

CHANSE Transformations Audiences

Authors: Anna Simandiraki-Grimshaw, Sara Perry and Ayesha Purcell, with support from Kit Ackland and Blen Teye

Graphics: Jemima Dunnett





**UK Research
and Innovation**



**European
Commission** |

**This work was supported by the Economic and Social Research Council
[grant number ES/Y002903/1]**

Contents

PAGE	CHAPTER
01	Section 1: Executive Summary
04	Section 2: Context
07	Section 3: Methodology
11	Section 4: What is Knowledge Exchange?
	Knowledge Exchange in CHANSE Transformations
21	Section 5: CHANSE Transformations Audiences
	Audience Profiles
	Languages Spoken
	Digital Technologies and Digital Confidence
	Disabilities
	Physical and Social Contexts of Participation
	Project Benefits

35 Section 6: Motivations and Barriers to Participation in CHANSE Transformations Projects

Motivations: Audiences

Motivations: Researchers

Barriers: Audiences

Barriers: Researchers

43 Section 7: What Does Success Look Like?

Opportunities in Provision of Knowledge Exchange

Gaps in Provision of Knowledge Exchange

47 Section 8: Next Steps

52 Bibliography

56 Appendix 1: CHANSE Transformations Audiences Survey

61 Appendix 2: Aggregated responses to survey questions concerning use of digital technologies, intended benefits, and researcher motivations for knowledge exchange in CHANSE Transformations

01

Executive summary

CHANSE has funded 26 ‘digital transformations’ projects across 24 European countries, each designed to achieve specific forms of knowledge exchange (KE) for the benefit of varied target audiences. This report aims to support CHANSE Transformations projects, European funders and policy makers, and other external stakeholders in identifying trends and gaps in KE provision for different audiences. The intent is to spark constructive debate about new ways to impact European communities via CHANSE research.

Method & Limitations. The data underlying this report were compiled through a multi-part survey completed by 24 of 26 CHANSE projects in summer 2023, which garnered more than 1700 responses. Insights are also derived from online consultations with 63 Early Career Researchers and Knowledge Exchange Fellows from 22 CHANSE projects conducted between late Autumn 2023 through early spring 2024.

The survey is limited by ambiguities around the term ‘audience’ (meant to include all actors intentionally or unintentionally affected by CHANSE projects), and by the cursory amount of information provided by some respondents about their audiences. This report is not representative of all people with a stake in CHANSE. However, clear trends in the data suggest opportunities for KE between projects, and indicators for CHANSE and European officials on focusing future investment and capacity-building around knowledge exchange with different audiences.

Findings. Knowledge exchange entails meaningful collaboration between stakeholders in diverse fields to achieve novel outcomes for people and planet. However, within CHANSE, the term is a source of confusion—and sometimes disdain—often mistaken for the activities that may facilitate KE (which themselves do not inherently lead to knowledge exchange).

Many **opportunities** for KE unite CHANSE projects based on factors such as **unique target audiences, common physical locations or social contexts** in which project activities are being conducted and audiences are being engaged, and **joint interests in policy influence and change** (not to mention shared research topics and methodological approaches).

Yet **gaps and tensions** jeopardise KE both within and between CHANSE projects. **Unrealistic goals and expectations** are evident, including **top-down approaches** that assume audiences will naturally benefit from CHANSE research despite an absence of meaningful incentives or understanding of audience requirements. Reported CHANSE audiences **rarely include people with disabilities**, and **double standards are obvious in researchers' expectations of themselves versus their audiences** (with the latter generally expected to give more for less reward).

Recommendations. Both CHANSE projects and wider publics require **incentivising** around knowledge exchange through **achievable targets**, which are **personally and professionally beneficial to all involved**, and **support basic needs** (e.g., compensation for one's time, enabling families to participate together, etc.).

Wider systemic issues also hamper KE, demanding a concerted response from funders and organisations governing European research and development. Among other points, we recommend:

- nurturing KE advocates at the senior levels of project teams,
- supporting future digital transformations initiatives in innovating with KE itself based on the unique affordances of the digital,
- offering guidance on climate-sensitive approaches to KE – and understanding of the climate implications of different KE activities – to allow projects to develop more environmentally-conscious knowledge exchange opportunities, and
- pursuit of a deeper understanding of the socio-economic, institutional, and national research and development cultures which shape attitudes towards KE, in order to inform more nuanced approaches to knowledge exchange in the future.

02

Context

CHANSE Transformations has funded 26 projects across 24 countries, each designed to achieve specific forms of knowledge exchange (KE) for the benefit of particular target audiences. CHANSE projects tackle a diverse range of themes: from digital transformation in workplaces to digital communities and identities, and from the effect of emerging digital environments on politics and ideology to the shaping of inner worlds (e.g. wellbeing). There is meaningful and untapped overlap between these projects in terms of potential to impact European societies. Understanding such overlap (as well as gaps in provision) should enable us to create wider-ranging influence and socio-politico-economic change that no single CHANSE project could realise on its own.

This report has been prepared by the [CHANSE Knowledge Exchange Facilitation \(KEF\) team](#) to support CHANSE Transformations projects in identifying trends and gaps in knowledge exchange provision across teams. We hope it may spark ideas and constructive debate about new ways to impact European communities via CHANSE-funded research.

Beyond CHANSE projects themselves, the report has been written with **three wider audiences** in mind:

- 1 CHANSE and other EU and UK officials interested in tracing potentials and risks around knowledge exchange activities and audiences across countries and participating projects.
- 2 External stakeholders and affiliates of CHANSE projects (including Cooperation Partners¹) interested in the context of CHANSE and its promise to reach and impact on them.
- 3 Those of us overseeing CHANSE knowledge exchange (the KEF team), who are looking to support knowledge exchange activities across projects and to contextualise the publication of an open access edited volume on cross-European knowledge exchange.

1 By Cooperation Partner, we mean stakeholders, for example in the public sector, policy makers, and the creative and cultural sectors, who may provide significant added value and insights into CHANSE projects from the user's perspective. Their role is to support knowledge transfer of the projects into society. They can be included in the proposal in a collaborative and advisory capacity to help explore the knowledge exchange potential of the proposed research. Cooperation Partners may also be researchers and entities in countries that are not participating in the CHANSE programme call or at organisations not eligible for funding in the CHANSE countries or partners not performing research.

In the following sections we present the methodology applied in pursuing this research, including details on the data collection process, the number of respondents, and limitations in the approach (for instance, our own definition of the term 'audience') (**Section 3**). We review concepts of knowledge exchange, activities that may contribute to knowledge exchange, and how these play out in CHANSE projects (**Section 4**). From there we delve into the specifics of our findings on the audiences of CHANSE projects, looking at who they are, what languages they speak, their levels of digital confidence and projects' expectations around their use of digital technologies. We look at understandings of disabilities and the physical and social contexts in which audiences are assumed to engage with CHANSE projects, plus the anticipated benefits from such engagement (**Section 5**). **Section 6** considers motivations and barriers to participation in CHANSE, both as they relate to projects' perceptions about their audiences' experiences and projects' own reasons to engage (or not) with KE. **Section 7** reflects on trends and gaps in provision of KE overall in CHANSE Transformations, linking it back to the scholarship and to our ongoing semi-structured conversations with team members. We conclude (in **Section 8**) with a discussion of next steps, both for the KEF and for KE at large in European projects.

03

Methodology

This report draws on two data sets. The first was collected at a knowledge exchange workshop hosted at the CHANSE Kick-Off Conference in Tallinn, Estonia on Friday 2 June 2023. We asked participants at the event (comprised of CHANSE project teams, cooperation partners, CHANSE and other EU and UK officials, including representatives of national funding bodies) to respond to a series of questions about their audiences, to understand more fully whom each project intends to reach or impact, and how. The questions revolved around three themes:

- 1 Getting to know whom your CHANSE project (or related work, if not a project member) intends to benefit,
- 2 Understanding one of your audiences in more depth, and
- 3 Considerations for engaging your audience(s) with other CHANSE projects (i.e. what can be done to facilitate participation of both you and your audience(s) in projects beyond yours?).



Figure 1. A participant at the CHANSE Kick-Off Conference in Tallinn completing Theme 2: *Understanding one of your audiences in more depth.*

A full list of the questions for each theme, including example answers, is available in **Appendix 1**. Access to the raw data is available upon request – please note that the sensitive nature of some of the data means that we will not make these publicly available. Questions for themes 1 and 3 were posed via Mentimeter, and respondents used their digital devices to provide answers. Questions for theme 2 were posed on a paper handout, which was collected at the end of the workshop by the KEF team and transcribed (**Figure 1**).

The rationale for our approach is grounded in three broader aims:

- 1** To gain a general sense of the audiences for each project, the proposed impacts on those audiences, and the degrees of digital access and digital literacy required for audiences to engage in the projects. This would allow us, the KEF team, to compare needs and interests across projects.
- 2** To dive deeper into one particular audience identified by each respondent, seeking to understand the audience's general demographic, the physical and social contexts in which they might interact with the project, any disabilities they might have, what would motivate them to participate in the project, and what barriers would prevent them from such participation. These data would allow us to identify connections between projects and to design bespoke activities to carefully serve audience needs.
- 3** To determine what might be done to support the audiences and the projects themselves in engaging more broadly with CHANSE via cross-project activities. These data would allow us to tailor our KEF work in ways that maximise benefits and reduce barriers for both audiences and project teams.

For those projects that did not have representation at the Tallinn workshop, we circulated follow up questionnaires to the project leads by email. Ultimately, we received responses from 24 of the 26 projects. We gathered upwards of 95 replies per question, and more than 1700 responses in total. The data were tabulated in Looker Studio (LS) and initially visualised through LS's graphic options. Per below, some responses have also been elaborated in infographics to help foreground trends and gaps. These are presented alongside analyses of the findings.

The survey responses are complemented by insights from online consultations with projects' Early Career Researchers (ECRs) and Knowledge Exchange Fellows (KEFs) about their understandings of and contributions to KE, as well as one-to-one discussions with willing project leads. Insights from these consultations are also woven into the sections below. Our conversations with ECRs and project KEFs are especially important to flesh out the survey responses, not least because these researchers were not invited to the CHANSE Kick-Off conference and hence generally did not contribute any data to the survey.

We are aware of various other limitations in the data and methodology. The term '**audience**' is an ambiguous one, which we purposely left vague to encourage projects to reflect on the range of different actors linked to their work (e.g. direct beneficiaries, partners, stakeholders, etc.). The variety and scope of CHANSE projects meant that we wanted to privilege breadth of response, but this decision left some at the workshop wishing for more specificity. We also only collected in-depth information on one audience from each respondent. While some projects had multiple respondents and multiple audiences, some only offered one, and we appreciate that this will not be representative of all audiences with a stake in their work. Moreover, various respondents provided only cursory answers to the questions, which has not allowed for real understanding of the circumstances of the projects or their audiences. The format of the data collection itself surely contributed to such cursory responses – i.e. a survey, primarily filled out in a large lecture hall using digital devices and software that might be unfamiliar to the group, has many faults.

These weaknesses may be attributable to our efforts to reduce the burden on projects in engaging with the KEF team: we attempted to concentrate our work at the conference in a single session, using simple tools to quickly collect as much information as possible to facilitate future KE activities. Despite the problems, a range of noticeably clear trends in the data suggests spaces where we, the KEF team, can create opportunities and conversations between projects and audiences, and where others (e.g. EU and CHANSE officials, cooperation partners) may wish to focus future investment and capacity-building around knowledge exchange. These trends are elaborated below.

04

What is Knowledge Exchange?

Knowledge exchange entails meaningful collaboration between stakeholders in diverse fields to achieve novel outcomes for people and planet (e.g. WHO n.d.). There are many different terms – often used interchangeably – for KE, alongside a variety of views about the motivations for pursuing it, and the efficacy of its outcomes. Our research across CHANSE affirms a mix of opinions about knowledge exchange, which has the potential to limit the impacts of CHANSE Transformations projects.

For the purposes of the KEF, we define **knowledge exchange** as the **reciprocal exchange of knowledge, which can be measured by the changes (or the impacts) made on the parties involved, as well as the wider world** (see also Fazey et al. 2014; Sofaer et al. 2020; Sofaer et al. 2023a).

We define **knowledge** as **the acquisition of awareness and learning which lead to different ways of thinking and doing**, e.g. gaining and applying new skills, building a better understanding of a situation or group, developing new methods, generating data that impact people’s actions and views.

KE may also be referred to in the following ways, even if these terms are not necessarily equivalent:

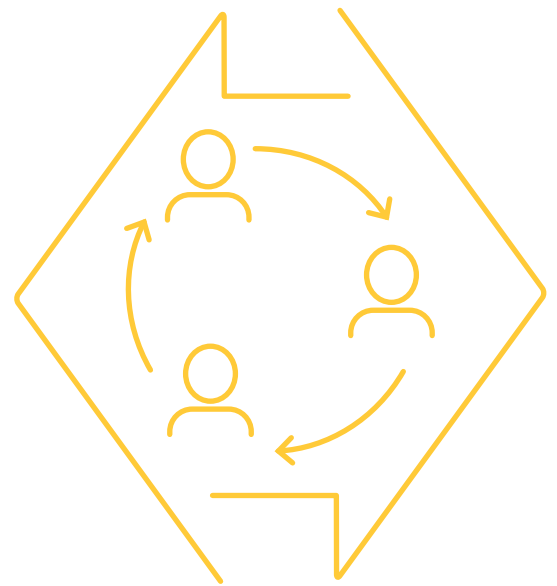
- knowledge valorisation
- knowledge brokering
- knowledge mobilisation
- knowledge utilisation
- research and innovation
- communities of practice
- knowledge transfer

We also see terms such as ‘transformation,’ ‘development,’ ‘leverage,’ ‘synergy,’ ‘ecosystem,’ ‘cooperation,’ ‘collaboration,’ ‘engagement,’ and ‘partnership’ used to denote or connote knowledge exchange.

In the research literature, KE manifests and is practised in different fashions, for example:

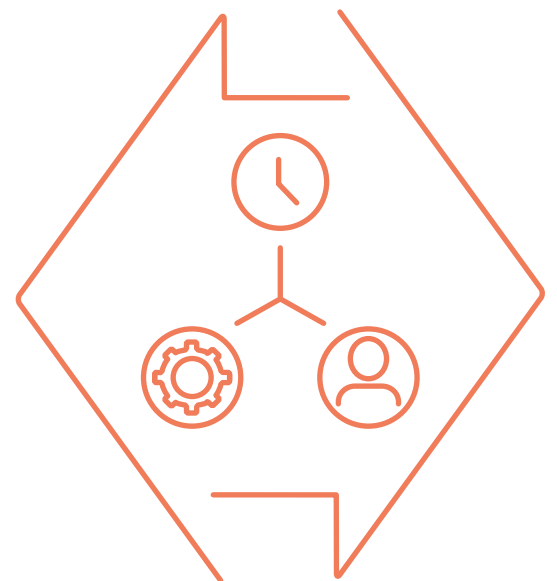
KE as information or methods exchange or swap

Here an organisation or individual passes information or methodologies on to, for example, an academic project and that project then passes different information to the organisation. They may both benefit, but this may or may not make an impact on knowledge beyond the data or operations (e.g. processes, methods) they each gain (see e.g. Massey & Montoya-Weiss 1997).



KE as KTP (Knowledge Transfer Partnerships) and skills transfer

Here one body, e.g. a whole university or a university department, collaborates with another, e.g. a retailer, to arrange for a student or graduate or other individual to be waged by the retailer, to resolve a problem or to do a job that the retailer may not yet have the skills to achieve. The individual gets practical training, and the retailer has a project completed. This could be considered as an operationalised exchange of skills, which may or may not lead to longer-term change in (and exchange of) knowledge (for examples, see Coventry University 2024; also, UKRI Innovate UK, 2024).



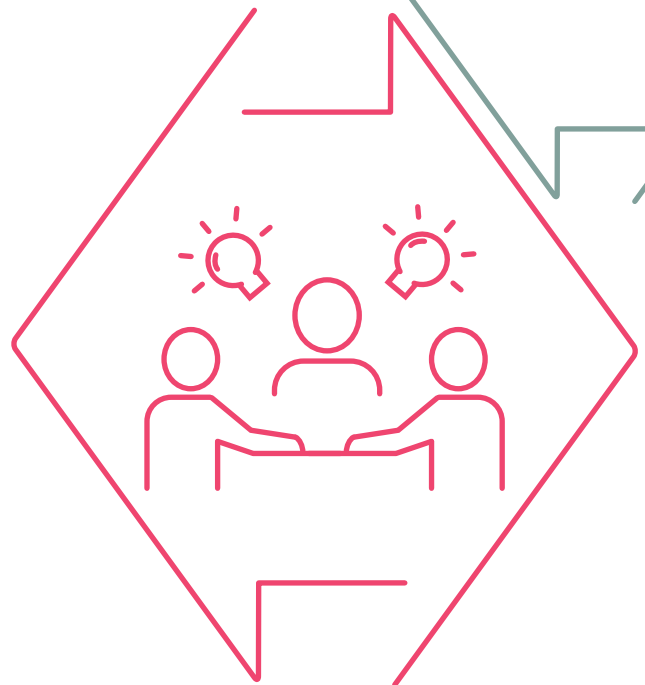
KE as facilitation of business collaborations

Here a governmental department or organisation sets up, for example, a hub to enable matchmaking between different stakeholders. In such cases, what is termed KE is measured mainly by the amount of economic growth that results from the facilitated business synergies (see e.g. European Commission 2024a).



KE as collaborative, inclusive research design

Here experts collaborate with non-expert stakeholders to find a solution to a problem that affects all of them. This rarer version of KE sees close collaboration between contributors from the research design stage (i.e. the experts do not predetermine what is good for the stakeholders; rather, decisions are made collaboratively). The research itself is thus transformed from the outset by this collaboration (see e.g. European Commission 2023; Sofaer et al. 2023a: 29, Case Study 7, 'Impact of New Technologies on Audiences'; European Commission 2024b; for a discussion on knowledge hubs, see Brar et al. 2023).





KE as mutual human learning and resilience

Here different collaborating parties engage in the exchange of knowledge to make research and wider societies more resilient. For example, participants may act “at the same time as mentors and mentees” and might engage in KE “based on mutual learning approaches” to enable commonly beneficial solutions (ARCH 2022a). This is the case in The Mutual Learning Framework, part of a cross-Europe, inter-city programme (ARCH) focused on co-creating “tools that will help cities save cultural heritage from the effects of climate change” (ARCH 2022b).

KE Activities and Measures

There is widespread acknowledgement of the importance of KE for social benefit, as evidenced in extensive reports on KE policy, methods, and impact (see [KEF Best Practice 2024](#)). Major online platforms and groups facilitate KE networking – e.g. [The Knowledge Exchange Platform \(KEP\)](#) , the [Knowledge Valorisation Platform](#), etc. – and large-scale systems have been devised to oversee and measure KE – e.g. the [English Knowledge Exchange Framework](#) (see below).

Problematically, however, it is common for activities which lead to knowledge exchange to be confused with KE itself. Such activities may include:

Outreach

Here, for example, a researcher or a business leader gives a public talk followed by a discussion. While this talk might eventually lead to collaborations that exchange knowledge between parties, it is not KE, because it is unidirectional.



Publicity and dissemination

Here, for example, a person or team makes a public broadcast through television or social media about an initiative, reaching hundreds or thousands (or more) of people. The broadcast may lead to KE, but the presenter is not necessarily affected by any feedback from the transmission, nor the input of the recipients of the message.



Engagement

Here, for example, a commercial and a non-commercial organization might decide to hold a common event, such as a film screening, a public debate, or a festival, based on a common interest or initiative. While this is a form of engagement between one stakeholder and another, it does not automatically lead to KE. It is only when the initiative results in real change in people's understanding and practices that we could call it KE.



Training

Here an organisation (e.g. a charity) offers training to apprentices or people from the community, sometimes in collaboration with another institution. At its most basic level, such training is unidirectional, as it involves the passing of knowledge from a knowledgeable group of stakeholders to another who may seek their knowledge. It can, however, be a pathway towards KE, if the trainees are reciprocally involved in changing the work or research of the trainers.



Publications and reports

Here an academic or other professional writes, for example, a book on a topic of popular interest, which is then used by wider groups of people. While the book is a form of outreach which may change the way people think, it is not reciprocal: the author is not necessarily informed by the needs or reactions of the recipients in addressing the topic. However, KE could result from the publication if the author, for instance, creates a research project that involves their readers in addressing a common problem.



Aid

Here, for example, a nonprofit organization collaborates with local communities to provide aid, such as building schools, offering medication, or creating training opportunities. While such aid can easily lead to KE, its provision alone, despite the consideration of local needs, does not constitute KE. Instead, local communities would need to have an equal part in co-designing the aid and its delivery, as well as educating the people who provide it.



KE as a measurable and rewardable, benchmarked system

Here, for example, universities document their intentions and/or engagement with businesses and organisations, and submit this documentation to an overarching body for assessment. This approach is common in the UK through the Knowledge Exchange Framework (Research England 2024; Coates Ulrichsen 2018) and the Knowledge Exchange Concordat (NCUB 2024). The performance of each university is benchmarked against that of others. While this may stimulate KE, it does not necessarily harness the 'messy' and often non measurable possibilities of knowledge exchange, and it disadvantages universities which do not already have funding to create the circumstances for more extensive KE activities. Although controversial, these systems are intended to create incentives to engage with wider communities and co-create benefit.



Knowledge Exchange in CHANSE Transformations

As discussed below, CHANSE projects identify a range of activities and approaches as falling under the banner of knowledge exchange. In focussed conversations with project members, we also observe a range of reactions to KE itself, split generally into one of three groups:

- Enthusiastic about knowledge exchange opportunities, keen to learn about or drive KE forward.
- Cautious about the dimensions and practicalities of KE, but interested and willing to engage with it, presuming teams are provided support and guidance.
- Dubious of KE, wary of engaging without clear benefits for career advancement or project completion, especially within the narrow confines of existing projects.

These reactions appear to be the product of differing academic cultures and priorities, and individual variation in the way people approach research and their careers. Indeed, there is significant variation between projects in their engagements with KE, with some conceptualising audiences and communities as integral to their research and methodology, whereas others see them as involved only at the stage of final dissemination of project results. [JUSTHEAT](#) offers a notable example of the former. Its efforts to actively centre the knowledge and insight of community members, through oral histories and lived experiences, are intended to better understand the impact of heating systems on individuals. Artists are then commissioned in each partner country to create public exhibitions, engaging the broader community and policy makers with the work. Here knowledge exchange is not just a bolt-on or addendum to the project: it is woven throughout JUSTHEAT's research process in explicitly foregrounding expertise and experience from beyond the academy.

JUSTHEAT may be exceptional in its approach, but generally CHANSE project team members have expressed interest in more deeply contributing to knowledge exchange activities, even if they also note uncertainty about how best to do so within the complex realities of their project delivery.

05

CHANSE
Transformations
Audiences

We seek to understand the make-up of CHANSE project audiences, perceived needs of these audiences and benefits for them in engaging with the projects, as well as the challenges and rewards of pursuing knowledge exchange in the context of CHANSE. Here we summarise the findings from our KE survey, interwoven with insights from both the extant scholarship on KE and our consultations with project teams.

Audience Profiles

A range of 94 unique audiences are perceived to be beneficiaries of CHANSE projects (**Figure 2**), with the most common identified as policy makers (n=9), urban dwellers (7), children (6), public agencies (6), researchers (6), young people (5), the digitally literate (5), the elderly (4), educators (4) and workers (4).

A significant number of respondents (all from different projects) named the general public (8) as their audience, but it is worth noting the extensive scholarship critiquing this concept (e.g. Dawson 2019:11-12 and associated citations). Where activities are designed for this 'general' public, they tend to be accessible only to the dominant demographic, meaning the potential for meaningful impact is limited and the outputs are often exclusionary.

We see a diversity of specialists and professionals identified amongst audiences, including academics and learners, creatives, as well as groups with specific characteristics (e.g. people with disabilities, families, faith groups, vulnerable groups), with different technology needs (e.g. advanced tech users or novices, those engaging with media, etc.) of a range of ages.

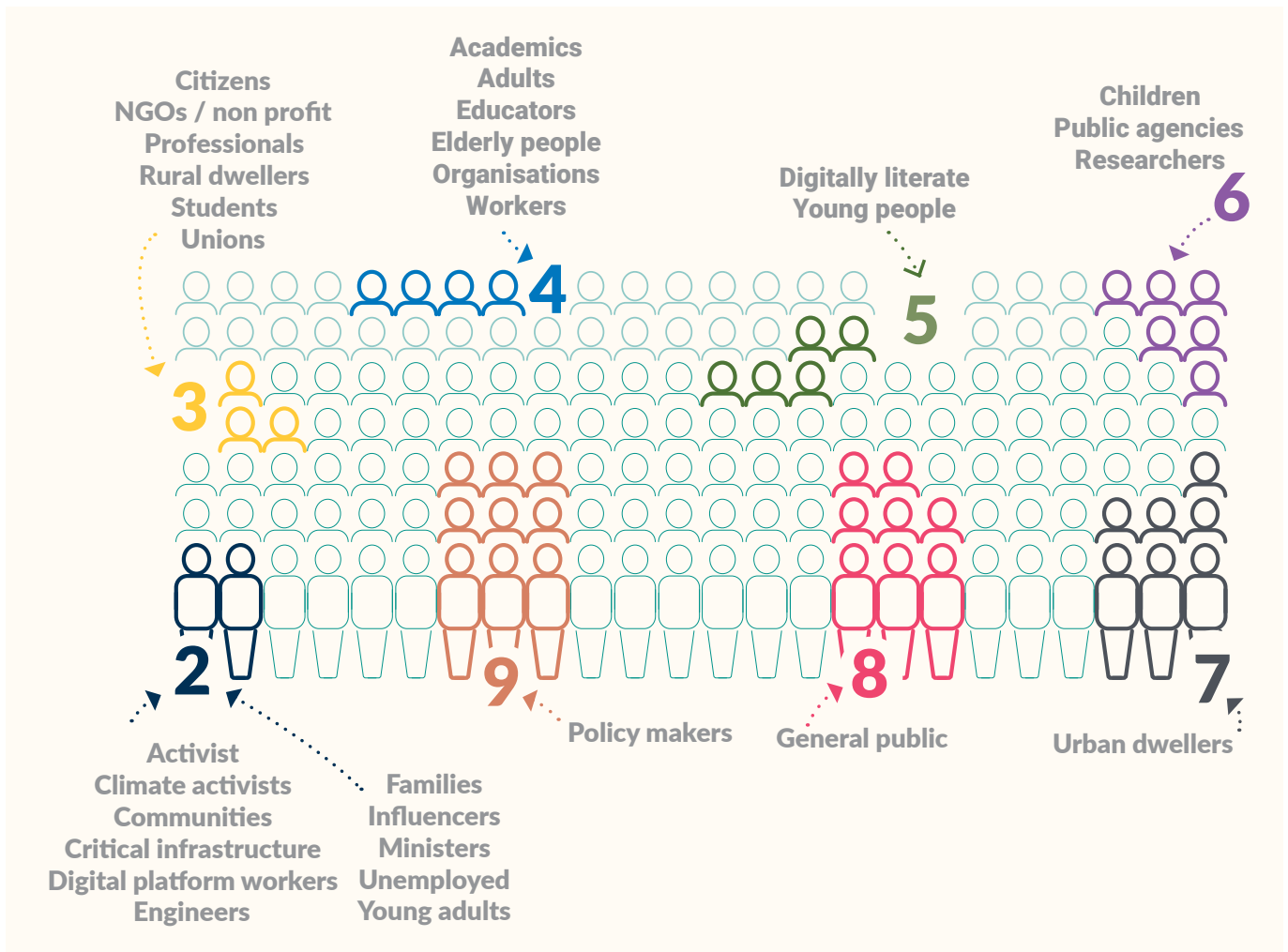


Figure 2. Unique target audiences identified by CHANSE respondents. The numbers correspond to total participant responses, so they do not necessarily represent the size and scale of the audiences themselves.

In terms of occupation, audience groups include NGOs and non-profit bodies, policy organisations, trade unions and freelancers, and those Not in Education, Employment or Training (NEET). There were also some audience occupations specific to certain projects, e.g. archaeologists, museum audiences, architects, designers, developers, funders, tech companies, infrastructure workers, engineers, and emergency responders. Plus, we see interest groups, including climate and social activists, fact-checkers, social media users, and influencers. In total, more than 30 audiences are shared by two or more CHANSE projects, which opens opportunities for knowledge sharing between these projects and their beneficiaries. However, there was not necessarily a correlation in the data between projects with the same subject/theme and their audiences.

Languages Spoken

When asked about the languages spoken in their projects, participants cite English most frequently (including as a lingua franca) (n=24). Most other European languages (and beyond) are also spoken, depending on the project, including Swedish (12), German (11), Finnish (9), Polish (8), Spanish (6), Estonian (5), Italian (5) and Danish (5) (**Figure 3**).

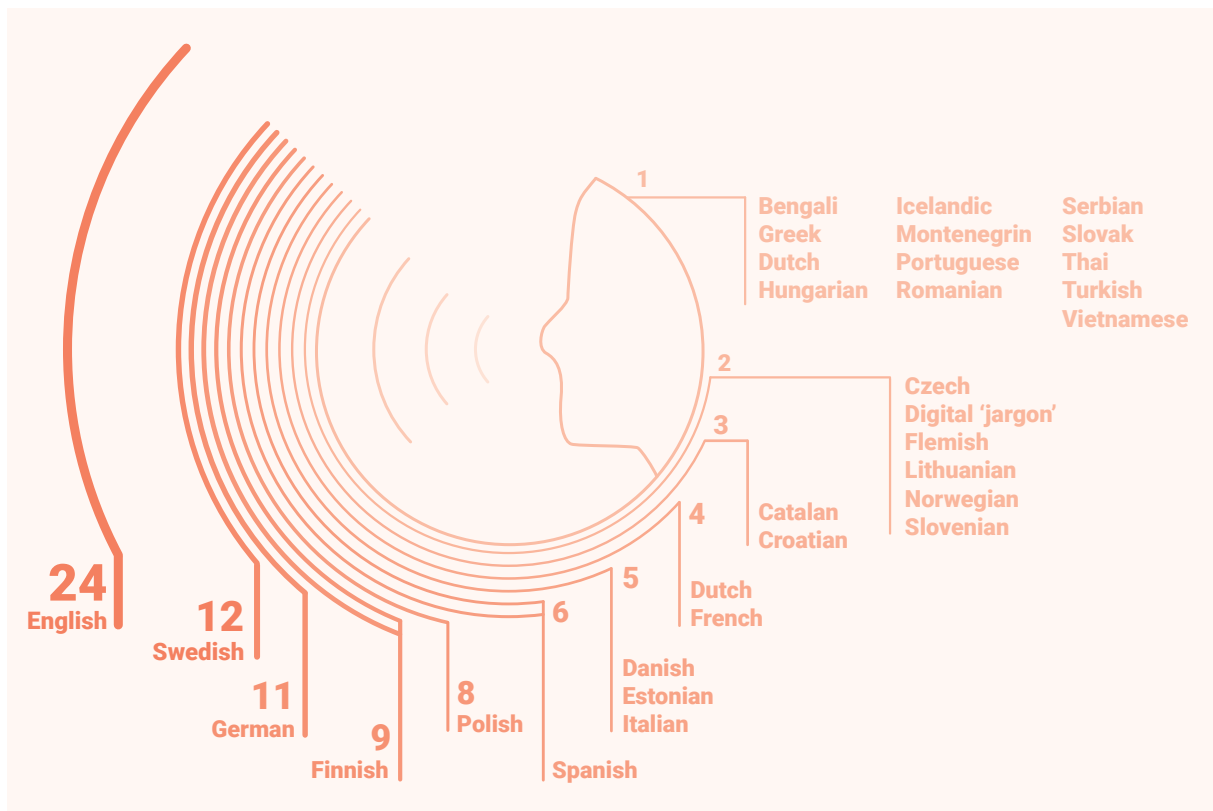


Figure 3. Languages reported as spoken by audiences across CHANSE projects. The numbers represent total response rates from participants.

A total of 40 languages and/or linguistic registers are identified. The languages do not necessarily correspond to countries in which people or projects are based, given the nature of research into digital transformation and its multilingual, cross-national dimensions. It is also worth noting that various respondents identified 'bureaucratic' languages ('bureaucratic German,' 'bureaucratic Estonian') as part of their necessary project lexicon, foregrounding the challenges that come with knowledge exchange even if audiences ostensibly speak the same language.

Digital Technologies and Digital Confidence

In order to understand the potential for digital exclusion in CHANSE, we asked respondents to comment on the digital tools, software, technologies or devices their audiences might need, so that they can benefit from their work, as well as the degree of digital confidence required from them.

Respondents most frequently list the internet (n=48), smartphone or phone (20) and video conferencing / social media infrastructure (13) as necessary tools for benefiting their audiences (**Figure 4**). Most speak broadly of tools like 'internet browsers,' although two respondents refer to specific platforms: Chat GPT and Moodle. Only 15 respondents indicate no expectation of use of digital devices (note: we have included 5 responses in this figure which listed body parts as the tools necessary to participate in their projects (e.g. 'eyes and mouth', 'fingers'), which seems to imply there is no requirement for digital equipment).

Internet & wifi

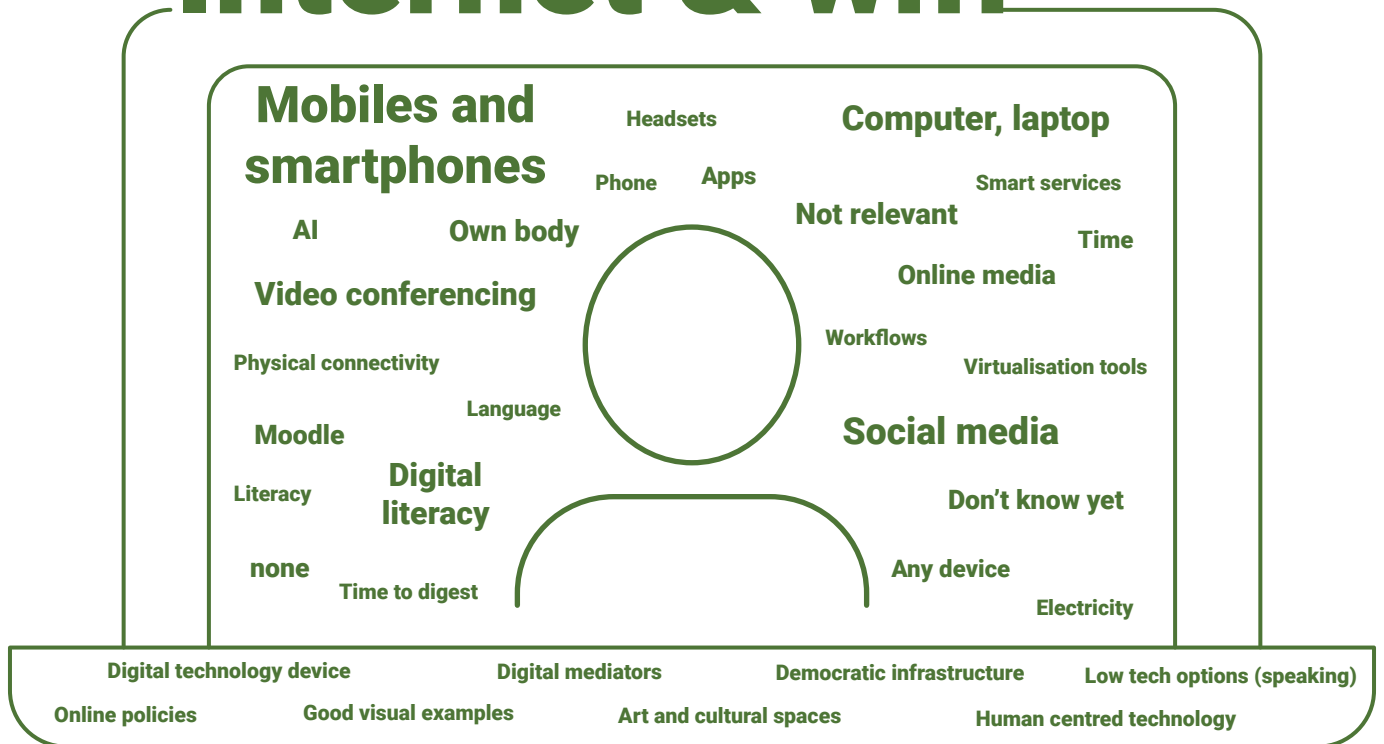


Figure 4. The most frequently cited digital technologies, devices and infrastructure needed for audiences to participate in CHANSE projects. The size of text indicates greater frequency of response. For all responses see Appendix 2.

Whilst the question focused on ‘digital tools, software, technologies or devices,’ two respondents specifically mentioned ‘time’ and ‘time to digest.’ This is interesting to note, as the time and energy required of participants to engage in research projects is often underestimated and undervalued. Especially when participants are drawn from structurally disadvantaged communities, the potential for perpetuating disadvantage is acute if sufficient time and compensation are not dedicated to them at the project design stage.

When asked to score the level of digital confidence required for audiences to benefit from each CHANSE project (on a scale from 1 to 10 - with 0 representing no confidence, and 10 representing complete confidence), respondents give an average score of 3.5. This indicates that respondents perceive their audiences to need only low to moderate digital confidence to profit from the project. In this way, the assumed technical baseline for audiences' participation seems modest. At the same time, 79% of survey respondents require participants to use digital tools and devices. Given wider research into digital exclusion and digital divides (e.g. in the UK, see Digby et al. 2022; in European and broader global contexts, see Cruz-Jesus et al. 2016, 2018; Lythreatis et al. 2022; Graham 2024), it seems important to query whether access to – and sufficient literacy around – these digital technologies is as common as assumed. We have little information about CHANSE audiences who may struggle with using or accessing such technologies, although specific projects have, for example, aspects of digital literacy at their core (e.g. [REMEDIS](#): RETHinking MEdia literacy and Digtal Skills in Europe; [QSHIFT](#): Decision-Making in the Age of Quantum AI).

Overall, and recognising some of the weaknesses in our dataset, there is a tendency to presume that CHANSE project audiences do not require extensive confidence with digital tools, have access to one or a range of such tools, and will benefit from engagement with them. We lack critical understanding of the problems and potential inaccuracies in these presumptions, including the possibility that some projects may struggle to recruit those traditionally excluded from digital activities and, indeed, may heighten exclusion if levers are not in place to support those with low confidence in, knowledge of, or access to the digital.

35%



Figure 5. Respondents reported that audiences need only a modest level of digital confidence to benefit from their projects (responding on a scale from 0 - no confidence whatsoever to 10 - complete digital confidence).

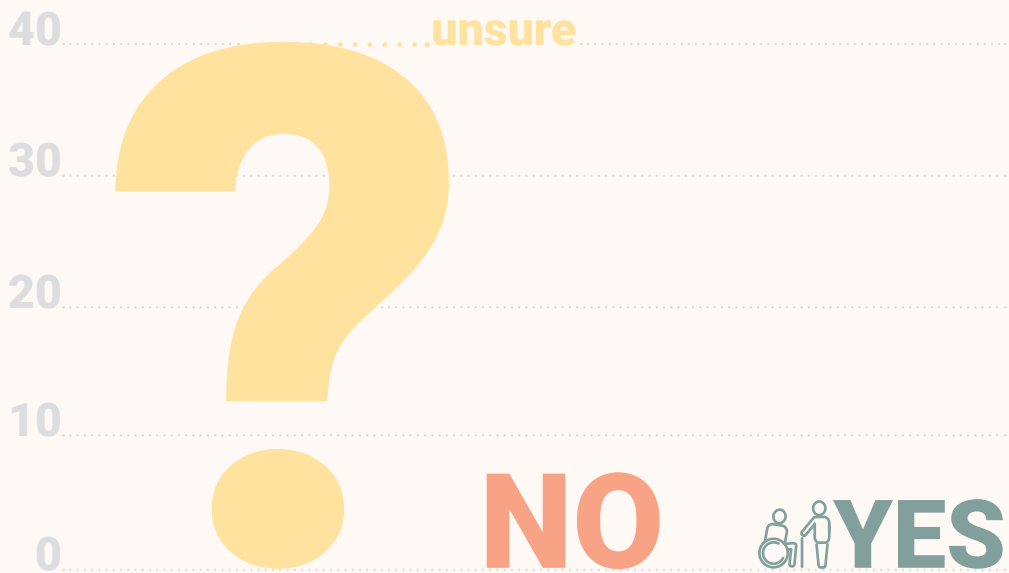
Disabilities

Given the prevalence and variety of disabilities experienced across Europe (one in four people are estimated to have disabilities; see e.g. European Council and Eurostat 2024), we seek to understand how these needs are being accommodated in each project, including what support is being offered to facilitate participation of people with disabilities. Digital technologies are often also cited (and problematised) as means to address disability needs (see e.g. Ferri and Favalli 2018; ILO and Fundación ONCE 2021), leading us to assume such needs might be central to different CHANSE Transformations projects.

Even though some project respondents state that they are aware of - or catering for - disability needs (inclusive of permanent, temporary, and situational disabilities), many are not or are unsure (although some are willing to broaden their practice). Of 52 responses, 47 indicated disabilities are unknown, not applicable, non-existent or 'may' exist (**Figure 6**). Critically, then, we observe minimal awareness of or planning around accommodating or addressing disabilities (visible or hidden) in CHANSE projects.

Supporting levers for people with disabilities are limited to consultation, staff training, one-to-one support if requested, or modifications to the physical environment or resources. Some respondents recognise disabilities might exist but that these individuals "don't need special support to participate." Others express hope that these individuals will have their own relevant "technical infrastructure" to participate - or that the organisation facilitating their involvement will address their needs. In a handful of cases, we see deeper consideration of disabled audience requirements, e.g. voice recording options for completing surveys for those who cannot do so by hand. In one project, the respondent identifies themselves as a researcher who will observe needs and feed these back to the team. Overall, however, disability requirements, and the prevalence of different forms of disability, seem not to have been factored into most CHANSE Transformations projects.

Do your participants have a disability?



How do you provide support to your participants?

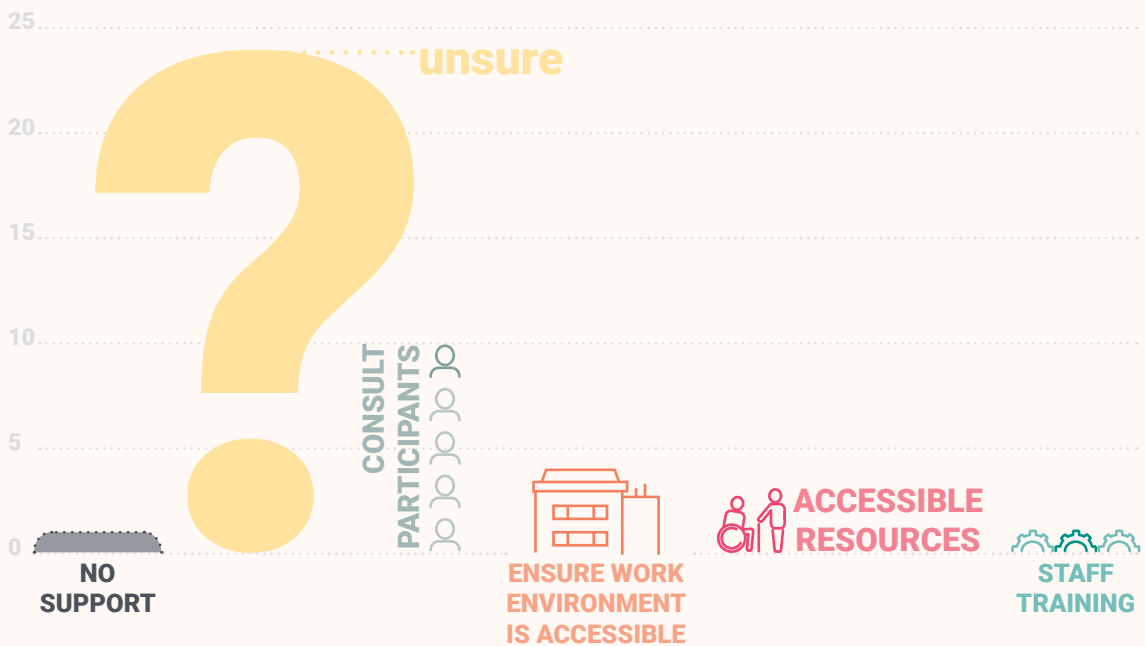


Figure 6. Understanding of disabilities of CHANSE project audiences (above) and support provided by projects for disabled audiences (below). The size of graphic is proportionate to frequency of response.

Physical and Social Contexts of Participation

Unsurprisingly, the contexts in which audiences engage with each other and with research teams have profound effects on outcomes. We are keen to understand similarities in contexts across projects, and gaps, to create new connections and opportunities for KE across communities. By physical context, we mean locations where people interact with CHANSE projects and teams – e.g. in the home, in the office, in the wilderness, on public transport, in a restaurant, in the city centre, at the gym, etc. By social context, we mean the other people (if any) whom audiences are interacting with when participating in the project – e.g. are they alone, in pairs, with family, with friends, with a teacher, with colleagues, with their boss, in a crowd, etc.?

The majority of respondents report offices as the main physical location for engagement with their projects (n=21), followed by online (19), home (10), public spaces (7), and universities (5) (**Figure 7**). Within projects we see multiple locations identified (e.g. welfare offices, online, conference events), and between projects we observe particular spaces being used (e.g. cafes, school classrooms), which leads us to note potentially untapped KE opportunities across these projects in these environments.

In terms of social contexts, a majority of respondents indicate that their audiences engaged with their projects individually/alone (n=23). A significant number report colleagues engaging with one another (19), followed by groups of individuals (9), family (7), friends (6), and managers (5). We see specific types of social contexts – e.g. people on fieldwork, people connected by certain religious groups, people working in specific departments – but also much overlap (e.g. in online spaces), which again leads us to flag possible opportunities for learning and knowledge sharing between projects united by their work with different audiences.

We also seek to understand correlations between different physical and social spaces – e.g. do workplace focused projects favour individual needs over group needs (**Figure 8**)? Or are certain contexts linked in using a particular language to communicate between audiences? However, trends are difficult to discern or, indeed, non-existent, even where one might assume certain dynamics (e.g. more attention to groups versus individuals in public spaces).

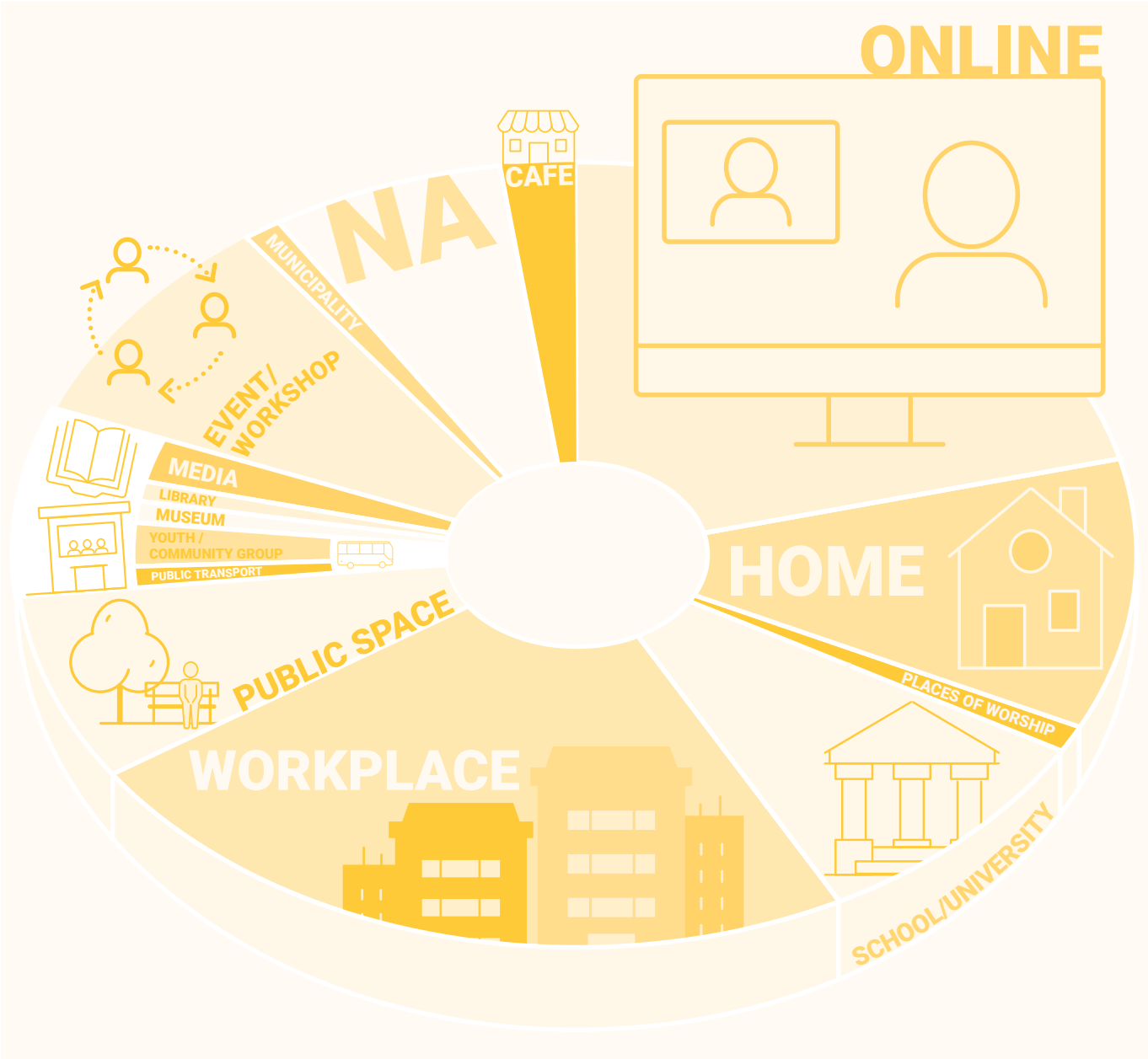


Figure 7. Physical environments in which audiences are participating in CHANSE Transformations projects. The size of pie slices corresponds to frequency of response by project respondents.

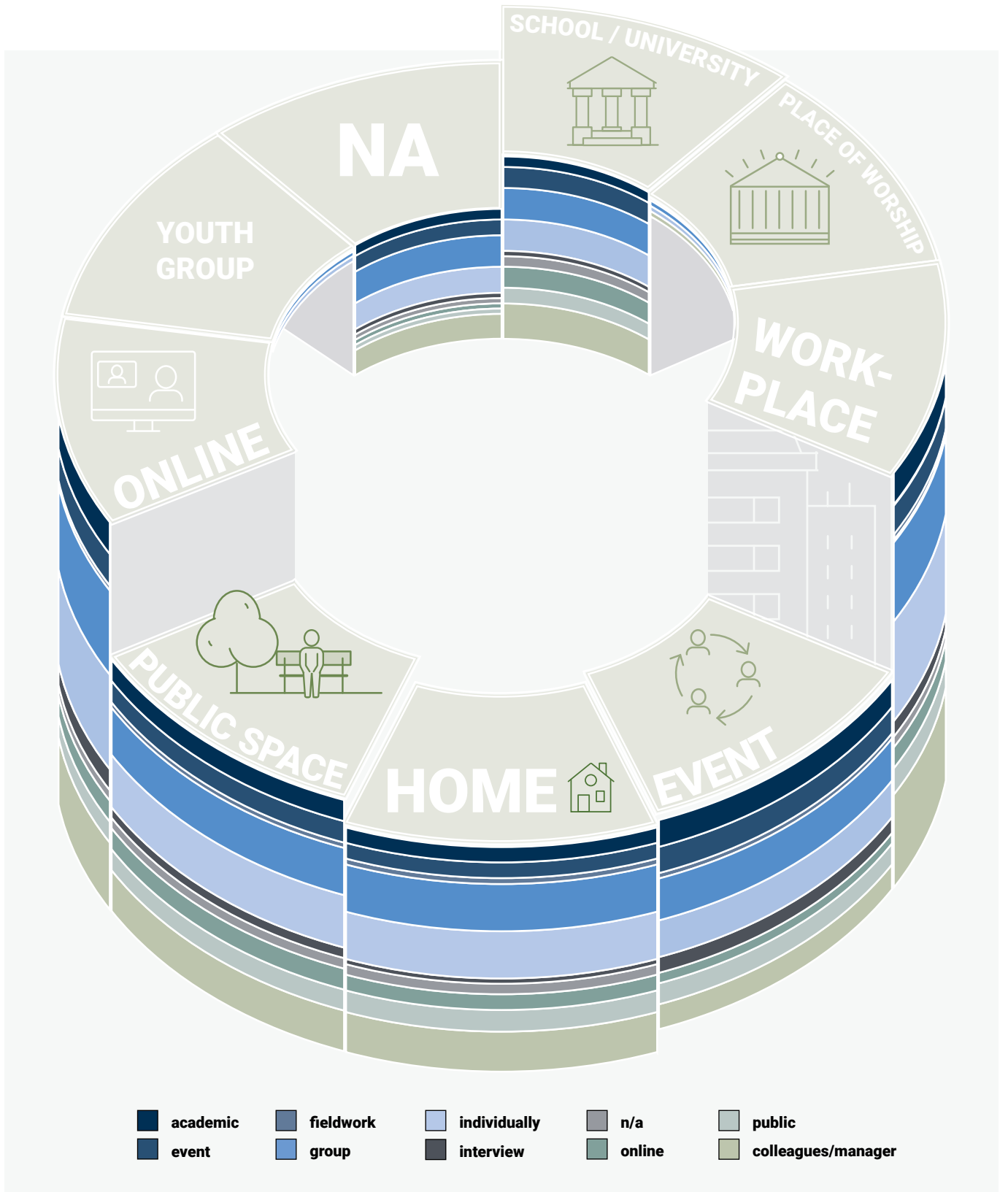


Figure 8. Physical spaces of audience participation in projects mapped against social context of participation.

Project Benefits

Given that all CHANSE Transformations projects include knowledge exchange within their remit, we seek to understand the benefits they anticipate from such KE for their audiences. 76 respondents gave 157 answers, falling into a handful of groups: general knowledge advancement, digital skills and practices, equality and diversity, critical thinking, and specific improvements to individual, workplace, and societal outcomes (**Figure 9**).

Most frequently (n=29), benefits revolve around better understanding, awareness, knowledge, education, and access to data (including data reuse) - and two respondents refer generally to KE. Perhaps because of the nature of our survey, but also based on common assumptions about KE (see **Section 4**), it is notable how generic the responses here are, especially given the complexities and inequities woven into all forms of knowledge advancement. Understanding specificities (e.g. around outcomes for particular individuals) is important in assessing effectiveness and in building more robust programmes in the future.

Others (n=24) see the development of practices and digital skills as the foremost benefits of their projects, followed by diversity and equality (18), reflexivity and criticality (15), trust (including through networking) (13), and improved working conditions (11), wellbeing (9) and infrastructure (9). Less common benefits include better decision-making and the use of future scenarios to inform decisions; development of strategy and policy; and changes in perceptions and imaginaries (e.g. related to digital and social circumstances).

We note that several projects are linked by their concerns for equity, and for creating fairer working and participatory conditions (online and offline). This includes an expressed desire to cater their projects to the **actual** (as opposed to hypothesised) needs of their audiences. Again, possibilities for collaboration across these projects are rife. At the same time, surprisingly few respondents (n=2) perceive any environmental benefits from their projects. This is a topic for future exploration, both within CHANSE Transformations and in terms of future calls for research around digital transformations.



Figure 9. The most popular intended benefits of CHANSE Transformations projects for their audiences. The size of the text corresponds to frequency of response by CHANSE. For all responses (thematically coded into common categories) see Appendix 2.

06

Motivations
and Barriers to
Participation
in CHANSE
Transformations
Projects

We asked respondents to comment on motivations and barriers affecting both their audiences' and their own (project team members') participation in CHANSE KE. Here we are seeking both to understand people's assumptions about their audiences, how (if at all) these assumptions align with wider research into knowledge exchange outcomes, and how motivations and barriers between audiences and researchers intersect (e.g. do we see the same perceived barriers affecting everyone, whether they are leading or participating in a project?).

Motivations: Audiences

We are interested in the mechanisms being deployed by projects to motivate their audiences to engage with them. A common finding from the scholarship is an erroneous assumption by researchers and professionals that people should naturally be motivated to interact with their practice because it is inherently good. As Dawson puts it in relation to ethnic minorities and science learning, it is taken for granted that "these practices, venues and their content are wonderful, and if minoritised communities only know this secret, they would flock to them" (Dawson 2019: 23). Implicit in such assumptions is often an associated, widespread view that if someone is not naturally engaged or interested in the topic, it is a result of that person's ignorance or other 'deficits,' rather than a result of exclusionary forces perpetrated (wittingly or not) by researchers, institutions, policies and other systems (for a specific discussion of this situation in the field of heritage, see Fredheim 2020). As revealed in studies with individuals who do not or cannot engage with knowledge sharing initiatives and organisations, their non-participation often relates directly to inequities: misrepresentation, exclusion by virtue of timing, language, or logistics, free labour expected of participants, inability to inform the terms of their participation, etc. (e.g. Dawson 2018).

Given that the majority of CHANSE respondents to our survey indicate that they are attempting to motivate their audiences to participate in their projects (only 12 of 74 responses indicate no or undetermined efforts at motivation), we are interested in whether these efforts aim at addressing persistent inequities in participation. Many (n=29) indicate that they are offering social and work benefits or personal and professional development (e.g. developing one's expertise, learning new skills, creating new policies, directly inputting into organisations "on how to enhance their interventions for more impact on digital skills"), although a significant number of the responses are generic (e.g. "societal reward of being included in a digital society") (**Figure 10**). A small number of projects (7) offer financial compensation (e.g. reimbursement for travel, gift vouchers, etc.). We see a couple of instances of offering certification or credentials, e.g. "for companies, [we offer] micro-credentials in equitable online interactions." Some quite candidly note that they are relying on peer pressure to motivate audiences. However, the majority are vague and sweeping in their responses, relying (per the research reviewed above) on an assumed sense of good (for oneself, for one's organisation, for society) emerging from participation.

Motivations: Researchers

To set assumptions about audience participation in context, we are interested in what CHANSE respondents themselves would seek from participation in knowledge exchange activities with other CHANSE projects. While many responses are equally generic (e.g. "better understanding") or sweeping (e.g. "smash patriarchy"), others are specific, modest, and often directly tied to personal benefits (e.g. "good conversations," "citations," "networking," "humanising policymakers") (**Figure 11**). Importantly, we also see various measurable motivations – e.g. new publications, joint seminars, new funding.

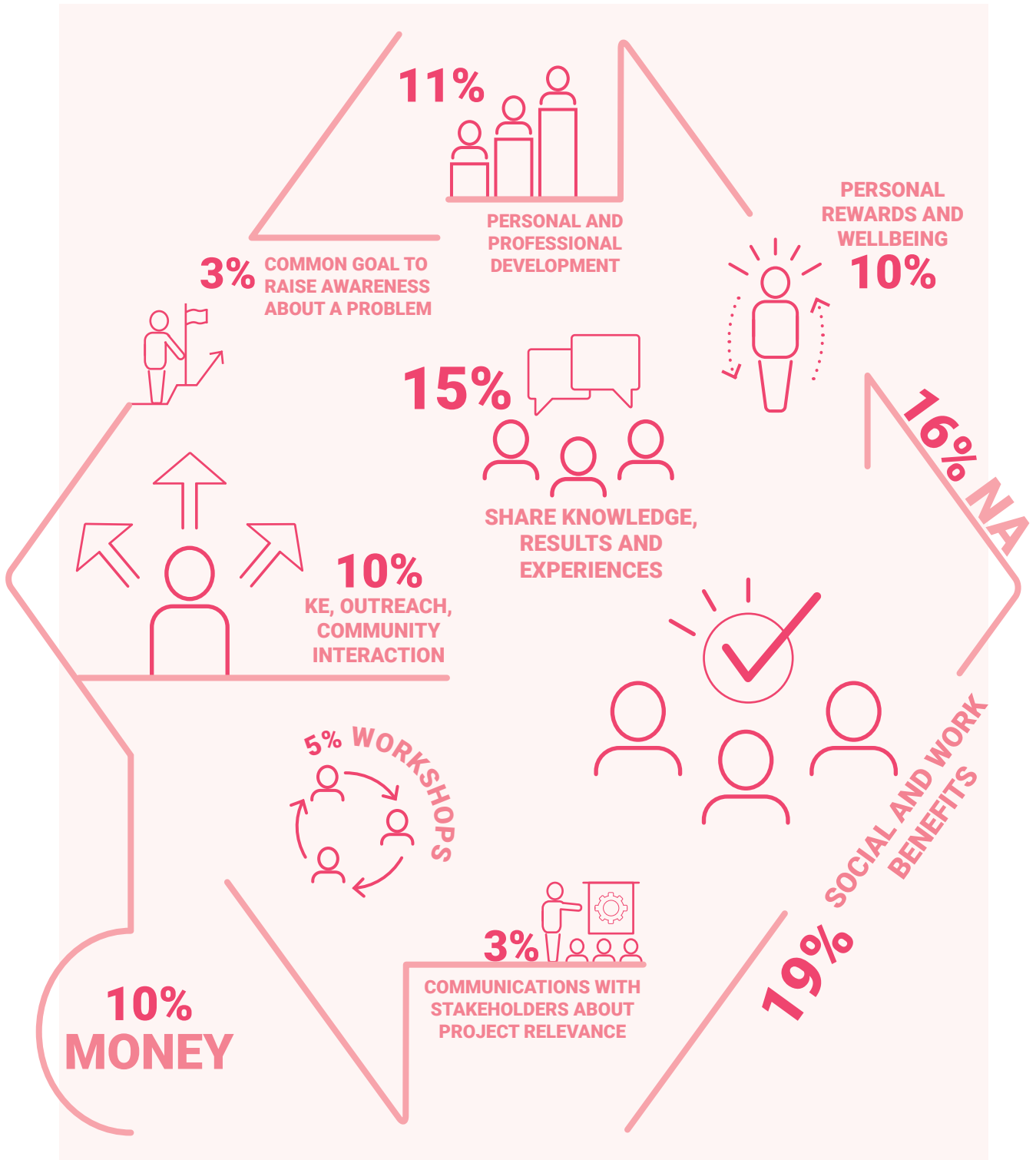


Figure 10. Thematically coded responses to the perceived motivations or incentives for audiences to participate in CHANSE projects, as reported by CHANSE respondents themselves.

Figure 11. The most frequently cited motivations for researchers/survey respondents to participate in knowledge exchange across CHANSE. For all responses (thematically coded into common categories) see Appendix 2.



Barriers: Audiences

Respondents feel that their audiences are discouraged or hindered from engaging with projects because of lack of time (including conflicting priorities) (n=17), issues with project management itself which hamper participation (e.g. lack of project visibility, lack of contacts, lack of human resources, resistance to change) (14), difficulties with language (e.g. disabilities, bureaucratic jargon) (7), and other technical challenges (note that here we see a handful of projects flag problematic internet access) (**Figure 12**). Notably, a not insignificant number of responses identify disinterest on the part of their audiences as a key barrier (n=8), placing responsibility on the individuals for their “ignorance”, “lack of basic skills”, or their inclination “not to deal with the topic...”. In contrast, at least one respondent recognises the role of those in positions of power, citing the “attitude of people higher in [the] hierarchy” as a disabling factor in audience participation.

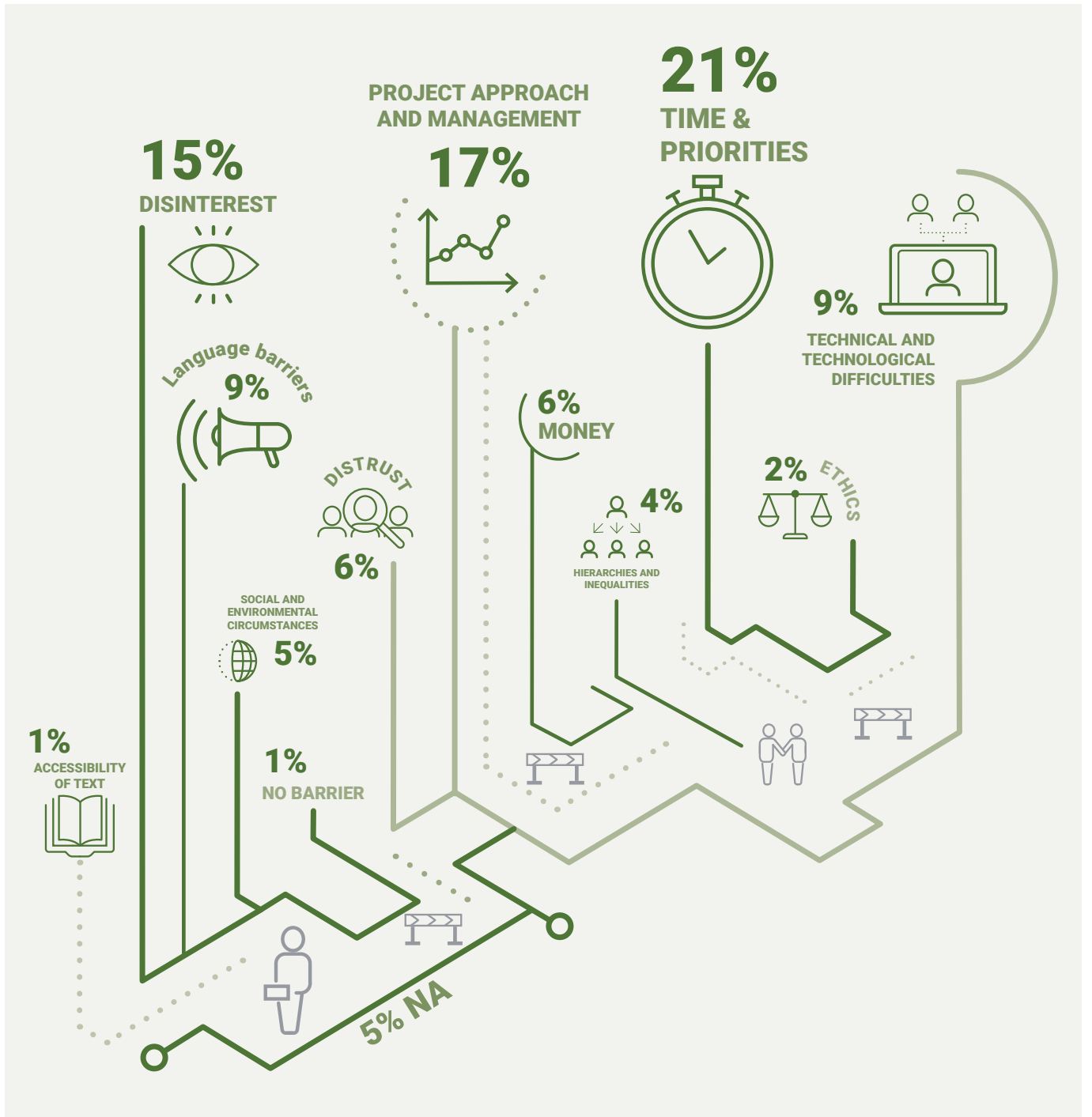


Figure 12. Categories of perceived barriers to audience participation in CHANSE.

Others acknowledge potential lack of personal benefits for participants (which is important in light of CHANSE respondents' own desire for personal benefit from KE participation). And still others are conscious of the expectations they are placing on their audiences and how these might impede engagement (e.g. "The unconventional method; They may be unconvinced of the value of looking back to move forward"). There is also a clear focus on the role of policy makers as audiences, suggesting a key area that CHANSE itself can explore and around which it can facilitate KE opportunities. Per one respondent, "Might be hard to get policymakers to attend KE workshops, too busy; not interested in engaging with academics; not interested in evidence-based policymaking; not on the immediate policy agenda; not prepared to engage with the stakeholders."

It is significant that many of respondents' perceived audience barriers are commonly known (e.g. distrust, concerns for privacy) and grappled with in the considerable literature on KE best practice. One respondent summarises many of these barriers as "the practicalities of managing projects on the ground (turnover, other pressures, such as a lack of time or funding or human resources); drop out of beneficiaries; lack of confidence in implementing evaluation tools; resistance to change or implementation of a universal evaluation tool." Projects may wish to revisit HERA's guidance on common problems such as time, understandings of what constitutes 'useful' knowledge, language, and intellectual property (IP) (Sofaer et al. 2020: see sections on Challenges of Knowledge Exchange, and Common Concerns and Pitfalls).

Barriers: Researchers

There is an impressive overlap between CHANSE respondents' perceived barriers to their own participation in KE and their assumptions about their audience's barriers. Again, these tend to revolve around major issues such as lack of time, lack of language skills and precarious positions (e.g. lack of job security). We also observe specific reference to concerns around IP and co-created knowledge, as well as some disdain for KE at large (e.g. "We shouldn't overprioritise non-academic dissemination").

Importantly, we see specific responses which equally might impact wider audiences, but which are rarely acknowledged or catered to for those audiences. For example, CHANSE respondents note lack of money to compensate for time commitments, as well as lack of caring options for their children, lack of inclusion of their partners (e.g. spouses) in KE activities, and lack of incentives from their employers (or society at large) to participate. We repeatedly see respondents speak of their own lack of confidence, social anxieties, or fear of being looked down upon for their participation in KE (all of which are well-documented reasons for the non-participation of broader publics in knowledge sharing activities and institutions – e.g. see Dawson 2018).

We also find explicit reference to carbon impact and climate footprints as barriers to CHANSE respondents (n=7). As one respondent puts it, their participation in cross-project KE would be hindered because "I care about my Co2 emissions". Curiously, this same concern is not raised in relation to audiences' potential reasons for not participating in CHANSE projects. It suggests there may be a double standard applied to audiences, with CHANSE respondents expecting more and different from these individuals than they do of themselves.

07

What Does Success Look Like?

Above we review the results of 1700+ responses from attendees of the CHANSE kick-off conference in June 2023 to questions about CHANSE Transformations audiences and associated KE activities. In this section, we reflect briefly on several of the overarching opportunities to connect projects together and deepen approaches to audience engagement, as revealed by the data. We also discuss gaps which may threaten the impact of existing KE plans in CHANSE projects, and which limit potential positive outcomes. In **Section 8**, we conclude with specific measures the KEF – and wider European partners – can take in supporting CHANSE projects and audiences, and KE more generally, going forward.

Opportunities in Provision of Knowledge Exchange

We observe multiple areas around which project teams may seek to learn from or collaborate with one another. For example,

- more than **30 target audiences are shared** by two or more CHANSE projects
- a small number of projects (e.g. [AUTOWELF: Automating Welfare](#)) identify **'bureaucratic' languages as part of their necessary lexicon** (e.g. 'bureaucratic' Estonian), suggesting opportunities to share and build new practice in navigating government and policy speak
- despite a lack of data on the specific digital needs and competencies of audiences across CHANSE, specific projects have, for example, **digital literacies** woven into their outputs or overall vision (e.g. [REMEDIIS: REthinking MEdia literacy and DIgital Skills in Europe](#); [QSHIFT: Decision-Making in the Age of Quantum AI](#))

- several projects are engaging with **specific physical locations** in different but potentially mutually informative ways, like **cafes** (e.g. [TRAVIS](#): Trust and Visuality: Everyday digital practices; [POLARVIS](#): Visual Persuasion in a Transforming Europe)
- some projects are loosely united by the **social contexts** of audience engagement – e.g. groups of people working in different departments and thus managing their interactions within these departments’ explicit and implicit structures
- even though environmental benefits are rarely cited as reasons why audiences might be motivated to participate in CHANSE projects, a number of teams are attending to climate concerns (e.g. [DigiFREN](#): Digital Aestheticization of Fragile Environments; [SoLiXG](#): The Social Life of XG)
- policy change, engagement with policy influencers and policy makers, and especially a sense of lack of skills, contacts, language or infrastructure for policy change and policy influence link more than 1/3 of CHANSE projects

Overwhelmingly, projects seek ambitious outcomes for their audiences, from improved wellbeing to social good, demonstrating project teams’ commitments to making a difference through their research. However, our review of motivations and barriers to participation (for both CHANSE teams themselves and reportedly for their audiences) demonstrates the importance of **setting realistic goals and expectations**. Some goals, such as enabling audiences “to be heard,” identified by multiple projects (e.g. [GEIO](#): Gender Equitable Interactions Online; [DigiFREN](#)), could be the basis of wider collaborative efforts to better understand the needs of those audiences and to further elaborate the evidence base around (non)participation of citizens in research activities.

Gaps in Provision of Knowledge Exchange

With a focus on constructively engaging with the data presented above, we note some areas that deserve critical consideration given their frequency across projects. For example,

- A **top-down approach** is common in projects, with many assuming that audiences will naturally benefit from the research, and that creating new knowledge alone is sufficient to motivate people to engage. Per the scholarship cited above, however, understanding and aiming to cater for the complex needs and desires of stakeholders is crucial to achieve genuine impact with different populations.
- Supporting the **participation of people with disabilities of any form is rare** across CHANSE despite the huge population affected by disabilities.
- **Double standards are evident in researchers' expectations of themselves versus their audiences.** We seem to anticipate more from the latter without providing some of the basic incentives that we ourselves deem crucial to participation (e.g. payment for time, compensation for travel, minimising climate impacts, etc.). Arguably, better policy and planning for audience engagement (whether the audience is researchers themselves or wider publics) **throughout** a project's lifecycle would rectify many common problems that inhibit participation – e.g. not feeling heard, lack of compensation, lack of tailoring to cultural and social difference.
- KE is interpreted in variable ways across projects, and in some cases is narrowly applied. Our ongoing review of the scholarship reveals there are **almost no peer-reviewed empirical studies into pushing the boundaries of KE via digital transformations** (e.g. using digital technologies to not just replicate but to reconceptualise collaborations and priorities around the exchange of knowledge).

08

Next Steps

This report is a product of the cross-project CHANSE KEF programme, meaning that in addition to drawing out audience insights for individual projects, policymakers, and wider CHANSE stakeholders, we seek to use this information to enhance impacts from our own KEF activities. In planning for the KEF, we originally identified a series of indicators to guide us in monitoring the effectiveness of our work. These indicators were split across three groups:

- 1 For **CHANSE researchers, including Early Career Researchers** (cf. Sofaer et al. 2023b: 17), we sought to nurture:
 - a. a sense of connectedness to and impact on new areas of expertise, beneficiaries, & stakeholders
 - b. embedding of researchers into new collaborative projects or other unexpected outputs
 - c. use of novel datasets or rethinking of current data and methods based on contacts facilitated by the KEF
 - d. the opportunity to shape future digital policy and practice with new and different partners

- 2 For **CHANSE (including HERA, NORFACE, and associated funding bodies)**, we aimed to facilitate:
 - a. recognition across Europe and internationally for novel, co-designed KE activities
 - b. the use of CHANSE projects and KEF outputs to directly inform the practices of new and unusual external stakeholders, policy makers, and research and cultural institutions

3 For external organisations (including CHANSE Cooperation Partners) and European citizens, we hoped to:

- a. realise positive learning and developmental outcomes from their participation in KEF activities
- b. embed their unique interests into new projects, policy, funding calls or other outputs through audience-centred approaches & co-design

Encouragingly, these indicators continue to have relevance given that a significant number of respondents to our survey and semi-structured conversations cite networking, connectivity, and new partnerships (i.e. indicators 1a and 1b), and policy change (1d) as reasons they would participate in KE with other CHANSE projects. However, our research also leads us to recognise the importance of incentivising project team members around KE in the same manner as we aspire to incentivise wider publics, e.g. by:

- focusing on achievable targets,
- which are personally and professionally beneficial both to researchers and to their audiences (e.g. offering publication credits, career progression opportunities, training certification, etc.), and
- which support basic needs (from the need for compensation for one's time, to supporting families to participate together in KE activities rather than expecting members of the family to be left at home, to assurance of the environmental sustainability of the activities themselves).

Some specific requests for KE support that have been raised with us by multiple CHANSE project teams include:

- Gaining skills in discussing emotive or complex ideas with members of the public and non-expert stakeholders,
- Networking with specific industry groups – especially digital technology companies and social media organisations,
- Influencing and engaging with policy makers,
- Concrete examples of best practice, activities, and initiatives from which to draw inspiration.

Examples of best practice are abundant (we link to a handful on the [KEF webpages](#)), and we can tailor aspects of the CHANSE programme (e.g. the content of its mid-term and final conferences) to provide some of the other opportunities requested by project teams (e.g. networking with industry groups). Responding directly to motivations and barriers discussed above (**Section 6**), we can also offer:

- Publication credit via contribution to our in-preparation, open access, edited volume on knowledge exchange for digital transformations
- Opportunities to meet external stakeholders and shape future scenarios for digital transformation via contribution to our co-design sessions at CHANSE's mid-term and final conferences
- Skill-building through participation in forthcoming KEF roundtables on themes identified by CHANSE project members
- Funding for approximately two cross-CHANSE KE initiatives (involving collaboration between different CHANSE Transformations projects) that aim to respond to some of the issues identified in this report.

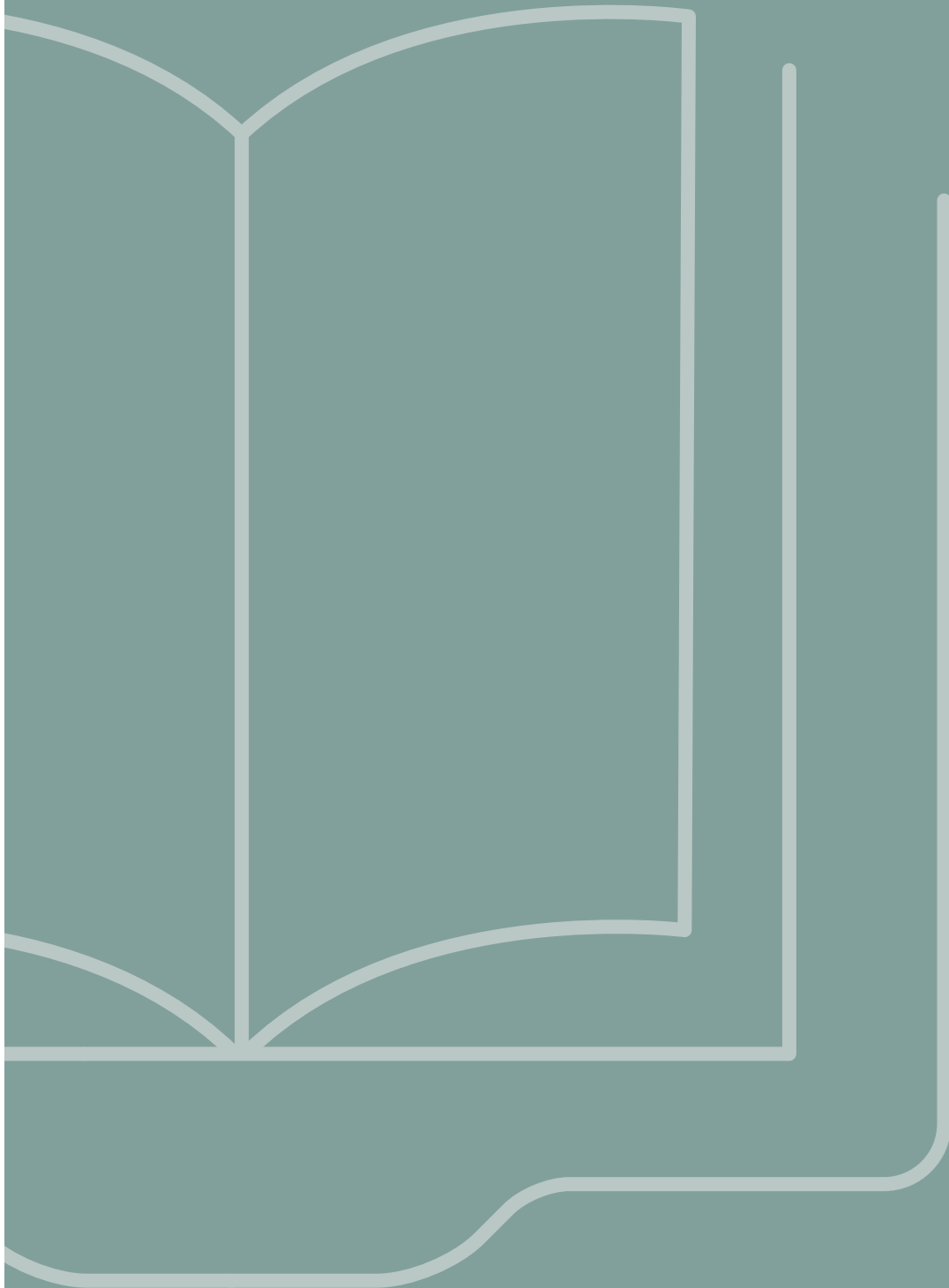
We respect the everyday challenges that CHANSE projects and their audiences

experience, which affect their capacity to contribute to or gain from knowledge exchange. We also note that all projects are striving to investigate or resolve problems for others' benefit, and success here depends upon meaningful consideration or involvement of those others (whether people, environments, etc.). The KEF can support with this work, offering options to extend CHANSE Transformation projects' impacts. At the same time, our results demonstrate very clearly that wider systemic issues are hampering such impacts, demanding a concerted response from funders and from organisations governing European research and development (R&D). These issues include:

- an urgent need to raise the profile and increase rewards related to the provision of KE,
- nurturing KE advocates at the senior levels of project teams to ensure that knowledge exchange is embedded throughout the work (rather than concentrating KE efforts primarily or only within junior job roles),
- expecting KE outcomes to be defined at the funding stage of projects, and holding projects to account for setting specific KE measures and monitoring outcomes,
- supporting future digital transformations initiatives in innovating with KE itself based on the unique affordances of the digital,
- offering guidance on climate-sensitive approaches to KE – and understanding of the climate implications of different KE activities – to allow projects to develop more environmentally-conscious knowledge exchange opportunities, and
- pursuing a deeper understanding of the socio-economic, institutional, and national R&D cultures which shape attitudes towards KE, in order to inform more nuanced approaches to knowledge exchange in the future.

The EU Knowledge Valorisation initiative (see more on its [Knowledge Valorisation Platform](#)) is beginning to tackle some such issues. However, even as new responses are devised, the dynamic nature of KE will demand ongoing attention and (re)development.

Bibliography



ARCH 2022a, The Mutual Learning Framework. <https://savingculturalheritage.eu/mutual-learning> (last accessed 30/01/2024).

ARCH 2022b, About ARCH. <https://savingculturalheritage.eu/about/project> (last accessed 30/01/2024).

Brar, J., Chowdhury, N., Raihan, M. M. H., Khalid, A., O'Brien, M. G., Walsh, C. A., & Turin, T. C. 2023, The Benefits, Challenges, and Strategies toward Establishing a Community-Engaged Knowledge Hub: An Integrative Review, *International Journal of Environmental Research and Public Health* 20(2): 1160. <https://www.mdpi.com/1660-4601/20/2/1160>

Coates Ulrichsen, T. 2018, Knowledge Exchange Framework Metrics: A Cluster Analysis of Higher Education Institutions; A Technical Report for Research England. https://www.ifm.eng.cam.ac.uk/uploads/UCI/knowledgehub/documents/2018_Ulrichsen_KE_Cluster_Analysis_vFinal.pdf (last accessed 30/01/2024)

Coventry University 2024, Knowledge Exchange, <https://www.coventry.ac.uk/business/our-services/knowledge-exchange/> (last accessed 25/01/2024).

Cruz-Jesus, F., Vicente, M.R., Bacao, F., Oliveira, T. 2016, The Education-Related Digital Divide: An Analysis for the EU-28, *Computers in Human Behavior* 56: 72-82. <https://www.sciencedirect.com/science/article/pii/S0747563215302429>

Cruz-Jesus, F., Oliveira, T., Bacao, F. 2018, The Global Digital Divide: Evidence and Drivers, *Journal of Global Information Management (JGIM)* 26(2): 1-26, <http://doi.org/10.4018/JGIM.2018040101>

Dawson, E. 2018, Reimagining Publics and (Non) Participation: Exploring Exclusion from Science Communication through the Experiences of Low-Income, Minority Ethnic Groups. *Public Understanding of Science* 27(7): 772-786. <https://doi.org/10.1177/0963662517750072>

Dawson, E. 2019, *Equity, Exclusion and Everyday Science Learning: The Experiences of Minoritised Groups*. London: Routledge.

Digby, J., Mankoo, A., Paz, A., & Wright, A. 2022, *Understanding Digital Poverty and Inequality in the UK: A Summary of Insights from our Evidence Reports*. London: British Academy, https://www.thebritishacademy.ac.uk/documents/4427/Understanding_Digital_Poverty_and_Inequality_in_the_UK_full_report_2.pdf (last accessed 31/01/2024).

European Commission 2024a, European Cluster Collaboration Platform, <https://clustercollaboration.eu/> (last accessed 25/01/2024).

European Commission 2024b, Knowledge Valorisation Platform, https://research-and-innovation.ec.europa.eu/research-area/industrial-research-and-innovation/eu-valorisation-policy/knowledge-valorisation-platform_en (last accessed 01/02/2024).

European Council and Eurostat 2024. Infographic - Disability in the EU: facts and figures. <https://www.consilium.europa.eu/en/infographics/disability-eu-facts-figures/> (last accessed 31/01/2024)

Europeana 2023, DE-BIAS - Detecting and Cur(at)ing Harmful Language in Cultural Heritage Collections, <https://pro.europeana.eu/project/de-bias> (last accessed 25/01/2024)

Fazey, I., Bunse, L., Msika, J., Pinke, M., Preedy, K., Evely, A.C., Lambert, E., Hastings, E., Morris, S., & Reed, M.S. 2014, Evaluating Knowledge Exchange in Interdisciplinary and Multi-Stakeholder Research, *Global Environmental Change* 25: 204-220

Ferri, D., & Favalli, S. 2018, Web Accessibility for People with Disabilities in the European Union: Paving the Road to Social Inclusion, *Societies* 8(2): 40. <https://doi.org/10.3390/soc8020040>

Fredheim, H. 2020, Decoupling 'Open' and 'Ethical' Archaeologies: Rethinking Deficits and Expertise for Ethical Public Participation in Archaeology and Heritage, *Norwegian Archaeological Review* 53(1): 5-22, <https://doi.org/10.1080/00293652.2020.1738540>

Graham, I. 2024, Leaving No-One Behind in a Digital World, *URBACT*, <https://urbact.eu/leaving-no-one-behind-digital-world> (last accessed 31/01/2024)

International Labour Organization (ILO) and Fundación ONCE 2021, An Inclusive Digital Economy for People with Disabilities, https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_769852.pdf (last accessed 31/01/2024)

Lythreatis, S., Kumar Singh, S., & El-Kassar, A.-N. 2022, The Digital Divide: A Review and Future Research Agenda, *Technological Forecasting and Social Change* 175: 121359, <https://www.sciencedirect.com/science/article/pii/S0040162521007903>

Massey A.P., & Montoya-Weiss M. 1997, A Knowledge Exchange Perspective of Technology Transfer, in Sprague, R.H., Jr. (ed.), *Proceedings of the Thirtieth Hawaii International Conference on System Sciences*, Wailea, HI, USA. Los Alamitos, California: IEEE Computer Society Press, vol.3: 106-115.

Monti, A., Giuliani, A. P., Scapolan, A. C., & Montanari, F. 2023, From Physical to Digital: Investigating the Offline Drivers of the Online Use and Quality of Knowledge Exchange of an Intraorganizational Digital Collaborative Technology, IEEE Transactions on Engineering Management: 1-14. <https://ieeexplore.ieee.org/document/10272241>

National Centre for Universities and Business (NCUB) 2024, About Knowledge Exchange Concordat. <https://www.keconcordat.ac.uk/about/> (last accessed 30/01/2024)

Research England 2024, About the Knowledge Exchange Framework. <https://kef.ac.uk/about> (last accessed 30/01/2024)

Sofaer J., Whyton T., Hamilton C., & Greenaway E. 2020, Public Engagement, Knowledge Exchange and Impact: A Toolkit for HERA Projects, HERA. <https://heranet.info/assets/uploads/2021/10/> (last accessed 25/01/2024)

Sofaer, J., Whyton, T., Tsoraki, C., & Greenaway, E. 2023a, Humanities in the European Research Area (HERA) Knowledge Exchange and Impact. <https://heranet.info/assets/uploads/2023/06/HERA-ImpactDocument-FINAL.pdf> (last accessed 30/01/2024).

Sofaer, J., Whyton, T., Tsoraki, C., Greenaway, E. 2023b, Humanities in the European Research Area (HERA) Leverage Report 2010 – 2022. <https://heranet.info/assets/uploads/2023/06/HERA-LeverageReport-7June.pdf> (last accessed 30/01/2024).

UKRI Innovate UK, 2024, Knowledge Transfer Partnerships, <https://www.ktp-uk.org/> (last accessed 25/01/2024).

Appendix 1:

CHANSE Transformations Audiences Survey

Activity 1: Getting to know your audiences

Please answer the following questions to help us all understand the audiences that your project (or organisation, if not a CHANSE project) seeks to benefit.

- 1 Who are you?** Please identify the name of your project or which organisation you represent.
- 2 Who is your project [or organisation – if not a CHANSE project] intended to benefit?** Please list the kinds of people or organisations or others who are your audience of beneficiaries – e.g. logistics professionals, faith groups, families, etc.
- 3 What benefits will these audiences experience through your work/project?** e.g. improved mental health, increased income, enhanced social services, access to higher-quality goods, etc.
- 4 What digital tools, software, technologies, or devices does your audience need access to in order to benefit from your work/project?** e.g. none, Bluetooth, wifi, mobile phones, Virtual Reality headsets, ChatGPT, etc.)
- 5 What level of digital confidence do your audiences need to benefit from your work/project?** On a scale from 1 (no confidence) to 10 (fully confident) tell us how confident your audiences need to be in using digital tools, software, technologies, or devices to benefit.

Activity 2: Delving deeper into one of your audiences (Figure 13)

Please outline the characteristics of one of your audiences. This will help us identify connections between projects and design activities to carefully serve the audience's needs.

- 1 Who are you?** Please identify the name of your project or which organisation you represent.
- 2 Who is your audience?** Tell us more about them: who are they?, what age(s) are they? education? where do they live?
- 3 What language (or languages) must your audience speak to participate in your work/project?**
- 4 In what physical context does your audience interact with your work/project?** e.g. in their home, in their office, in the wilderness, on public transport, in a restaurant, in the city centre, at the gym, other
- 5 In what social context does your audience interact with your work/project?** In other words, who else are they participating with? e.g. alone, in pairs, with family, with friends, with a teacher, with colleagues, with their boss, in a crowd, etc.
- 6 Does your audience have any disabilities (permanent, temporary, or situational) that you accommodate in your work/project?** How are you supporting them? e.g. dyslexia, autism, brain injuries, blindness, hearing impairment, physical disability requiring use of a wheelchair, mental health conditions, etc.
- 7 How are you motivating your audience to want to engage with your work/project?** e.g. personal rewards like the potential for monetary gain, passion for the subject; expectation or a requirement to participate; group rewards like the opportunity to spend time with family or friends; co-designing activities to ensure they are fit for purpose; prioritising equality or diversity; etc.

- 8 **What barriers might prevent your audience from benefiting from your work/project?**
- 9 **If you could achieve only one thing with your audience, what is it?**

Activity 3: Engaging beyond your project: Getting involved in cross-CHANSE Knowledge Exchange

Please answer the following questions to help us all understand how we might encourage your audiences to participate in wider cross-project knowledge exchange activities.

- 1 **Who are you?** Please identify the name of your project or which organisation you represent.
- 2 **What would motivate your audience to want to engage with other CHANSE projects or wider cross-project knowledge exchange activities?** e.g. the opportunity to meet new people.
- 3 **What social or environmental conditions might prevent your audiences from participating in cross-project knowledge exchange activities?** e.g. bad weather, poor wifi connection, time of day, temperature, lack of access to public transport, no facilities for visually impaired people, no language translation, etc.
- 4 **What do you want to learn or gain from participating in knowledge exchange activities?**
- 5 **What social or environmental conditions might prevent you from participating in knowledge exchange activities?** e.g. no additional financial support, inadequate communications tools, etc.
- 6 **What else do we need to know about you or your audiences to ensure we can support both you and them in achieving your goals?**

Figure 13. One example of a project's responses to Activity 2

- 1 Who are you?**
TETRARCHs
- 2 Who is your audience?**
Artists using historical research to inform their public art commissions
- 3 What language (or languages) must your audience speak to participate in your work/project?**
English
- 4 In what physical context does your audience interact with your work/project?**
Typically working from home or their studios, accessing information online
- 5 In what social context does your audience interact with your work/project?**
Usually alone, although possibly with curators and other who are commissioning their art
- 6 Does your audience have any disabilities (permanent, temporary, or situational) that you accommodate in your work/project?**
They may have different disabilities, but the greatest challenge that we will confront is likely to be physical, mental and intellectual disabilities or conditions that affect people's ability to see and read textural and visual information. For example, online data in our field is usually not accessible to people with visual impairments.
- 7 How are you motivating your audience to want to engage with your work/project?**
We are offering two paid creative residencies for artist to support us on the project. We are hosting various playful workshops over the next 2.5 years, including food and the opportunity to create new friendships and, in some cases, with professional benefits for them.
- 8 What barriers might prevent your audience from benefiting from your work/project?**
See above- issues with existing data mean that if the artist has, for example, a visual impairment, they may not be able to participate. If they have low levels of digital literacy, or lack of access to a computer or mobile device they may not benefit. If we do a poor job or recruiting artist to the residencies, then they will not benefit.
- 9 If you could achieve only one thing with your audience, what is it?**
The artist uses TETRARCHs' outputs in their next public art commission, tells at least one other person about their experience, and that other person also chooses to use TETRARCHs' outputs.

Appendix 2:

Aggregated responses to survey questions concerning use of digital technologies, intended benefits, and researcher motivations for knowledge exchange in CHANSE Transformations

All responses (aggregated into categories) provided to the question “What digital tools, software, technologies, or devices does your audience need access to in order to benefit from your work/project?”. See **Figure 4** for a visualisation of the most frequently cited categories.

Response	Frequency
AI	2
Any device	4
Apps	4
Art and Cultural Spaces	1
Computer, laptop	13
Democratic infrastructure	1
Digital literacy	9
Digital mediators	1
Digital technology device	1
Electricity	1
Own body	8
Good visual examples	1
Headsets	1
Human centred technology	1
Internet & wifi	49
Online media	2
Language	1
Literacy	1
Low tech options (speaking)	1
Mobiles and smartphones	19
Moodle	2
None	10
Not relevant	1
Online policies	1
Phone	1
Physical connectivity	1
Time to digest	1
Smart seviles	1
Social media	12
Time	3
Video conferencing	6
Virtualisation tools	1
Don't know yet	2
Workflows	1

All responses (aggregated into categories) provided to the question “What benefits will these audiences experience through your work/project?”. See **Figure 9** for a visualisation of the most frequently cited categories.

Response	Frequency
Awareness	29
Belonging	1
Better understanding	29
Better working conditions	11
Change imaginary	3
Criticality	15
Data access	3
Decision-making	4
Digital diversity	18
Digital skills	24
Education	29
Enabling	1
Environment	2
Equality	18
Funding participation	2
Future scenarios	4
Improved infrastructure	9
Informed	29
KE	2
Knowledge	29
Needs	15
Networking	13
Other	3
Perception	3
Policy	4
Practices	24
Reflexivity	15
Reusability	3
Strategy	4
Survival	1
Trust	13
Wellbeing	9

All responses (aggregated into categories) provided to the question “What do you want to learn or gain from participating in knowledge exchange activities?”. See **Figure 11** for a visualisation of the most frequently cited categories.

Response	Frequency
Being useful / helpful	9
Better understanding	10
Career development	8
Collaborations, networking, synergies	33
Content, inspiration, creativity	9
Future possibilities	7
Impact	5
Institutional and social change	10
KE and knowledge co-production	6
Knowledge and research	28
Methodology and best practices	32
Other	1
Policy understanding and change	14
Visibility	10

April 2024

This work was supported by the Economic and Social Research Council [grant number ES/Y002903/1].

Please cite this document as: Simandiraki-Grimshaw, Anna, Perry, Sara, and Purcell, Ayesha, 2024. CHANSE Transformations Audiences. London: Museum of London Archaeology.

About MOLA: MOLA is an experienced and innovative archaeological and built heritage practice, Independent Research Organisation, and charity. With over 350 staff working across England, MOLA has been providing independent, professional heritage advice and services for over 50 years. Find out more at mola.org.uk, on [Twitter/X](#), [Facebook](#), and [LinkedIn](#).



**UK Research
and Innovation**



**European
Commission** |