure II.11 shows the responses regarding whether participants had previous knowledge about ocean observing and forecasting. These responses indicate that a majority of participants (28 out of 41) had some level of previous knowledge about ocean observing and forecasting, while 13 participants reported not having any prior knowledge on the topic.

Question 12. In your opinion, ocean observing and forecasting is… (Figure II.12)

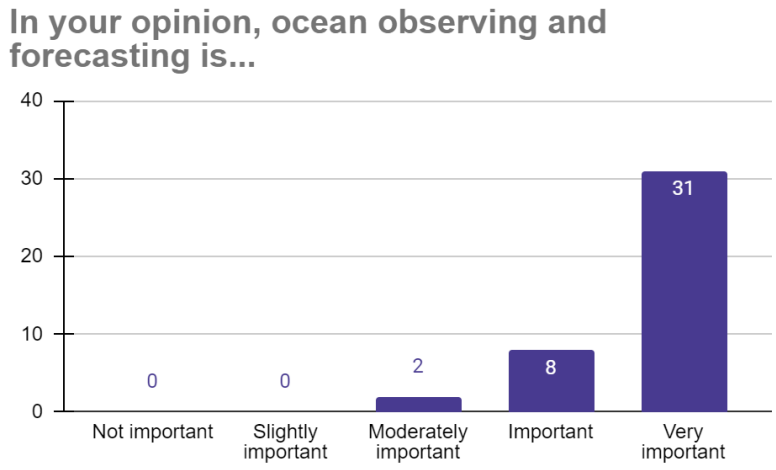

Figure II.12 shows the responses of participants regarding their opinion on the importance of ocean observing and forecasting. The answers revealed that the majority of participants (39 out of 41) considered observation and forecasting to be important, or very important. These responses suggest that the majority of participants recognize the high importance of ocean observing and forecasting.

Section 3 - Getting to Know the Public Better

Question 13. What other(s) EuroSea project public engagement activities would you participate in? (Figure II.13)

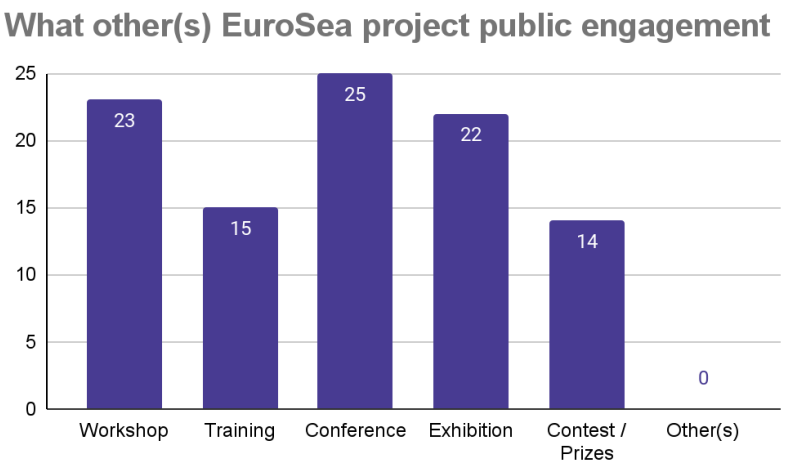

Figure II.13 indicates the responses regarding the EuroSea project's public engagement activities in which participants would be interested in participating. These responses indicate that there is interest among the participants in a range of public engagement activities offered by the EuroSea project. Workshops, conferences, exhibitions, and training activities are particularly popular choices. The absence of any responses under "Other(s)" suggests that the provided options adequately cover the participants' interests in public engagement activities related to the EuroSea project.

Question 14. What activity format do you prefer? (Figure II.14)

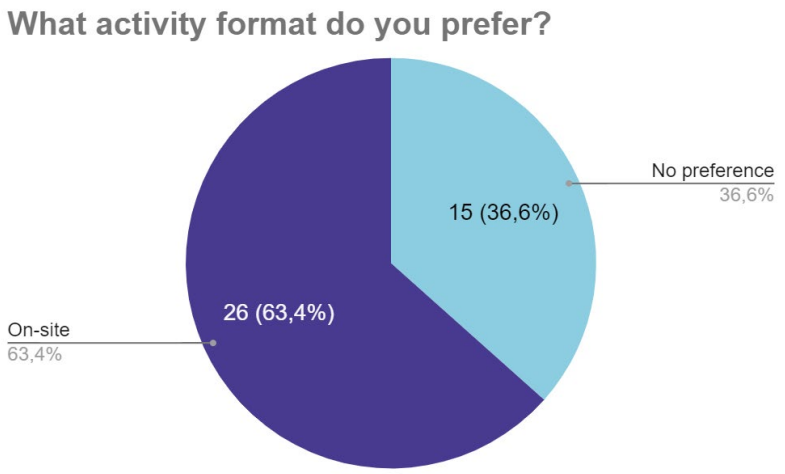

Figure II.14 shows the responses regarding participants' preferences for the format of the activity. These responses indicate that the majority of participants (26 out of 41) prefer on-site activities, while a smaller proportion (15 out of 41) have no specific preference for the format. None of the participants selected virtual activities as their preferred format. This suggests that the participants generally value the experience and benefits of attending activities in person, such as the opportunity for direct interaction and engagement.

Question 15. How did you hear about this activity? (Figure II.15)

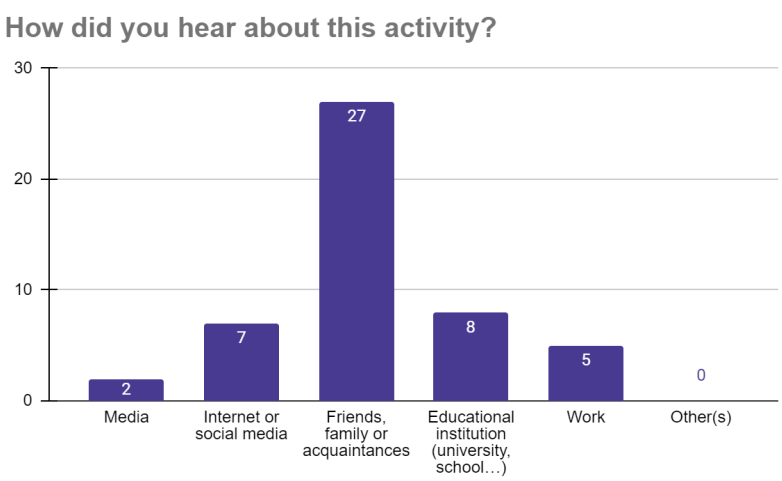

Figure II.15 indicates the responses regarding how participants heard about the activity. These responses suggest that the most common source of information about the activity for participants was through friends, family, or acquaintances. The internet and social media also played a significant role in spreading awareness. The media, educational institutions, and work were additional sources of information for a smaller number of participants.

Question 16. If you have any comments or suggestions to help us improve the next activities, please write them below…

6 individuals provided the following responses:

1. *Continue to carry out such activities.*
2. *I liked the exhibition very much. Congratulations and thanks for it!*
3. *Perhaps, the duration of the event is too short. As interesting as it is, it could be opened to other time slots or days in order to reach a wider audience.*
4. *Dissemination of research data is important to raise awareness of the effects of climate change.*
5. *It is important to interact/talk with the people organizing the activity.*
6. *Carry out activities with a practical/hands-on component.*