

PROJECT FINAL REPORT



Grant Agreement number: 266946

Project acronym: NANOCHANNELS

Project title: Engaging European stakeholders in debating **NANO** technology issues using a range of media **CHANNELS**

Funding Scheme: Coordination and Support Action (CSA)

Period covered: from January 2011 to June 2012

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Contents

SUMMARY DESCRIPTION OF PROJECT CONTEXT AND OBJECTIVES.....	5
Project Goals.....	6
Stakeholders.....	6
Work Packages.....	7
Project Reach.....	7
SIG (Scientists, NGOs, and Industry).....	8
Project Partners	8
DESCRIPTION OF THE MAIN S&T RESULTS/FOREGROUNDS	10
Pillars of Activity	10
Outreach	11
Press Supplements	12
Microsites	13
Radio Broadcasts.....	14
Web Portal.....	15
Conferences	15
Dialogue	16
High Profile Live Events	16
Live School Events	19
Social Media.....	22
Video Clips	23
Interactive Games	23
Education	24
Teachers' Kits	24
Virtual Teachers Training	25
Student Produced Materials	25
Demographic Outreach	27
Potential Impact on Stakeholders	28
Project Success Criteria	28
Project Outcomes	29
Recommendations for the Future	31
Project Logo and Public Website.....	35
Project Logo	35
Public Website	35
USE OF DISSEMINATION OF FOREGROUND.....	36

Part B1	45
Part B2	47
REPORT ON SOCIETAL IMPLICATIONS	48
Annex 1: Two sample NanoCartas	57

Table of Figures

Figure 1	Identification of Pillars of Activity and associated Activity Channels	5
Figure 2	Defines NANOCHANNELS Stakeholders and the objectives in reaching them	6
Figure 3	Description of Project Partners	8
Figure 4	Outcomes of Pillars of Activity and associated Activity Channels with outcomes	10
Figure 5	Press Supplements by date, length and topic description	12
Figure 6	Front page of Press Supplements	12
Figure 7	The Special box that was incorporated into Guardian Press Supplements	12
Figure 8	Front page of each Microsite	13
Figure 9	Circular flow chart that represents the interconnections of the radio events to the TiConUno website and the recorded podcasts	14
Figure 10	Front page of NANOCHANNELS web portal	15
Figure 11	Roundtable Event in London 2012	17
Figure 12	1 March 2012, participating group from live school event in Jako-Fugger Gymnasium Augsburg (a grammar school in Southern Bavaria)	19
Figure 13	Dilemma topics from which teachers could choose for Live Events	20
Figure 14	Provides list of schools, dates of events and topics each one chose for their debate	21
Figure 15	Screenshot of the beginning of a video clip	23
Figure 16	Who wants to be a millionaire interactive game	24
Figure 17	Agenda from NANOCHANNELS first virtual training meeting	25
Figure 18	Agenda from NANOCHANNELS second virtual training meeting	25
Figure 19	Different languages of the student material posted	26
Figure 20	Topic clusters of posts	26
Figure 21	Success Criteria and the status according to the DoW	29

EXECUTIVE SUMMARY

Nanotechnology is rapidly becoming a pervasive technology embedded within many different industries and business sectors giving rise to new medicines, textiles, electronic devices, and enhancements in sports equipment, packaging, and many other consumer goods. However, public knowledge and understanding of nanotechnology lags behind these developments, with many different surveys of public opinion revealing a majority of people never having heard of nanotechnology.

This deficiency is important to address as Europeans are investing vast amounts of public money into the development of new products and services based on nanotechnologies. The wider society must have the opportunity to discuss this discrepancy, and have access to the tools to weigh the potential advantages and disadvantages of these investments, considering the wider socio-economic impacts, as well as the ethical aspects and potential risks. An engaged public is more likely to support (and in some cases drive) policy on different technologies that it perceives to be leading towards greater societal benefit.

There are various motivations for engaging the public in dialogue towards future developments. Regardless whether the communication is downstream or upstream, the perceptions of all parties involved in the engagement activities are very important in the process of achieving the desired outcomes. The general level of awareness of Nanotechnology is considerably low, especially concerning information related to ethical, legal and social aspects of Nanotechnology applications, and also regarding Nanotechnology manufactured consumer products.

Science communication was at the heart of *NANOCHANNELS: Communicating the complex science of nanotechnology to a wide audience*. In that light, the purpose of the NANOCHANNELS was to design a programme of **communication, dialogue, and provide engagement in issues of nanotechnology aimed at European citizens**. The processes of this project provided stakeholders—specifically the lay public, young people, scientists, NGOs, opinion makers and educators—with opportunities to engage in nanotechnology debates, which were aimed at building trust and channels of contribution to achieve a social consensus in the development and implementation of nanotechnology.

NANOCHANNELS used a variety of channels to meet these goals. The channels included surveys, press supplements and microsites, project web portal, live interactive conferences, high profile live events, live school events, radio broadcasts, social media (including Facebook, Twitter, LinkedIn, etc.), video clips and interactive games, teachers' kits, virtual teacher training and student produced materials.

The NANOCHANNELS consortium, coordinated by ORT Israel, included partners with experience in mass media, educational methodology and science communication, as well as organisations highly suited and experienced in arranging outreach and communication activities for the public and for schools. The main recommendations, elaborated in this paper follow the outcomes of all the project activities that have been evaluated. We recommend using social media tools more intensively, producing materials in traditional media (newspapers and radio) without outside editing, conducting live events involving different stakeholders and introducing the subject of Nanotechnology in balanced manner.

The NANOCHANNELS project was designed to be a bridge between FP7 and Horizon 2020. By building on the best practices derived in related FP nanotechnology CSA projects, and consolidating these with the results of NANOCHANNELS, the partners provided a series of recommendations to the EU on communicating and engaging the public in future nanotechnology issues in time for consideration in drafting the Horizon 2020 NMP topics.

NANOCHANNELS project has reached its final milestone, with a documented list of accomplishments and observations, in great part to the contributions of the consortium partners and well defined goals that had a well formatted plan of execution. The stakeholders that were identified within this project were informed, educated, engaged and brought into the realm of nanotechnology. This final report describes in detail a clearly defined summary of the NANOCHANNELS project.

SUMMARY DESCRIPTION OF PROJECT CONTEXT AND OBJECTIVES

The aim of NANOCHANNELS was to undertake a well-designed programme of communication, engagement, dialogue and debate on issues of nanotechnology with a variety of European stakeholders, including the lay public, young people, researchers and scientists, NGOs, opinion makers and educators. This programme would therefore build trust in and contribute to achieving a social consensus in the development and implementation of nanotechnology.

In order to meet these goals, the project outlined the following objectives:

1. **Inform and communicate** with stakeholders and the European lay public using a blend of media, Internet applications, and live channels about day-to-day uses of nanotechnology and controversies associated with nanotechnologies.
2. **Facilitate and encourage** stakeholders and the public to participate in dialogues, debate topics concerning the applications, risks, ethical, legal and societal aspects of nanotechnology.
3. **Engage** the European public towards the negotiation of a responsible consensus and building social trust concerning nanotechnology issues.

In addition to outlining focused objectives in order to keep the NANOCHANNELS project in parallel with reaching its goals; well thought out **pillars of activity** were identified that would structure and help execute each goal. The NANOCHANNELS project used Outreach, Dialogue and Education activities as the three pillars of its program for engaging and informing the wider public on Nanotechnology topics. More specifically Outreach aimed at gauging knowledge levels, interest and opinion on nanotechnology; and raising awareness through providing information. Dialogue had the purpose of developing understanding and opinion, creating debate and moving towards public consensus. And Education sought out to raising awareness and ownership of nanotechnology amongst two key stakeholder groups (students and teachers), and providing the necessary tools and support for this engagement activity to self-perpetuate (and also bring in other societal groups through parents, other relatives, and friends).

In order to pursue the goals of each pillar of activity, specific activity channels were chosen that were both traditional and new, and represented different levels of engagement from light touch to full debate. This spectrum allowed a wide net to be cast, potentially capturing all relevant stakeholder groups. It was also taken into account that nanotechnology is a multidisciplinary topic affecting different societal groups, different generations, and the lay public in diverse ways; dependent on whether they are consumers, users, or producers and what the particular use is (e.g. health, food, or recreation). Therefore, the activity channels were carefully selected in order to inform, communicate, facilitate, encourage and engage each Stakeholder group. The chart below defines the three pillars of activity (Outreach, Dialogue, and Education) and the chosen activity channels for each pillar.

Pillar of Activity	Outreach	Dialogue	Education
Activity Channels	Press Supplements Microsites Web Portal Conferences Radio Broadcasts	High Profile Live Events Live School Events Social Media Video Clips Interactive Games	Teachers' Kits Virtual Teachers Training Student-produced Materials

Figure 1 (above): Identification of Pillars of Activity and associated Activity Channels.

Within this Final Report the three pillars of activities and the identified activity channels described above were the structure that defined the NANOCHANNELS project. Achieving the project objectives enabled the project to deliver sound recommendations to the European Commission and future researchers concerning governance and best practice for communication of issues related to nanotechnology within the EU.

Project Goals

The goals of the NANOCHANNELS project were to:

- Provide EU citizens with accurate information needed to achieve a well-informed dialogue on nanotechnology issues,
- Provide the general public with an opportunity to convey their opinions to scientists, industry, NGOs and regulators,
- Advise scientists and industry of published concerns; to provide social bodies and NGOs with information and access to dialogue with scientific professionals, regulators and politicians,
- Provide dilemmas and tools to stimulate debate on issues involving a wide range of stakeholders with the objective of building a social consensus, and to
- Involve students in the leadership of consensus building.

Each of the project tasks were designed to contribute towards reaching a European consensus on issues related to nanotechnology. The partners allocated adequate project resources to ensure that important parts of the debates used the kinds of media that are familiar to most European citizens. At the same time, resources were devoted to youth-focused media, in particular social media network sites such as Twitter, Facebook and YouTube. LinkedIn was used to reach the professional lay public. The major live debates and events were designed to bring together a diverse range of stakeholders.

Resources were devoted to ensuring that an audience with an adequate mix of ages and professional expertise would be reached and would hear a wide variety of opinions concerning nanotechnology issues. The school-based events were designed to appeal to families of school students as well as to the students themselves, and thereby engaged several generations in a friendly environment. The goals of the NANCHANNELS project were well thought out, and executed with intent and purpose. Stakeholders were engaged and participated in the discussion of nanotechnology, making the project a success.

Stakeholders

In order to reach as many stakeholders as possible, the Consortium identified specific objectives tailored to match the needs and abilities of the different stakeholder groups. A set of media tools were selected to meet each objective and the selections were made on the basis of providing the most effective way of reaching each stakeholder group.

The table below identifies the stakeholders and the objectives used to reach these stakeholders. The individual stakeholder objectives were matched to the project objectives.

Figure 2 (below): Defines NANOCHANNELS Stakeholders and the objectives in reaching them.

	Stakeholders	Objectives in reaching these stakeholders
Lay public	nano consumers	To provide EU citizens with accurate information needed to achieve a well-informed social consensus on nanotechnology issues
	young people	To provide EU youth with the opportunity to convey their opinions to scientists, industry, NGOs and regulators in NT
	Researchers and scientists; industry; regulatory and standardisation bodies	To advise nanotechnology scientists and industry of public concerns
	Civil Society; NGOs	To provide social bodies and NGOs with information and access to dialogue with nanotechnology scientific professionals, regulators and politicians
	Opinion makers and influencers; information gatekeepers	To provide dilemmas and tools to stimulate debate on nanotechnology issues involving a wide range of stakeholders to build a social consensus on nanotechnology issues
	Educators	To involve students in the leadership of consensus-forming

Work Packages

The NANOCHANNELS Work Packages (WPs) devoted significant resources to gathering a comprehensive set of responses concerning public opinion on nanotechnology issues, and followed their participation in the various NANOCHANNELS events and publications. These results have been analysed in order to determine the public consensus on these issues. Each work package was systematically defined to fall into a sequential order in order to provide the foundation for each task that would follow.

1. *Survey and public opinion poll* – The main objective of this WP was to survey various stakeholders' initial attitudes, opinions, concerns and expectations about nanotechnology in at least six EU member states and associated countries. The output from this work package became the basis for all the partners in producing the media (press, web radio and live debate events) content.
2. *Development of all media materials and tools for press, web, social media and live events* – The main objective of this WP was to develop well balanced materials by school pupils, media students, and professional journalists that will create a fair platform for public understanding.
3. *Campaign and engagement in European press* – The main objective of this WP was the publication of two press campaigns and a round table debate designed to engage young people, researchers, scientists, industry, social partners, funding bodies, regulators, standardisation bodies, insurers, NGOs, opinion-makers, influencers, information gate-keepers, educators, nano-consumers, and the lay public with the innovations of nanotechnology and the ethical, legal and social aspects of nanotechnology applications.
4. *Social media debate/campaign and project web portal* – Social media tools, such as Facebook, Twitter and LinkedIn, enabled the NANOCHANNELS partners to target a wider audience than traditional media tools can reach. They were used to engage with all stakeholders in the ongoing debate, and were used to publicise future project events.
5. *Live and broadcast events* – The objective of this WP was to host a series of dedicated live public debate events in several European centres. The debaters included scientific experts, experts in social policy, politicians, regulators and European students.
6. *Evaluation* – The objective of this WP was to develop a set of success indicators and evaluation tools for the different activities, to effectively assess project achievements.
7. *Establishment of recommendations for future EU strategy concerning nanotechnology and the public* – This WP specified the most efficient tools and medial channels for social engagement on nanotechnology, mapped the prudence and risk averseness amongst various stakeholders, and recommended a process that will lead to better governance regarding nanotechnology issues.
8. *Management and coordination* – The main objective of this WP was to provide effective co-ordination of the project.

Project Reach

The NANOCHANNELS project touched across the vast geographic landscape of Europe through dissemination actions. Specifically, the project live events took place in 11 EU Member States (Austria, Croatia, France, Germany, Italy, Romania, Slovakia, Spain, UK, Belgium and Hungary), and two Associated Countries (Israel and Turkey) in order to offer the widest spatial coverage for live events. Because channels such as press, radio programmes and social media can reach beyond borders, the exposure of the project was international. For example, the microsite of El Mundo was available to Spanish readers in South America and the United States.

The NANOCHANNELS project was designed to respond dynamically to the needs of nanotechnology consumers and to address ongoing changes in media consumption patterns (i.e. away from traditional print sources and to a more diverse range, in particular online sources.) An ongoing process of monitoring and analysis, through a swift-response editorial centre, allowed the partners to adapt the programme to the feedback received (stakeholder and public responses) to ensure resources were directed to the most effective tools.

The project was designed to reach a variety of citizens via various media channels. The project incorporated the following channels:

- Three national newspapers (The Guardian [UK], El Mundo [Spain], Corriere della Sera [Italy]),

- Microsites of three media outlets (The Guardian, El Mundo, and TiConUni [IT]),
- One radio station (Radio24 [IT]),
- Dedicated web portal (www.nanochannelsfp7.eu),
- Social media web tools (Facebook, Twitter, YouTube, LinkedIn),
- High profile live events (London, Munich, Milan),
- Live events run in 20 participating schools throughout Europe,
- Conferences (Italy, Hungary, Belgium).

SIG (Scientists, NGOs, and Industry)

A Special Interest Group (SIG) consisted of representatives of stakeholders relevant to the social issues associated with nanotechnology and was designed to represent all external stakeholders, thus ensuring that all interested parties would be represented. The SIG was designed to play an advisory role in the project, and the members did not have managerial responsibilities. The SIG included environmental NGOs, industrialists, information gate keepers, regulators and health ministries. It was designed to represent all external stakeholders in the general assembly of the project and thus give weight to those stakeholders in project management, especially in formulating the required recommendations to the EU services as well as play a consultancy role throughout all phases of the project.

The initial goals of the Special Interest Group included:

1. Giving advice and supplying content for the live events,
2. Participating in panel of Live Debate Events,
3. Disseminating content developed in NANOCHANNELS events to their community,
4. Inviting suitable networking contacts to NANOCHANNELS events, and
5. Formulating and making recommendations to the EU for developing policy regarding nanotechnology.

As the project progressed, the number of SIG participants was increased to offer an even greater impact to the project. The SIG included many well-known experts, including **Dr Steffi Friedrichs**, Director General, Nanotechnology Industries Association, Belgium; **Ddr André Lecloux**, ENVICAT Consulting / Nanocyl, Belgium; **Dr David Santillo**, Senior Scientist, Greenpeace Research Laboratories, Greenpeace, UK; **Dr David Azoulay**, Managing Attorney, Center for International Environmental Law (CIEL), Switzerland; and **Dr Tom Wells**, Policy Advisor, Science and Society Team, Department of Business, Innovation & Skills, UK.

Project Partners

Each of the NANOCHANNELS partners held a significant role in the overall project. Each partner not only allocated resources, they also offered a professional guiding role in executing out each of the projects goals. Below is a chart that identifies each partner and their key role in the NANOCHANNELS project.

Partner	Country	Specialties	Short Name
ORT Israel*	ISRAEL	School and college network (coordinators of NANOYOU)	ORT
EUN Partnership AISBL	BELGIUM	Coordination of educational projects (live events at school and teachers kits)	EUN
<i>The Guardian News</i> and Media Ltd.	UNITED KINGDOMS	Media/press/ website	GUARDIAN
Institute of Nanotechnology	UNITED KINGDOMS	Professional membership organisation offering socioeconomic and technology analysis	IoN
<i>El Mundo</i> : Unidad Editorial Información General	SPAIN	Media/ press/website	EL MUNDO
Corriere della Sera	ITALY	Press/ website	CORRIERE
TiConUno srl	ITALY	Media radio	TiConUno

The Centre for Social Innovation	AUSTRIA	SPS, statistics in academic papers	ZSI
Deloitte Brightman Almagor Zohar	ISRAEL	Project management	DELOITTE

Figure 3 (above) Description of project partners

* Project Coordinator

DESCRIPTION OF THE MAIN S&T RESULTS/FOREGROUNDS

The success of the NANOCHANNELS project was due to the detailed methodologies that were used in executing each of the project tasks. The mechanisms used were media, the web portal, social media, live events, radio events, and activities that encompassed the three pillars of activities (outreach, dialogue and education). Each activity channel engaged to deliver the NANOCHANNELS project goals was carefully decided upon and organized with great details.

The following sections outline how the activity channels were organised, which partners contributed to which channel, the successes that were achieved, and a review of how the various events were undertaken and delivered.

Pillars of Activity

The NANOCHANNELS project employed three broad strategies to achieve its goals of directing outreach, dialogue, and education in issues of nanotechnology to the various European stakeholders.

Figure 4 (below): Outcomes of Pillars of Activity and associated Activity Channels with outcomes

Pillars of Activity	Activity Channel	Outcomes
Outreach	Press (Print Supplements)	5 supplements published in 2 phases, between 3-4 colour pages each
	Press (Microsites)	3 microsites launched
	Web Portal	Launched July 2011
	Conferences	3 conferences; in Italy, Hungary, Brussels
	Radio Events	10 broadcasts aired
	High Profile Live Events	3 events; in London, Munich, Milan
Dialogue	Live School Events	20 different events in 11 European countries
	Social Media	9 social media outlets in 5 different languages
	Video Clips	10+ video clips
	Interactive Games	4 interactive games
Education	Teachers' Kits	Made available in 7 project languages
	Virtual Teacher Training	2 training sessions
	Student-produced Materials	220 uploaded students files and 24 YouTube videos

With the pillars of activity identified the next step was to determine how to implement them into the project. It was determined that a three-stage strategy needed to be executed. The phases were: *preparatory*, *campaign* and *evaluation*.

The *preparatory phase* began in the first month with a survey and public opinion poll and began with a review of data from previous relevant projects funded by the EU. The surveys looked at the national contexts in the participating countries and at differing attitudes and needs of relevant stakeholder groups (including the scientific community, the education sector, industry, NGOs, governmental agencies, opinion makers, the media, the lay public, etc.). Socio-demographic characteristics were taken into consideration for the analysis of general attitudes towards nanotechnologies and motivations to get informed.

Public opinion was evaluated by ZSI in several different countries through an online survey (translated into seven languages: English, French, German, Hebrew, Italian, Romanian and Spanish) and eight focus groups in Austria, Belgium, Hungary, Israel and the UK. A number of professional communicators (and academics involved in the study of science and technology communication and public engagement) were also interviewed.

The purpose of these activities was to:

- Gain an understanding of the level of understanding of nanotechnology in the wider public and in different countries.
- Identify what channels the wider public are already using to find out about science and technology.
- Identify ‘trusted sources’ and those types of individuals or organisations which motivate people to learn more.
- Make an initial evaluation of whether there are differences between different countries and stakeholder groups.
- Identify the ‘hot topics’ which hold the greatest interest and also the greatest concern for the wider public, and therefore would play a central role in the ongoing debate throughout the project’s lifetime.

The outcome was intended to be a set of recommendations and best practices of how to engage the general public in the nanotechnology dialogue by identifying the most appropriate communication channels and outreach strategies.

Four major areas of interest were considered in the survey design: (1) general attitudes towards nanotechnology and media use, (2) major interests in different application fields of NT, (3) drivers for motivations to get informed or involved in nanotechnology, (4) preferences of media use and communication channels to get informed on nanotechnology. The survey received 1334 responses in total from almost 50 countries.

Once the survey and public opinion poll was complete, the preparatory phase continued with the development of an editorial plan, including media materials and tools for the press, web, social media, and live events. It ended with the establishment of management procedures and quality assurance standards for efficient communications between all the partners.

The *campaign phase* produced the core activities of the project. One of the first tasks was to establish working procedures and preparation of media content for the campaign. Once this was outlined the publications and websites (including press microsite) could be launched. In order for media activity to be delivered to reach the goals of the project, the campaign phase was divided into 2 sub-phases to carefully monitor for effectiveness and for the need the change the method of delivery. After the first phase feedback was assessed, changes were made to make the material being published more beneficial to each intended stakeholder.

Being the heart of the project, the campaign phase executed the events that would stimulate the outreach and dialogue elements. Careful preparation was made to ensure each event was met with the highest results possible. Advanced notice of all events was published through the media and press partners. Buzz was made on the social media platforms to announce that an event was going to be happening; polls and interactive opportunities for Stakeholders to ask questions and become involved in at an early stage were provided.

The final phase was the *evaluation phase and recommendations* and was devoted to evaluating the different aspects of the media campaign. Analysis was completed to determine if the goals for reaching and engaging the stakeholder were met. The success of many of the projects’ activities and output were measured and monitored in terms of ‘reach’. After a thorough assessment of NANOCHANNELS was completed, a series of recommendations was produced for future Framework Programme and Horizon 2020 projects to consider.

The three-phase approach provided a clear system of operations that propelled NANOCHANNELS to a successful conclusion. In the sections that follow, the pillars of activity are discussed in detail and provide a clear picture of how each activity contributed to the success of the project.

Outreach

The outreach for NANOCHANNELS included press supplements and microsites, radio broadcasts, a web portal, and conferences. Each one of these channels of activity where intended to inform and engage the identified stakeholders. The objective of the campaign was to inform and engage the audience and disseminate the debate on nanotechnology using the different media platforms of the newspapers. In this way, a dialogue could evolve among EU citizens, providing them with the opportunity to convey their opinions and respond to the issues at hand.

Press Supplements

With the participation from NANOCHANNEL's three main press partners, press supplements were produced. The Press Supplements were provided by El Mundo, The Guardian and Corriere della Sera. In total 5 press supplements were produced in two separate phases. The articles that were produced for the supplements were chosen from a series of topics the editorial board, led by ORT Israel, outlined in a plan for the press partners. The journalists were given the freedom to choose the articles they wanted to write and publish. Each article that was written was always written with two sides being presented: the benefits and the risks.

Figure 5 (below): Press Supplements by date, length and topic description

Source	Date	Length	Topics
El Mundo	25 November 2011	1 page	Applications in science and health; and new materials
	28 April 2012	1 page	Main uses of textile nanofibers; new material; nanotechnology in clothes could improve health
The Guardian	26 November 2011	4 pages	Articles on breakthrough nanotechnology applications in the scientific world.
	31 March 2012	4 pages	Instigations of a nanotechnology debate by asking questions and making the reader think about nanotechnology
Corriere Della Sera	15 March 2012	3 pages	Explanations and information for readers on nanotechnology

The first press supplements were designed to inform and engage the audience and disseminate the debate on nanotechnology using the platform of the printed press. On 25 November 2011, El Mundo published a press supplement in more than 267,000 copies of their paper. This supplement was part of the daily newspaper. The Guardian supplement was published the next day, 26 November, and appeared as a special glossy spread in 425,000 copies.

Figure 6 (below): Front page of Press Supplements



Before the next series of press supplements were published, ZSI provided evaluation recommendations to help shape the editorial content for the next supplement.

The second series of press supplements took into consideration the feedback from the evaluation concluded from the first supplement. The objective of the second phase was to continue the engagement and dissemination of information including ethical, legal and social aspects (ELSA) of nanotechnology to the audiences through different newspaper platforms; hence, providing the opportunity for EU citizens to continue debating the topic whilst having the opportunity to engage with the

newspapers via the microsite.

On 28 April 2012, El Mundo published a second press supplement that was distributed in 237,811 copies. Corriere della Sera published a 3-page supplement on 15 March, which was included in 696,032 copies of the paper. The Guardian published a 4-page supplement on Saturday 31 March 2012, which was included in 512,046 copies of the paper.

Nanoscience: join the big debate

The enormous number of applications in which nanotechnology can be used has huge implications for our everyday lives. To find out more about nanotechnology and join the wider discussion on its use in medicine, electronics, biomaterials, energy production and many other developing areas of science and technology, visit guardian.co.uk/nano-world. You can also keep track of all



Nanotechnology by visiting the homepage or scanning the QR code.

the latest news and comment on the wider nanotechnology debate on Twitter @nanochannels and facebook.com/pages/

Each of the three newspapers had different tactics for preparing the supplement. El Mundo chose to work with a nanotechnology professional to write the features and check scientific accuracy, always treating each article as if it was breaking news. The Guardian prepared a general

Figure 7: The Special box that was incorporated into Guardian Press Supplements 12

plan for the project with short synopsis. This plan was discussed and agreed on with the Editorial Board. Towards the publication of each feature, the Guardian sent a more detailed synopsis to gather feedback from the Editorial Board. After reaching consensus, the Guardian wrote their feature.

In order to encourage the public to take action and comment on the topics presented in the supplement, a special box was incorporated into the Guardian press supplement. This encouraged readers to visit the microsite and continue the discussion of nanoscience. In addition it provided a QR code that could be scanned to follow the trail of conversations from Facebook and Twitter.

Microsites

The press microsites of the mass media partners were launched during May 2011. In addition to professional and informative pieces about different fields of nanotechnology (health, science, medicine, industry, etc.) the microsites included opinion blog articles, opinion surveys, opinion polls and links to round table discussions. The sites were also made interactive by offering links to social media platforms such as Facebook and Twitter.

Figure 8 (below): Front pages of each Microsite



The Guardian

The Guardian launched its microsite on nanotechnology on 26 May 2011. The microsite is hosted on the Guardian platform <http://www.guardian.co.uk/nanotechnology-world>.

Since its launch, the microsite has been promoted across The Guardian through jointly branded – with NANOCHANNELS – advertisements in order to drive traffic from other sections of The Guardian website. In addition, a series of jointly branded advertisements have also run in the printed edition of The Guardian newspaper. The site has been a great success. Since the launch, it has had 55,956 unique users creating 98,202 page impressions.

On the microsite a reader can read about articles regarding how nanotechnology can provide clean drinking water; or they can take a poll regarding challenging questions like the one published on 30 May 2012: Should nanotechnology be used in further advances in areas such as stem cell research? The Guardian site offers not only articles that introduce nanotechnology topics, but they also make the site interactive by provided a link for readers to share the articles on Facebook and Twitter.

El Mundo

El Mundo launched a microsite about nanotechnology on 26 May 2011. The microsite is hosted at <http://www.elmundo.es/elmundo/nanotecnologia.html>. Since the beginning of the NANOCHANNELS project, the microsite has become a standard section of the El Mundo website (<http://www.elmundo.es>), being updated every three or four days.

Every month, El Mundo has developed opinion polls to engage readers in debate about nanotechnology and ELSA issues. Since March 2012, 2,860 people have participated in these polls. The success of the microsite has been

significant, with 500,000 page views in the first 9 months (June 2011 – March 2012). The readers of this microsite spanned the globe, and attracted readers beyond Europe, including Mexico, Argentina and the United States.

One very surprising and proud moment happened for El Mundo with the NANOCHANNELS microsite. On 15 April 2012, EL Mundo published an article titled *Graphene, the supermaterial*, which quickly became El Mundo's most viewed article of all-time (<http://www.elmundo.es/elmundo/2012/04/13/nanotecnologia/1334331314.html>).

TiConUno

TiConUno launched its microsite for NANOCHANNELS on 7 January 2012. Podcasts of the radio programmes from Radio 24 were uploaded for people to access. The site also included interviews with scientific experts of nanotechnology. The main population of this microsite was the Italian market.

Radio Broadcasts

TiConUno supported the NANOCHANNELS radio live events by broadcasting public live events on the topic of nanotechnology on Radio 24 (Moebius Scienza). TiConUno surpassed the requirements that were set by the DOW which required 5 radio broadcasts; however, a total of 10 radio broadcasts were aired. Between 10,000 and 12,000 downloads were recorded for each podcast, making the broadcasts very successful. Each broadcast focused on topics that were highly relevant to the lay public. Radio 24 has an average of 180,000 listeners over the two airings (on Saturday evening, and repeated on Sunday evening).

Each NANOCHANNELS radio event was self-standing, lasting about 10 minutes. During the show they were interconnected to several other narratives, making the broadcasts though ones. According to the outcomes of the preliminary survey, the topics chosen were: communicating nanotechnology in the wider context of consumer perception of risk; development of “responsible innovation” and its meaning; relationship and dependence of people to technology; request for transparency and regulation. To engage public response and reaction to the dilemmas there were questions raised during the program and polls were designed and implemented. The radio show was broadcasted (aired twice, the day of the broadcast and the following weekend) and the recording was made available for download on the TiConUno website.

As part of the radio broadcasts, interviews with experts were broadcast and made available as iTunes podcasts, supported by an article published on Radio 24 and NANOCHANNELS websites, and promoted through the Radio 24 (Moebius Scienza) Facebook page (around 3160 friends). Dedicated surveys were created on the Moebius Scienza website to follow opinion/ comments and short videos of discussions were published on YouTube.

The radio shows also incorporated students participating in the NANOCHANNELS project, which was not initially planned. An entire class belonging to one of the 20 NANOCHANNELS schools was invited to the radio station and interviewed on the topic of nanotechnology, and its applications and ELSA implications. The engagement with students through radio was effective and rewarding, both for the students and for the journalists. Students were given a chance to learn “hands-on” the communication activities of an important communication media—the radio—and to have a chance to express their expectations and concerns on nanotechnology.

Both aspects of the radio events were successful, and the main reason was due to choosing controversial issues and involving a diverse audience. Social media and live streaming enhanced the engagement with the lay public and NGOs.

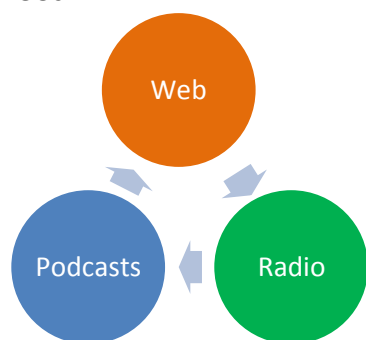


Figure 9 (above): Circular flow chart that represents the interconnections of the radio events to the TiConUno website and the recorded podcasts.

The main reason for the success in this channel was its circular format; that is, all of the channels were engaged. For example, a topic in nanotechnology was introduced on the website and/or via social media, and then was broadcasted on a radio and finally recorded into a downloadable podcast on the station website (link to podcasts: <http://www.radio24.ilsole24ore.com/player/player.php?filename=111218-moebius.mp3>).

With this format the topics were dealt with on different levels and from different angles. The radio events were interconnected with the web and podcasts as well. Prior to the radio shows being aired, questions

would be posted on the TiConUno microsite that would stimulate the topics that would be discussed in the upcoming radio broadcast.

Web Portal

As part of the NANOCHANNELS Outreach pillar, a web portal was launched. The NANOCHANNELS project website was launched by ORT Israel in July 2011 for the lay public. The website's address is:

<http://www.nanochannelsFP7.eu>. The website's content was available in a wide range of European languages, including English, Spanish, French, Italian, German, Romanian and Hebrew.



Figure 10 (above): Front page of NANOCHANNELS web portal

The website includes the following section headings:

- **Homepage:** This section featured highlights and news regarding the NANOCHANNELS project including links to discussions regarding nanotechnology across the web, links to media partner's microsites, such as The Guardian's microsite. In addition, news articles specifying details regarding the project's advancement are provided.
- **About Section:** This section included all public information regarding the project such as press information, details and contact details for the project partners.
- **News:** This section contained articles with recent news regarding the project.
- **Opinions:** This section contained public opinions polls regarding nanotechnology issues. It also invited visitors to vote and comment on issues. Visitors and participants were able to take part in the discussion using the commenting feature available on this section of the site.
- **Student Materials:** This section featured student materials such as articles, videos, and presentations by students all over Europe.
- **Live Debates:** This section contained details about future nanotechnology debates conducted during the NANOCHANNELS project.
- **Teachers Area:** This section contained project information for teachers and educators that could be used in class and generally throughout the project.
- **Learn Nano:** This section contained extra information and learning materials for students and website visitors.

Google analytics were used to count and track website traffic, providing data that included numbers, locations and referring sites from the website's launch. From 1 July 2011 to 28 May 2012 there were 9,475 visits and 32,283 page views.

Conferences

Euro Forum Nano 2011

Six months after the official launch of the NANOCHANNELS project the ENF (Euro Forum Nano) conference was held in Budapest, Hungary. This conference incorporated the NANOCHANNELS project as well as four other FP7 projects all focusing on outreach issues of nanotechnology. Within this workshop the activities that were accomplished up to that point were introduced by the coordinator (ORT Israel). Special emphasis was given to the newly aired websites and media micro-sites at that stage.

This conference provided the NANOCHANNELS consortium with a chance to reveal the project to a group of like minded researchers and professionals. Much discussion and networking was done to help promote NANOCHANNELS and the consortium as a whole.

EC Workshop 2012

From 28–29 March 2012, an EC Workshop took place in Brussels. The topic was *Communicating outreach in Nanotechnology actions, challenges and prospects*. The workshop focused on introducing and highlighting the most successful communications projects in nanotechnology research and innovation, including and those that focused on nanoscience in society and were funded by the Seventh Framework Programme. There were also panel discussions that focused on three stakeholders (youth, media/lay public, and NGOs/Industry).

A summary presentation of NANOCHANNELS was given by the coordinator as well as a clear description of the scheme and a clear description of the pillars of activity (outreach, dialogue, and education). An account on how the ELSA issues were addressed was given as well.

PCST 2012

At the PCST (Public Communication of Science and Technology) 2012 conference in Florence, Italy on 18-19 April, **Dr. Luisa Filipponi** (scientific consultant of NANOCHANNELS) presented the NANOCHANNELS project to an audience of approximately 50 people, which included experts in science communication, journalists, postgraduate students, museum curators and science writers. During the presentation Dr. Filipponi explained the aim and scope of the project, its structure and partners. In addition, she showed the work of the media partners (microsites, press supplements, radio broadcasts), the activities of the schools (school debates and articles written by the students), as well as the use of social media to engage the public in the debate around nanotechnologies. Dr. Filipponi presented some preliminary results with regards to the use of social media.

The public who attended the presentation was very interested in the project and reacted by asking many questions. The use of different interlinked communication channels was assessed as very interesting. The use of social media to engage lay public in ELSA-related debates also received much interest, and several attendees reported having similar experiences in using Facebook as a platform to stimulate dialogue. Overall the project was seen as very interesting and attendees said they would look for the Final Report once it was published. At the end of the presentation Dr. Filipponi distributed copies of the printed supplements produced by The Guardian.

Dialogue

The Dialogue for NANOCHANNELS provided a way for the stakeholders to participate in the discussions being introduced about nanotechnology. Through the activity channels high profile live events, live school events, social media, video clips and interactive games; stakeholders were brought into the discussion and encouraged to offer their opinion and listen to others.

High Profile Live Events

THE GUARDIAN, LONDON 2012

In order to engage with a larger group of stakeholders, The Guardian hosted a live high-profile NANOCHANNELS round table in London on 31 January 2012. Utilising a wide range of media resources to promote and publicise the event, including the NANOCHANNELS portal, The Guardian, El Mundo, Facebook, Twitter and partner websites, it was envisaged that awareness of the NANOCHANNELS project would be raised, and there would be an increase in use and readership of the various media. The Guardian's high profile round table used the chosen topic NanoMedicine. The focus was identified as: "Can Nanotechnologies Contribute to Living a Longer and more Productive Life?"

The objectives of the London event were as follows:

1. To engage scientific experts, experts in social policy, politicians, industry, NGOs, social partners, funding bodies, opinion-makers, influencers, information gatekeepers, nano-consumers, educators, regulators, students and the lay public in a discussion that would generate the widest-possible range of views on the nanotechnology issue in question: “Can Nanotechnologies Contribute to Living a Longer and More Productive Life?”
2. To raise public awareness of nanotechnology through the media resources available to the partners by promoting the Round Table event.
3. To exploit the media and social networking resources created by and available to the project partners in order to reach and capture a large, wide-ranging, interactive audience, thereby enabling the public to voice their opinion regarding the debate. Resources include: a live webcast of the event, Twitter and Facebook.

Key high level political figures were in attendance including the UK Minister of State for Universities and Science, RT Hon David Willets MP. The scientific experts who took part in the debate were:

- **Prof Peter Dobson** (Director Oxford Begbroke, and Strategic Adviser to EPSRC),
- **Prof Mark Morrison** (*Head of Materials research group at KCL and broadcaster and writer on science and engineering issues*),
- **Prof Shervanthi Homer Vanniasinkam** (Consultant Surgeon, Leeds and Bradford General Hospital),
- **Dr Leonard Fass** (Director of academic relations, GE Healthcare),
- **Prof Kostas Kostarellos** (Chair of Nanomedicine University of London).

The event was streamed live online, which allowed world-wide exposure in real time. In fact, media from Australia contacted the Guardian to get a copy of the recording of the event so that they could analyse and use the contact.

Figure 11 (below): Roundtable Event in London 2012



Debaters and the target audience from a wide range of interest groups as well as the lay public were invited to freely debate NT controversies in general. During the event Prof Mark Morrison, in consultation with the Institute of Nanotechnology (IoN), various stakeholder groups were identified for representation within the audience body. Care was taken to ensure that there would be significant representation from each of the targeted stakeholder groups, including scientific experts, experts in social policy, politicians, industry, NGOs, social partners, funding bodies, opinion-makers, influencers, information gatekeepers, nano-consumers, educators, regulators, students and the lay-public.

Some of the audience members included:

- **Diana Barbosa**, Managing director, SEAS Nano;
- **Dr Bojan Boskovic**, Director, Cambridge Nanomaterials Technology Ltd;
- **Mr. Mike Childs**, Head of policy, research and science, Friends of the Earth;
- **Ms. Sue Dunkerton**, Director, Healthtech & Medicines KTN;
- **Mr. Teck Yong Eng**, Professor of marketing, head of entrepreneurship and innovation group, associate research director, University of Essex
- **Dr. Shareen H. Doak**, Nanomedicine and medical devices research group , University of Wales;
- **Dr. Robin Hart**, Director of Programmes, National Physics Labs

In summary, a wide range of stakeholders participated in the live event as panellists, attendees in person, and as online participants via Twitter and Facebook. The live audience was engaged and responsive, presenting valid and challenging questions to the panel. As an added benefit, questions that were sent via Twitter during the event

were answered by the panel. The webcast was attended by over 80 participants, and hundreds watched it in the following weeks.

One month before the conference, on Thursday 15 December 2011, speaker Prof. Mark Miodownik hosted a question and answer session on the Guardian Microsite to help stimulate the topic of nanotechnology. Questions were asked by teachers, 14-year-old students, researchers and other members of the lay public. Prof Miodownik gave a response to every question and comment and also provided links to further research to help provoke a greater understanding of nanotechnology.

TiConUno, MILAN 2012 (BEYOND THE DoW)

NANOCHANNELS project partner TiConUno, in cooperation with the web TV Triwù, organised a roundtable event in Milan on Monday 2 April 2012 among relevant stakeholders. The roundtable took place at the Politecnico di Milano. The topic of this event was *Nanotechnology and international law: how companies should behave in this phase that still lacks regulations?*

It was broadcast live (in Italian with an English overlay) and was made available for download as well. Nanotech company CEOs, researchers, social scientists and lawyers sat together to share and discuss for more than an hour regulatory issues related to nanotechnology. As a starting point, participants agreed that regulators have a rather complex task to accomplish, primarily because nanotechnology is a broad “concept” that embraces a very large number of materials and applications. Even defining what a nanomaterial is has proved to be a challenge (and still is). The event was chaired by Federico Pedrocchi along with Dr. Luisa Filippini.

The list of participants represented a very wide variety of leaders in Nanotechnology. They were as follows:

- **Enrico Sabbioni** (Scientific Director of European Centre for the Sustainable Impact of Nanotechnology),
- **Roberto Cafagna** (CEO of Nanto, a company who specialized in nanotechnology based high performance coatings),
- **Luca Ravagnan** (CEO of Wise, stretchable electronics for implantable biomedical devices),
- **Denise Archiutti** (Group Controller of Gruppo Veneta Cucine, a company engaged in manufacturing kitchen appliance),
- **Paolo Gasco** (CEO of Nanovector, working with nanodrugs),
- **Elena Angeli** (CEO of Nanomed, working in early and non invasive diagnosis of diseases, genetic screening, personalized medicine),
- **Prof. Dario Narducci** (University of Milano Bicocca, Dept. of Material Science), and
- **Prof. Franco Ciccacci** (Professor of Quantum Physics, Milan Polytechnic).

The objectives of the Milan event were as follows:

1. To gather nanotechnology business leaders to host an open discussion regarding the complexities of nanotechnology and the regulatory issue that accompany the topic.
2. Provide live recording of the round table discussions for the lay public and radio listeners to be engaged and stimulated.

There were no live attendees in this high profile live event. The intention was to provide a recording of the event that could be downloaded from the TiConUno website.

NANO DAY at DEUTSCHES MUSEUM, MUNICH 2012 (BEYOND THE DoW)

NanoDay was hosted by the Deutsches Museum in Munich on Monday 25 June 2012. The day consisted of two separate events, one in the morning that targeted secondary school students, and the second one in the evening that targeted the general public. The audience consisted of about 90 secondary school students and their teachers, as well as other museum guests who stopped by to listen to some parts of the presentations and experiments.

The objectives of the NanoDay Deutsches Museum event were as follows:

1. Introduce and engage school students and teachers in discussions regarding the topics of nanotechnology and the sciences that are developed in this context.
2. Provide hands on experiments that would show students examples of nanotechnology and to provide explanations to foster the understanding of nanoscience.
3. Promote the public participation in a open dialogue regarding the topic of “Nano in the Body”.

The topics of Nanosciences and Nanotechnology were introduced to the audience by using examples as well as demonstrations of products that already use nanoparticles, such as the Nano socks. The students had the opportunity to participate in a guided tour through the exhibition and viewed Nano & Art, Nano products, and Nano effects, which they seemed to enjoy. The exhibition showed a mix of examples from everyday life and a scientific description about each.

The Scientific experts who helped facilitated Nano Day event were:

- **Prof. W.M Heckl**, the director of the Deutsches Museum
- **Yoel Rothschild**, Director of the ORT Moshinsky R&D Centre, NANOCHANNELS Coordinator
- **Barbara Schwarzenbacher**, representative from EUN
- **Paul Hix**, Manager of DutecheMusieam
- **Dr. Manfred Lobjinski**, author and researcher within nanotechnology
- **Prof. Dr. Manfred Ogris**, Head of Research Group Vectorology at Ludwig-Maximilians University
- **Dr. Stefan Thalhammer**, researchers nano-biotechnology
- **Dr. Antje Grobe**, Project Manager and Senior Researcher at ZIRN within University Stuttgart

The scientific experts led a student-focused discussion on the following topics: “implanting memory chips in our brain”, and “making DNA modifications to our unborn children”. In general, the majority of students were mostly against using nanotechnology in our body to increase our capacity, life-expectancy and health, especially after watching the animations depicting the negative aspects of doing so.

Dr. Manfred Lobjinski, provided many hands-on experiments, such as the lotus effect, the gecko effect, the ferrofluid and the coke-mentos bottle; providing a scientific explanation for each experiment.

The last event at NanoDay was a public dialogue about “Nano in the Body” and was hosted by a number of scientists who presented the current status of nanotechnology research and their current work. Because the audience was not necessarily up to date in this field of scientific research, speaker Paul Hix showed some hands-on demonstrations to help the audience understand what nanoparticles are and how small a nanometer is. **Prof. Dr. Manfred Ogris**, and **Dr. Stefan Thalhammer** presented research in fields such as radiology and cancer research that use nanotechnology.

In conclusion the students all seemed to enjoy their experiences at NanoDay and their curiosity about Nanotechnology was certainly stimulated. The public dialog was a successful addition as well. In general, the fact that the audience could discuss with the experts and ask specific questions was well received. The audience consisted of about 25 people from various backgrounds. NanoDay at the Deutsches Museum successfully introduced and engaged school students and teachers in discussions regarding the topics of nanotechnology, provided nanoscience experiments to help understand the science further, and supported a live public dialogue regarding “Nano in the body”.

Live School Events



Between January and May 2012, live school-based debates took place at 20 different European schools (located in 11 European countries). They were geared towards students who were between 11 and 16 years of age. The main part of these events was the student round-table consisting of a well structured debate, in which each protagonist presented arguments for or against the debate’s topic and question. Each debate

Figure 12: 1 March 2012, participating group from live school event in Jako-Fugger Gymnasium Augsburg (a grammar school in Southern Bavaria)

included participation from local and regional scientists and industry, parents, teaching staff, students and friends as much as possible. The audience participation was encouraged (asking questions, voting, discussion, and debate) and local press was contacted in order to engage the widest possible range of regional public opinion. During these events students debated nanotechnology innovation topics, controversies regarding Ethical, Legal and Societal Aspects (ELSA) issues of nanotechnology. Special emphasis was placed on cooperation with the Project's Special Interest Group.

The students were encouraged to scripted scenarios that would included expert presentations, role-plays, stakeholder interviews and student "speakers' corner" presentations, regarding a chosen nanotechnology dilemma from different stakeholders' viewpoints (e.g. industrial manufacturers, nano-consumers, environmental protection advocates, governmental regulatory agency managers, politicians, religious leaders, media writers, etc).

The teachers were engaged and supportive throughout each event. Prior to each live school event teachers were supplied with an intensive virtual training that would prepare them for the format and material that was intended to be incorporated. A representative from EUN attended each event to ensure each teacher was supported and comfortable with the material.

There were 10 different dilemmas that the teachers could choose for the students to base their activities on (see Figure 13 for more details). Each event put the emphasis on discussing Ethical, Legal, Social aspects (ELSA) of each of the nanotechnology topics. Once the teachers choose the dilemma the students participated in a round-table role-play, in which each protagonist presented arguments for or against the debate's topic and question.

Figure 13 (below): Dilemma topics from which teachers could choose for Live Events.

Content	The dilemma	Sub-area	ELSA
Dilemma 1: GPS jacket	Should we buy jackets with built in GPS systems <i>Safety vs. Privacy</i>	ICT	Social & ethical
Dilemma 2: Antibacterial socks	Is it right to buy antibacterial socks containing nanoparticles while it is not yet known if they are entirely safe for the environment? <i>Elimination of bacteria causing smelly feet vs. particles that may be hazardous to our water</i>	Energy and the environments	Social
Dilemma 3: Improve human brain capabilities	Is it ethically acceptable to use technologies developed for specific medical treatments for other scopes like improving human capabilities?	Medicine	Ethical
Dilemma 5: Nanoparticles to detect food freshness	Should nanoscience be used in our food or pharmaceutical packages to detect freshness when we still do not know the full ramifications of using nanoparticles	Energy and the environment	Legal
Dilemma 6: Cancer Therapy	Should gold-coated nano particles be used for human bodies' treatment before possible health risks have been explored?	Medicine	Ethical
Dilemma 7: Nano sensors used for medical diagnostics	Should nano sensors be used to diagnose medical conditions in the early stages when there are still no definite restrictions in place to protect patients' privacy?	Medicine	Ethical
Dilemma 8: Nano based solar cell benefits and risks	Should nano based solar cells be used before all associated risks are established?	Energy and the environment	Social
Dilemma 9: Internet for everything	Do we want to live in a world where everything is observed and open to scrutiny?	ICT	Social & Ethical

Dilemma 10: Revolution for the light bulb	Do we pursue quantum dot technology even though health and environmental risks remain unanswered?	Energy and the environment	Legal
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EUN ensured that there was a balanced distribution of all dilemmas. To ensure that each of the 10 dilemmas was addressed, the teachers were asked to choose their top three choices for their school debate, then a dilemma was assigned to each teacher. Most teachers were offered their top choice.

Figure 14 (below): Provides list of schools, dates of events and topics each one chose for their debate

DATE	COUNTRY	SCHOOL	TOPIC
18 Jan	Israel	ORT-RAMAT YOSEF High School	Nano Sensors for medical diagnostics
19 Jan	Israel	ORTEBIN	Improve Human Brain Capabilities
7 Feb	Romania	Clubul Copiilor Zimnicea	Antibacterial Socks
1 March	Germany	Jakob-Fugger Gymnasium	Nano sensors for medical diagnostics
5 March	Austria	BORG 3	Improve humans brain capabilities
6 March	Austria	BG/BRG Klosterneuburg	Internet for everything
13 March	Italy	LICEO SORBELLI (Isis Cavazzi)	Nano based solar cell benefits and risks
14 March	United Kingdom	Smithcroft Secondary School	Nanoparticles to detect food freshness
15 March	Italy	ISS 'Piana di Lucca'- Liceo 'E. Majorana'.	GPS Jacket
20 March	United Kingdom	St Mary Redcliffe and Temple School	Nano sensors for medical diagnostics
20 March	France	Lycée Camille Claudel	Nano Sunscreens
3 April	Romania	COLEGIUL NICOLAE TITULESCU - Craiova	Internet for everything
5 April	Romania	COLEGIUL NICOLAE TITULESCU - Pucioasa	Nanoparticles to detect food freshness
13 April	Slovakia	Spojená škola Martin	GPS Jacket
19 April	Spain	Institut Verdaguer	Nano Sunscreens
19 April	Spain	Colegio Pedro Poveda de ITAC	Nano sensors for medical diagnostics
21 April	Croatia	Prirodoslovno tehnička gimnazija Split	Want to be a superhuman?
14 May	Turkey	Kirimli Ismail Rustu Olcay Lisesi	Revolution for the light bulb
15 May	Turkey	Sainte Pulchérie Fransiz Lisesi	Nano Sunscreens
25 May	Spain	IES José Marhuenda Prats	Nano Sunscreens

The most important outcome of the debates was the creation of a “NanoCarta” by the students. This document became the school’s “ethical codes of NT”. In this document the students wrote a list of "actions" to be taken at the end of the role play that they agreed upon after the school live debate took place at the school.

Each of the 20 NanoCartas was posted on the project portal and was made publicly available and open to comments and discussions. Examples of two NanoCartas are given in Annex 1.

In conclusion, the events were considered to be a great success because they engaged the lay public as well as other stakeholder groups (young people, decision makers, educators, researchers and industry) reaching almost 2,000 participants across Europe. The participation of parents and experts was good, and the debates produced thought-producing outcomes (as shown from the high quality of the NanoCartas produced at each event). The reaction from the teachers and students was enthusiastic, and the teachers found that the debates often provided students with the ability to participate in meaningful ways.

Social Media

In the NANOCHANNELS project, social media was used to reach a wide range of different stakeholder groups and the lay public, to spread reliable information and to engage the public in a dialogue about nanotechnology. Social media's special characteristics enable it to supply an interactive sphere in which the users not only consume information but also create it themselves, engage in conversations and share knowledge. Social media supplied NANOCHANNELS partners with a useful tool to spread professional content and reach a wide audience, and at the same time the lay public and stakeholders are able to create their own content as part of an entire process of learning and creating knowledge.

The social media campaign led by the ORT team supplied an interactive sphere in which the users not only consumed information but also created it themselves, engaged in conversations and shared knowledge. Social media supplied NANOCHANNELS partners with useful tools to spread professional content and reach a wide audience, and at the same time the lay public and stakeholders were able to create their own content as part of an entire process of learning and creating knowledge.

The social media campaign was officially started in October 2011, as required by the DOW. Before the official launch, several moves were made in order to lay the ground for the upcoming activity. The NANOCHANNELS page on Facebook was set on March 2011, and the first content items were published as early as May 2011. The purpose of the preliminary activity was to take care of technical requirements and to gather a base of fans and followers to start the campaign. The NANOCHANNELS Twitter account was launched in September 2011 for the same reasons.

The campaign was supported in 5 languages: English, Italian, Spanish, German and Hebrew. The social media campaign was conducted consecutively until the end of May 2012.

Social media platforms were determined based on the following criteria:

- Relevance to nanotechnology,
- Popularity and reach,
- Relevance to project's target audience, and
- Relevance to project's target countries (Note: In the campaign, not only European platforms were used, also global platforms that reach European audiences were used).

NANOCHANNELS used the following social media tools as part of the social media campaign. The three most popular were: Facebook, Twitter and YouTube. The NANOCHANNELS' Facebook page was established in May 2011. The Facebook page has more than 523 fans and reached more than 16,839 individuals. The Twitter account has more than 477 followers and hundreds of references from members of the social network.

The school groups performed beyond all expectations as teachers and students created and used their own pages. In addition to the NANOCHANNELS page on Facebook, 18 of the 20 schools that participated in the project also had Facebook pages that promoted the activities from the live school events, resulting in 1315 group members in total. Students and followers were able to continue the conversations of nanotechnology beyond the borders of the live events.

In the NANOCHANNELS project, social media was used to reach a wide range of different stakeholder groups and the lay public, to spread reliable information and to engage the public in a dialogue about nanotechnology.

Some of the issues regarding the social media campaign included:

- Virally spreading NANOCHANNELS content among students, addressing the risk that we might witness lack of motivation among students to develop the campaign materials.
- Developing a contingency plan for various types of comments and feedbacks from the lay public. We created a protocol that could be used by all partners, which included best practices to handle and respond to criticism or incorrect information.

- Creating a content plan to prevent the possibility that materials developed for one media partner could not be easily migrated to other partners or to other media platforms.

The addresses for the NANOCHANNELS web outlets are:

- NANOCHANNELS website (<http://www.nanochannelsfp7.eu>),
- Facebook (<http://www.facebook.com/nanochannels>),
- Twitter (<http://www.twitter.com/nanochannels>),
- YouTube ([/user/nanochannelsEU](http://www.youtube.com/user/nanochannelsEU)),
- LinkedIn (<http://www.linkedin.com>),
- Nanopaprika (<http://www.nanopaprika.eu/profile/NANOCHANNELSeu>),
- XING (<http://www.Xing.com>),
- NANOCHANNELS internal portal for partners only (<https://nanoc.ort.org.il>).

Video Clips

Understanding that the public uses a much wider variety of media channels beyond classical media platforms, such as newspapers and magazines; a series of web-based, interactive content was produced.

Short movies presenting the youth opinion and attitudes on nanotechnology dilemmas encouraged the public to engage in the opinion polls. Questions for the opinion polls and traffic drivers were produced after each live event, usually with both a short and a long version. This content provided the basis for electronic media dissemination (including links to social platforms), enabling a dialogue with EU citizens and providing them with opportunity to convey their opinions and respond to the issues at hand. In addition, four short animated video clips were produced by ORT.

The short videos presented dilemmas on usage of NT products or applications that influence young people's daily life, addressing in a direct way different points of view and questions concerning the issue. The movies were launched on the project website, on the project YouTube channel and on Facebook. The purpose of these movies was to encourage the public to engage in the opinion polls. More than 10 short movies were uploaded to the various channels.

Figure 15 (below): Screenshot of the beginning of a video clip



Interactive Games

Interactive games were developed by ORT to engage the school age population to think about the topics they were learning in a more cooperative manner. The idea was to prepare games in such a way that students could prepare their own games from templates. The templates were prepared using MS Office programs like Excel and PowerPoint. The four interactive games were: "Test Yourself (attitudes toward nanotechnology)", "Maze", "Jeopardy" and "Who Wants to Be a Millionaire". For each interactive game, two files were published: an example and a template.

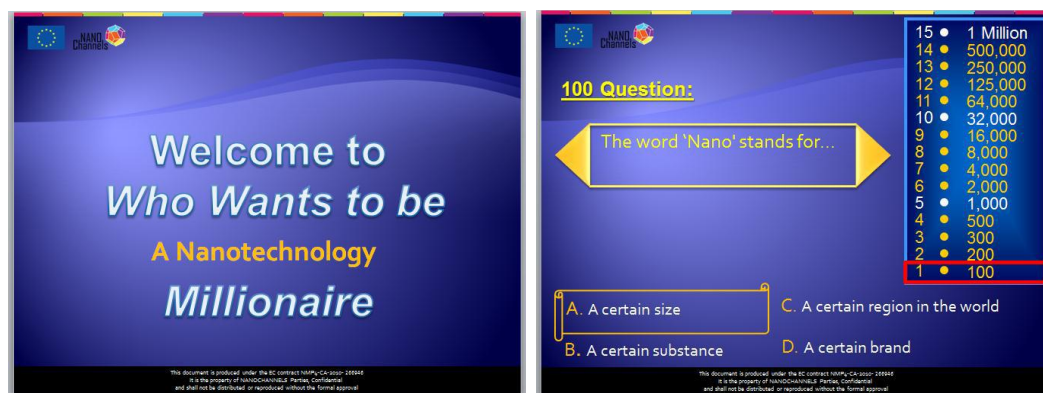


Figure 16: (above) Who wants to be a millionaire interactive game

Education

The education part of NANOCHANNELS enabled the topic of nanotechnology to enter the classroom using the activity channels such as the teachers' kits, virtual teachers training and student-produced material. Engaging and encouraging the school age population stakeholders were very important goals of the project; these are the individuals who will be shaping our world tomorrow.

Teachers' Kits

In order to prepare the teachers for the live school events, teacher kits were prepared by EUN with the assistance of ORT. These kits were designed to support the teachers in their preparation and throughout the implementation of the tasks expected from the schools. They were available for download on the NANOCHANNELS portal (www.nanochannelsfp7.eu) in all seven project languages: English, French, Spanish, Italian, Romanian, German and Hebrew to enable many teachers throughout Europe to use these activities in their school, even if they were not part of the project.

The kits introduced the rationale, aims and objectives of the NANOCHANNELS project and were designed to give the participating teachers a clear picture of their role in the project and to explain the tasks they would be responsible for during the school-based events. In addition, the kits offered background information on teaching nanoscience and nanotechnology, information on the project portal and microsites, tips on the basics of article writing, guidelines for preparing internet and social media content for the students, and general information on social media and how to use it in the classroom.

The kits were arranged with a section regarding the school debates, explaining how the event should be organised, the rules for the debate, the role of the facilitator, the debate's structure, some tips and tricks, examples of issues for the debate, and more. It also included the expected outcomes of the debates and what the students should retain from the event and what they would produce, to be later made available on the NANOCHANNELS portal. It gave a structure for the NanoCarta encompassing the schools' own ethical code for nanotechnology plus a list of suggested public actions to be taken. The 10 debate scenarios ("role plays") were also listed in the Teachers' kit.

The project prepared the teachers by producing a teaching kit at the beginning of the school year. Later, teacher training sessions were organised to allow the members of the NANOCHANNELS teacher team to prepare for the implementation in the schools. In each school, a debate scenario was prepared with the students focusing on a nanotechnology dilemma. In addition, each school participated in the NANOCHANNELS social media campaign to

build online discussions on nanotechnology. This campaign included students deliverables including press articles, written with the help of professional journalists from prestigious newspapers.

Virtual Teachers Training

The virtual training was meant to complement the teachers' kit. The first virtual training session took place in September 2011, and consisted mainly of instructions on writing press articles and how to prepare the live debate in the schools. The second virtual training took place in October 2011 and focused on the use of social media for the schools and again preparing the live debates. These meetings were done using the Elluminate teleconferencing software programme. During those online meetings particular attention was paid to giving participants time to intervene and ask questions, as shown in the agendas below. All 20 teachers attended and showed interest in stimulating their children with nanoscience topics.

Figure 17 (below): The Agenda from NANOCHANNELS first virtual training meeting (Sept. 2011)

Topic
Overview of the activities for the school year
How to write press articles
Participation to the social media campaign
Organizing a debate in your school during the 2 nd semester: dilemmas and debate scenario
Press authorization regarding pictures of students and video recordings

Figure 18 (below) The Agenda from NANOCHANNELS second virtual training meeting (Oct. 2011)

Topic
Organizing a debate in your school: <ul style="list-style-type: none"> • Step 1: Confirming the choice of 1 dilemma per school • Step 2: Finding a date • Step 2: Sending invitations to local actors for the advisory panel • Step 3: Preparing the debate scenario (interviews with local actors, studying the dilemma, making videos and PPTs, Q&As,...) • Step 4: D-day: Ensuring logistics and keys to a successful event • Step 5: Producing the NanoCarta and sharing materials resulting from the debates • Step 6: Providing feedback from the event organisers and reporting to the EU

With the support of the Teachers' kit, the two virtual trainings, and the coordination done by the EUN team, the NANOCHANNELS teacher teams were ideally placed in order to implement successfully the activities involving the participation of the schools in the NANOCHANNELS project.

The teachers expressed a need for more clarification regarding the school events, so in response the NANOCHANNELS consortium conducted a third virtual training in February 2012. In this training event a teacher from Israel who had already taken part of a live school event was present to answer questions and provide support to the teachers.

The Consortium saw it appropriate to conduct a fourth event to review all the work done in the project. This event took place in May 2012 and almost all of the teachers attended it.

Student Produced Materials

Each teacher and his/her group of students actively participated in the NANOCHANNELS social media campaign, which encompassed the core activities of the project. Each school conducted its own campaign and was encouraged to collaborate with other schools in their own country. The students used the Project Web Portal as an organizational platform; bringing input into the design and development of the content of the campaign (along with professional journalists). As many people as possible were invited to join the discussion groups established in

the social network sites. And virtual events were organized to facilitate small debates concerning nanotechnology issues. Students uploaded 220 files and inserted 24 YouTube URL videos.

Figure 19 (below) Different languages of the student material posted.

Language	Number of posts
English	85
Spanish	37
Hebrew	7
German	23
Italian	20
Romanian	21
French	37
Turkish	14
Total	244

Figure 20 (below) Topic clusters of posts

Topic	Number of posts
Consumer products	24
Education	2
Electronics and ICT	4
ELSA	18
Energy and Environment	16
ESH	2
General Nanotech	42
Health and Safety	0
Nano in Nature	1
Nanomedicine	34
Public Opinion	0
Textiles	6
Total	149

THE POTENTIAL IMPACT

Nanotechnology is an area of science which is developing at high speed. It comprises a large variety of science and engineering fields. The future prospects of nanotechnology will affect citizens in all areas of life. Its impact is currently being felt in areas such as such as: information technology, medicine, energy, and new materials, although members of the public are not necessarily aware of these developments. Developments in nanoscience have largely taken place in recent years, and advances are taking place rapidly. The effects of nanotechnology can be felt in almost every sphere of our lives, including health-care, energy, IT, and the environment. **The objectives of the NANOCHANNELS project encompassed informing, communicating, facilitating, encouraging and engaging stakeholders about all aspects of nanotechnologies.**

NANOCHANNELS employed a variety of means to engage with stakeholders, through the broad light touches of social media, to informing through newspapers, websites and radio, and building consensus through school debates and panel discussions. The numbers of different stakeholders across several different European and Associated States was ambitious; and indeed, the project succeeded in raising awareness and building consensus in key groups. Through the various activity channels accessed by the project, stakeholders where approached and invited into the discussion of nanotechnology. Readers were provided with information that introduced nanotechnology in common consumer items like sunscreen and clothing fabrics; listeners were provided with industry-related discussions about nanotechnology in the everyday world, and students and teachers were asked to give their opinion on the ethical implications of nanotechnology.

The impact of NANOCHANNELS is significant. Thousands of people have been introduced to ideas of nanotechnology with the induction of NANOCHANNELS. The innovative approach of using social media to deliver topics of nanotechnology helped to foster a greater understanding of topics once thought to be 'too scientific'. The lay public was brought into the world of nanotechnology and shown how it touches their lives with the purchase and use of consumer goods.

Demographic Outreach

The demographic outreach of NANOCHANNELS was significant. To begin, the nine partners provided the framework for dispersal. They were located in Israel, Belgium, United Kingdom, Spain, Italy and Austria. Their locations enabled NANOCHANNELS to branch out from those starting locations in Europe, and begin the dissemination of the projects to the rest of Europe and beyond.

With the use of the media supplements published in English (The Guardian), Spanish (El Mundo) and Italian (Corriere della Sera), stakeholders with different demographic backgrounds were able to read about nanotechnology as it related to them—the consumer public. Additionally the press microsites were available in English, Spanish and Italian. Offering both print and online material in three languages for stakeholders to become informed and engaged. The El Mundo supplement and microsite received hits from all over the Spanish speaking world, including North and South America. In addition, a Brazilian (Portuguese) blogger used information from the supplement and microsite for his posts, providing added value to the project as it opened the project to the Portuguese speaking population.

Further strengthening the demographic outreach, the social media campaign was available in 5 languages: English, Italian, Spanish, German and Hebrew. Allowing the campaign to provide participation, connectivity and "sharability", aimed at broadening the online conversation about nanotechnology with the goal of increasing audience involvement in a geographically dispersed manner.

The NanoChannels project website (<http://www.nanochannelsfp7.eu>) was launched for the lay public on 12 July 2011. The website is based on Wordpress technology and serves as a CMS (Content Management system) in various project languages: English, Spanish, French, Italian, German, Romanian and Hebrew. The NANOCHANNELS website was visited by people from 140 countries, proving the demographic reach of the project was beyond the European borders.

Potential Impact on Stakeholders

Careful consideration for how to reach each stakeholder group was used to provide the biggest impact through each activity channel. It was understood from the beginning that media consumption patterns were not absorbed by all segments of the population in the same way. This led to the various activity channels that were chosen, and how each channel was used to reach each stakeholder.

The targeted Stakeholders for NANOCHANNELS were:

- Young people – particularly those aged 12 to 18 (secondary school) who are the next generation of decision-makers, practitioners and consumers;
- General public – both nano-consumers and those that have not heard about nanotechnology;
- Scientists and industrialists – those researching and developing nanotechnology enabled products and services;
- Non-governmental organizations (NGOs) – who may have a stance on specific nanotechnology applications;
- Educators – who are strong multipliers and are critical to the effective engagement with young people; and
- Opinion leaders – from all societal groups (industry, media, academia, politics, sport, etc) whose opinion people listen to and respect.

NANOCHANNELS used the different channels to access each of these stakeholders. Various activity channels were required because each group was responsive to a particular channel of material. This is important to recognize in order to maximize the impact of each activity. So, for example, social media channels were used largely for broad dissemination and as calls for action – informing people of the presence of a news item, or an opportunity to get involved (such as submitting an article or a media item to the website, or completing a survey or poll). As such, information delivered through social media needed to be succinct, and slick to ensure immediacy and get people involved. In contrast, the focus groups and debates required much more information, and the direct involvement of several different stakeholder groups, to deliver a solid approach and improve the probability of successful outcomes in terms of an informed and engaged group.

All channels interacted with each other to a certain extent and below we summarize what happened with each in the project:

- **Facebook and Twitter** – stimulated interest and directed people to sources of further information (calls for action were the most popular postings on both).
- **Newspapers and microsites** – engendered tweets, Facebook postings, comments, contributions to surveys.
- **Radio** – engendered Facebook postings, comments, contributions to surveys.
- **High profile and School Events** – allowed in depth discussion and consensus building, with information then shared through Facebook, Twitter, and YouTube.

This linking of channels was important to widen the audience engaged with each topic. Over time we observed a steady increase in the numbers of individuals engaged for the channels with regular activity (newspapers, and radio in particular) that were also making use of other channels to promote their activities. The parallel newspaper campaigns by the Guardian and El Mundo, and the 20 school debates organized in eight different countries, afforded us the opportunity to compare the opinion of different nationalities, and to a certain extent stakeholder groups. Each of these channels also made extensive use of social media and overlapped with the radio (for the Italian schools).

Project Success Criteria

NANOCHANNELS project achieved its objectives as laid out in the DOW and in terms of the Critical Success Factors, but it exceeded output expectations whereby a number of additional public engagement activities over and above those prescribed were successfully carried out. The project determined that there is no 'quick fix' for engaging the public in nano-related issues; therefore, a variety of channels must be addressed. Nanotechnology

has a wide impact, potentially affecting many different business and industry sectors, thus giving rise to a complex picture of public understanding.

Figure 21 (below): Success Criteria and the status according to the DOW

Success criteria	Status
More than 200,000 visits to the project related web sites (challenging)	Achieved! (more than 750K)
Press: all supplement published and distributed according to the media plan and circulation figures of the media partners (challenging)	Achieved! (2.1M copies were distributed of 5 supplements)
Participation in live events (school and round table) by at least 1,500 participants (very challenging)	Achieved! (more than 2K participants)
Radio: at least 30 minutes content aired; 5 unique broadcasts (very challenging)	Achieved! (more than 100 minutes of content aired); 7 unique broadcasts
Total participation by at least 1 scientist or 1 industry representative or 1 NGO at each of the live events. (very challenging)	Achieved! (more than 60 experts participated in 22 live events)
Social media campaign: At least 10 relevant Social Media groups, with a total number of members of at least 1,000 & 750 talk-backs or publication on the groups' Board (highly challenging)	Achieved! (17 groups and thousands of likes and comments)
Total participation by at least 5 NGOs from different disciplines in the interest group. Joint participation of at least 5 NGOs and regulators in the NANOCHANNELS live events (challenging)	Achieved! (at least 20 NGOs participated in the events)
Social media campaign: At least 3 NGOs specialised Social Media groups (challenging)	Achieved! (participation in 7 groups)
Student-led school debates successfully conducted. At least 20 events with students playing leadership roles in the debate (very challenging)	Achieved! (20 events in 11 countries)
Participation in talk-backs and forums of at least 2,000 entries from the public (challenging)	Achieved! (more than 10K entries)

Project Outcomes

The NANOCHANNELS project was a unique public experiment of democratic dialogue in action. It was an example of concrete attempts to engage the general public in debating nanotechnology by exploring a range of media channels. The basis for the activities of the project; which included press campaign, a web portal, conferences, high profile live events, radio broadcasts, live school events, a social media campaign and both video clips and interactive game; were designed to raise awareness about nanotechnology and the issues related to it to the targeted stakeholders.

The NANOCHANNELS project aimed to develop scenarios and approaches that would inform and engage the stakeholders through better understanding, appreciation and greater involvement in debates on nanotechnology: how, why, where and when it should be applied. This is important for two principle reasons:

1. Understanding issues and having a sense of being engaged in the debate on nanotechnology provides individuals with a greater sense of confidence that new technologies are being developed appropriately. This increases the level of trust in government actions, as citizens perceive a time and space for them to voice their opinions (participative democracy), thus decreasing the likelihood of a public opinion backlash later.
2. Engagement can instil greater appreciation and excitement in technology and its applications, this in turn can encourage more people (especially young people) to become consumers, supporters, or view

developments as potential career opportunities (which is important to reverse the declining numbers of Europeans studying science, technology and engineering).

One important focus of the project was to identify how people with a generally low interest in techno-scientific debates could be better reached and informed about new developments in nanotechnology. At the same time, information and communication preferences and needs of those people who already have a certain stake in the nanotechnology debate were looked at in comparison. An additional focus was laid on the role of social media and participatory approaches in engaging the public in the nanotechnology debate.

We observed that medicine; ethical, legal and societal aspects (ELSA); and environment, health and safety (EHS) issues stimulated the greatest interest in all channels (measured in terms of feedback [from participants in live debates], views, comments, shares/tweets). We also observed that a number of different channels interacted well with each other, either feeding in directly to the debate taking place within that channel, promoting the activity, or taking away the conclusions to disseminate to a wider audience. This integrated approach worked well, nevertheless it required time to gain momentum. We also mapped out the impact and reach of various channels and determined that there is no single channel which can achieve this effectively across different stakeholder groups and nationalities. That said, the traditional media perform well when allied with social media and other ways of directly engaging with the wider public (through focus groups and panel discussions for example).

In general, the results from the NANOCHANNELS project, in terms of knowledge, concerns and interest in nanotechnology, mirror what has already been observed by other research, as described above. What is interesting is the key role that schools and media play in conveying information and knowledge, and in engagement activities. The activities leading to consensus building included one or both of these as the core activity.

Whilst it is not practical to review all of these activities here, it is worthwhile recapping on the key outcomes and consensus that has evolved on how the wider public understand and engage with science and technology (ST) in general and nanotechnology (NT) in particular.

1. Most people remain largely unaware of what NT is and how it can be applied. While an increasing number have heard about NT, most of these may only be able describe it in very general terms (e.g. as 'something to do with very small things').
2. Most people are only interested in ST that has a direct impact on their own lives, i.e. what is of material or moral value to them (defined as the 'me & mine' effect). They have little time or enthusiasm to engage on topics outside these boundaries.
3. Most people will follow the opinion of a trusted (to them) source on ST subjects they perceive to be too complex or technical, or which they feel they have little time to fully understand;
4. People find out and learn from a much wider variety of information sources than ever before; however, these sources are not all given the same level of trust.
5. People expect balanced and complete scenarios to be presented – there is a good deal of cynicism regarding decision-makers, and the presence of balanced debate (proponents, opponents and neutral/objective participants) can aid the wider public to understand and develop an opinion on quite complex ST topics, and have faith in the outcomes.
6. People also have different attitudes towards information- some want to be informed, some want the right "not to be informed" (because of lack of time, interest, "not my problem", etc.).

The work performed within NANOCHANNELS indicates that there are many different publics, or target audiences for engagement in debate on nanotechnology. The use of the various channels of activity offered a deeper understanding into how different groups used and responded to the different activity channels. All channels interacted with each other to a certain extent and below we summarize what happened with each in the project:

- **Facebook and Twitter** – stimulated interest and directed people to sources of further information (calls for action were the most popular postings on both).
- **Newspapers and microsites** – engendered tweets, Facebook postings, comments, contributions to surveys.

- **Radio** – engendered Facebook postings, comments, contributions to surveys.
- **School debates and panel discussions** – allowed in depth discussion and consensus building, with information then shared through Facebook, Twitter, and YouTube.

This linking of channels was important to widen the audience engaged with each topic. Over time we observed a steady increase in the numbers of individuals engaged for the channels with regular activity (newspapers, and radio in particular) that were also making use of other channels to promote their activities. The parallel newspaper campaigns by the Guardian and El Mundo, and the 20 school debates organized in eight different countries, afforded NANOCHANNELS the opportunity to compare the opinion of different nationalities, and to a certain extent stakeholder groups. Each of these channels also made extensive use of social media and overlapped with the radio (for the Italian schools).

In conclusion, NANOCHANNELS project exceeded its objectives to engage a variety of different stakeholder groups across a number of European countries. Key stakeholders in this engagement process were the educators, media, and school students. Each of these groups is critical as they have the potential to directly influence a large number of others (the educators to students, and students to friends and relatives) and indirectly (media to readers, listeners, and viewers). The application of social media as a ‘web’ linking stakeholders and channels together, served to strengthen the impact of the project. Ultimately, the NANOCHANNELS project engaged with all relevant stakeholder groups: educators, media, school students, policy makers (through the panel discussions), scientists and industry (through panel discussions, school and radio debates, and newspaper articles), NGOs (through the panel discussions, and newspaper articles). Moreover, the project effectively engaged with a large number of individuals across the target countries: upwards of 5000 through the project website, over 1300 through the survey, over 1800 through the school debates, 180,000 through the radio programmes, and several hundreds of thousands through the newspapers. These numbers would not have been achieved without the active collaboration of key stakeholders driving the different channels.

Recommendations for the Future

We are at a point where society at large is getting information from an ever increasing range of channels, many of which are immediately accessible through mobile devices regardless of location. In this backdrop, we need to work with the architects and users of such channels to ensure that messages, information, and opportunities to contribute are specifically designed and adapted to be complementary. At the core of this must be a plan that involves and empowers those individuals with the necessary communication skills (in particular media and educators) who act as the ‘glue’ bringing together all other necessary stakeholders, and at the same time are effective multipliers, reaching out beyond their immediate communities. With this it is also important to recognize the knowledge and experience of such individuals who will lead activities through each of the three key structures, and thus for decision and policy makers to follow their lead, with agreed objectives.

This can perhaps best be exemplified by the following observations from one of the journalists involved in the NANOCHANNELS project:

- Articles in the press are written to inform and engage readers, not to provide a high level of technical detail;
- The editing process within newspapers has evolved to meet the needs of their readership. Changing this, by including external editorial control, dilutes the impact of the end article, thus hindering the original purpose of the communication and engagement activity. It may cause some level of suspiciousness within the readers, that they are actually reading advertisement; and
- Newspapers have a good understanding of how different media channels (including social media) interact. Changing this process can cause delays or affect the outcome of integrated engagement campaigns.

To be relevant this process must also consider how and where information is presented, and the involvement of key stakeholders (especially ‘trusted sources’). From our assessment and that of others, the most important aspect of the message is that it must focus on the **‘me & mine’ effect**, and be presented in a carefully pitched

approach (neither too technical, nor too little detail) and with imagery that links to real-life. The presentation of information also needs to consider the channels most important (and trusted) to the target group, making most effective use of each (in serial and parallel). Furthermore it needs to consider that in some cases people (especially on social media platforms) may not be interested in 'finding out' or 'learning more', and here employ new ways of informing and engaging (such as video-only content, interactive games, and community events). The involvement of 'trusted sources' who are independent of producers, yet have the drive and enthusiasm to move debate and engagement forward, will increase the exposure of the wider community to Nano technology. These individuals can be public figures (from politics, NGOs, industry, or media) or known personally, such as teachers, community leaders, and students. Each has an important role to play in building trust, particularly amongst the 'hard-to-reach' public.

Information and engagement channels may begin as broad activities (i.e. national newspapers), reaching a wide audience, but quickly they must focus in on where active stakeholders are engaged (schools, social media groups etc.). In addition to broadcasting messages through social media and wider press, information should be targeted at special interest groups to demonstrate that Nanotechnology is a practical, a platform of technology capable of being embedded in many different products, rather than an abstract scientific concept. Thus, for wider exposure of the topic it is important that nanotechnology should be discussed not only in the science sector of the media platforms (press, radio, TV, websites etc.), but in other sectors as well (e.g. for fashion, food, motoring, or consumer sectors). As a result, those who read, view or listen to such messages will become more interested and engaged ('me & mine' effect). These people are the producers, sellers, and buyers of the goods who in turn influence others, building up a momentum that becomes self-perpetuating.

The live events that were conducted by the campaign were successful in for a variety of reasons. Firstly, many of the participants were a hard to reach audience, that usually is not interested in science in general and Nanotechnology in particular – this includes the students' parents who came to watch their children debating the topic in the 20 schools across Europe. Secondly, it brought together different stakeholders to discuss the ELISA issues of Nanotechnology. At the live events there were representatives of science centres, industry, national and municipal politics, educators etc. who expressed a variety of points of view on the subject. The feedback showed great enthusiasm from these events. Therefore, our recommendation is to use the live events (in schools and in a high profile way) as a main channel in every outreach project.

This whole landscape is one of interconnected hubs of activity, performing different but overlapping and complementary functions, through which a variety of stakeholders can variously be informed, engaged, and educated. By mapping and understanding the flow of information and means by which individuals access these; policy and decision makers can better contribute to raising awareness of and building consensus on Nanotechnology.

Although we can report on high numbers of exposure in part of the channels used in the project, not all of the platforms we used were proved to be efficient. The platform that had the poorest results is the project's portal (less than 10K visits in 10 months). Most of the communication in the project (partners, teachers and students participated) and with the project (outside visitors) was made via different platforms, such as the basecamp website (i.e. teachers) and social media. It seems that the use of a portal as the main hub of an entity has passed. Today people want to communicate with the brand, and the best way to do that is via social media platforms. We do not argue that a project should not have an official portal, but its role should be minor. Another channel that had poor results was the project's Facebook page. Eventually we had about 550 fans for the main page, negligible number compared to the EU population. We believe that the low budget (in person months) and the short time did not allow higher exposure. Yet, we cannot ignore the impact of this popular social media tool. Even though the number of fans was low, it brought a huge number of users who were exposed to the content that was seen as "liked". This makes our recommendation for much more intensive use of social media even stronger. Even though there were poor numbers of fans for the project's page, the reach was enormous. In addition, the schools' Facebook pages had large numbers of fans (almost 2000) with impressive activity.

A strategy for effective public engagement on nanotechnologies needs to consider five critical aspects:

1. **Timing** – it is widely accepted that engagement activities should start at the earliest possible time, before developments have reached a stage where opinion is largely irrelevant (i.e. it is not likely to influence the

outcome of a development that has already proceeded beyond any checkpoint)². A roadmap for each activity needs to be produced, which allows timing of different activities and involvement of different stakeholders to be coordinated (see below), and desired objectives mapped, i.e. the schedule of the academic year needs to be considered when designing school activities.

2. **Stakeholder involvement** – the wider public do not necessarily have the time or inclination to fully understand complex scientific or technological arguments, instead they look for sufficient information to allow them to make an informed decision, or the presence of people or organisations that they trust, as a proxy for their judgment. Thus, it is important to ensure a balanced and wide range of voices within the debate so that discussion is not seen to be polarised, or worse – one sided. Again, these individuals must be encouraged and prepared to use the variety of channels employed in a particular engagement campaign, which may include sustained or sporadic levels of engagement.
3. **Topic** – from our analyses and those of others, it is clear that the topic being discussed must be chosen based on the values of the audience being targeted. In general, topics such as medicine and everyday products attract large numbers of readers – again, the ‘me & mine’ philosophy. However, to engage effectively with different groups within society requires the selection of more specific topics that are carefully aligned with the interests of the audience. Engagement requires the individual to consider ‘this is important to me, I agree/disagree with that statement’. In other words, there needs to be personal linkage or some controversy or strong statement with which to spark debate. Only through achieving this level can we expect wider society to take ownership of a development’s impacts and as a result move towards building consensus in society.
4. **Presentation** – the way information and engagement activities are presented is also important. Work from NANOCHANNELS and others, indicates that images and messages perceived as too technical or far removed from everyday life, quickly disengage people. It is important that engagement appeals to the audience directly using images they can relate to and at a level of detail that provides sufficient information without being overwhelming. For this aspect, video clips, infographics, and other visual means proved to be attractive for wide audience (i.e. the second supplement of the Guardian which included fewer words and more engaging illustrations).
5. **Channel to be used** – different channels engender various levels of trust, impact and reach. They were also used in diverse ways by those engaged. Our analysis reveals that there is a hierarchy of channels through which increasing levels of awareness raising can be achieved and trust can be built. Each channel involves specific stakeholder groups, has a unique role to play in this process, and needs to be used appropriately (timing, actors and frequency) with others to be most effective. For example, a mass media campaign to raise awareness and discussion on a topic of interest to a broad public will have a very dissimilar profile and level of engagement than that of a campaign targeted towards a narrower interest group. The latter would be recommended to use a targeted campaign via social media (i.e. group in LinkedIn).

Through the judicious application of each of these aspects, we can envisage a process where we start with long reach, low impact activities at an early stage to raise awareness, followed by high impact engagement activities (but shorter reach) to move towards a situation where wider society believes that:

- i) there is access to sufficient and necessary information to make an informed choice;
- ii) all relevant stakeholders (as far as wider society is concerned) are involved (thus there is trust in the outcomes); and
- iii) Developments are progressing in an appropriate manner, taking account of all aspects (even if individuals do not necessarily agree with all decisions).

Achieving this may not lead to widespread excitement and enthusiasm amongst wider society (although it should excite more individuals), but it will eventually decrease the probability of there being a public backlash against Nanotechnology.

These key points need to be developed in the context of several other aspects. The first of which is to build on what is already there. New activities and new approaches take time to be embedded in societal groups that we

want to engage; however, adapting existing channels or building on what has been done before allows momentum to be built up more quickly and sustained. Secondly, the way the engagement is framed needs careful attention: use of images, interactive elements, evocative (or controversial) language is important to spark interest and enhance the numbers engaged. NANOCHANNELS was an experimental project. The consortium partners tried a variety of channels, some proved to be efficient in informing & engaging EU lay public. Some tools had lower than expected results (i.e. social media) due to circumstances such as time and budget, and tools (especially the project's portal) and experienced challenges because of their place in the second decade of the 21st century.

All of our insights and recommendations can serve the EU decisions makers in designing the future strategy of informing and engaging the citizens in the new pervasive technology of Nano.

Project Logo and Public Website

Project Logo



Public Website

The addresses for the NANOCHANNELS web outlets are:

- NANOCHANNELS website (<http://www.nanochannelsfp7.eu>),
- Facebook (<http://www.facebook.com/nanochannels>),
- Twitter (<http://www.twitter.com/nanochannels>),
- YouTube ([/user/nanochannelsEU](http://www.youtube.com/user/nanochannelsEU)),
- LinkedIn (<http://www.linkedin.com>),
- Nanopaprika (<http://www.nanopaprika.eu/profile/NANOCHANNELSeu>),
- XING ([http://.www.Xing.com](http://www.Xing.com)),
- NANOCHANNELS internal portal for partners only (<https://nanoc.ort.org.il>).

USE OF DISSEMINATION OF FOREGROUND

TEMPLATE A1: LIST OF SCIENTIFIC (PEER REVIEWED) PUBLICATIONS, STARTING WITH THE MOST IMPORTANT ONES

NO.	Title	Main author	Title of the periodical or the series	Number, date or frequency	Publisher	Place of publication	Year of publication	Relevant pages	Permanent identifiers ³ (if available)	Is/Will open access ⁴ provided to this publication?
1	N/A									
2										
3										

³ A permanent identifier should be a persistent link to the published version full text if open access or abstract if article is pay per view) or to the final manuscript accepted for publication (link to article in repository).

⁴ Open Access is defined as free of charge access for anyone via Internet. Please answer "yes" if the open access to the publication is already established and also if the embargo period for open access is not yet over but you intend to establish open access afterwards.

TEMPLATE A2: LIST OF DISSEMINATION ACTIVITIES

NO.	Type of activities ⁵	Main leader	Title	Date	Place	Type of audience ⁶	Size of audience	Countries addressed
	Press supplement	GUA	<p>The supplement covered the following topics:</p> <ul style="list-style-type: none"> • Introduction to the supplement and contextualizing it for the general reader – Small is useful. • Powerful toolkits for science. • How new nanomaterials offer a cheap and effective solution to our environment. • Nanomedicine offers great promise for the future, especially the mixing of diagnostics and therapeutic capabilities in healthcare. • Why sharing knowledge is essential and can help minimise risks. • How nanomaterials can contribute to every walk of life from non-smelly socks to earthquake-sensing wallpaper and thinner TVs. • Molecular nanotechnology could allow us to build the products we need with the sort of precision that right now only nature can do. 	1. 26 November 2011 31 March 2012	Printed version:	Lay Public, Civil Society, Policy makers, Medias, scientific Community (higher education, Research), Industry	425,000 copies for each supplement	UK
	Press supplement	MUNDO	The supplement covered the following topics:	1. 25 November	Printed version:	Lay Public, Civil Society, Policy	267,252 copies for	SP

⁵ A drop down list allows choosing the dissemination activity: publications, conferences, workshops, web, press releases, flyers, articles published in the popular press, videos, media briefings, presentations, exhibitions, thesis, interviews, films, TV clips, posters, Other.

⁶ A drop down list allows choosing the type of public: Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias ('multiple choices' is possible).

				2011 28 April 2012		makers, Medias, scientific Community (higher education, Research), Industry	the first supplement, and 237,811 copies for the second. The number of readers is 1,234,000	
	Press supplement	Corriere	<p>The supplement covered the following topics:</p> <ol style="list-style-type: none"> 1. Between science and teachnology there is the respect for the person 2. Nanotech, insede matter a cultural revolution (Medicine, environment, electronics: a responsable use is needed" 3. This is how information will travel super-fast. Alek Dediu from CNR eplains what new spintronics materials 4. Rattan fibre will "revive" thighbone. Project run by Anna Tampieri in Florence is deemed by Times one of the best fifty inventions in 2009 <p>Science fiction and games. The visionary that make use dream. First novels in the 40s</p>	16 March 2012	Printed and an online version:	Lay Public, Civil Society, Policy makers, Medias, scientific Community (higher education, Research), Industry.	696,032	IT
1	Articles, opinion polls published on GUARDIAN microsite	GUA	<p>Articles titles:</p> <ol style="list-style-type: none"> 1. What's nano – Nano as a science tool 2. Where to find nanotechnology in everyday life 3. Graphiene 4. Medicine & Health 5. Solar energy 6. Nanotextiles 7. Carbon nanotubes 8. Little things, big impact 9. Essential matter 	Twice a month, May 2011 to May 2012	On line: http://www.guardian.co.uk/nanotech-nology-world	Lay Public, public interested in Technology higher education, Industry, Civil Society, Policy makers, Medias	55,956	UK

			10. Nanomedicine 11. Minimizing risk 12. Benefits of Nano 13. Nanofactories 14. Small scale, massive impact: live nanotechnology Q&A – join the debate 15. Why sunscreen is in the nanotechnology safety spotlight 16. The holy grail of molecule-making 17. Is nanotechnology safe in the workplace? 18. A closer look at extending life 19. The future of computing power – from DNA hard drives to quantum chips 20. A user's guide to nanotechnology 21. Our need to know 22. Technology making a splash 23. The big nano debate 24. Nanotechnology: talking points Opinion polls on: 1) Are you aware of the debates surrounding nanotechnology? 2) Would you be happy to use a suntan cream if it contained a nanomaterial 3) Would you use a product, for example a tennis racquet, containing a nanomaterial? 4) Would you buy a product containing a nanomaterial that could come off during its washing? 5) Would you want to know if you have a genetic disposition towards a certain disease? 6) Do you think nanotech will improve only the quality of life of wealthy people? 7) Are you aware of some of the					
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			<p>nanotextiles that exist in some of your everyday clothes?</p> <p>8) Do you think that computers that use nanotechnology will be affordable for most people?</p> <p>9) Should nano-sensors be used to diagnose medical conditions in their early stage, if there are no definite restrictions in place to protect patients' privacy?</p>					
2	Articles and opinion polls published in El Mundos' microsite	Mundo	<p>Articles titles:</p> <ol style="list-style-type: none"> 1. Computer demos applied to nanotechnology 2. Internal structures of nanoparticles 3. Towards nanos sustainable development 4. How to create flexible and 'extra thin' TV screens 5. Nanotechnology: how to explain the origin of life 6. Research: the power of light to stretch a molecule 7. Graphene on gold crystals could develop faster computers 8. Carbon nanotubes 9. Nanoscience, investment in the future 10. Stain-resistant shoes 11. Research: 1 Nanometer Magnetite crystal that keeps its magnetism 12. 30 years of the tunnel microscope 13. New tools for 'nanobioengineering' 14. Nanophotonics to develop new lasers 15. Nanotechnology debate organised by The Guardian 16. A nano-transistor as an earlier model of the quantum computer 17. DNA nano-robot for health 	twice a month, December 2011 to July 2012	On line: http://www.elmundo.es/elmundo/nanotecnologia.html	Lay Public, public interested in Technology higher education, Industry, Civil Society, Policy makers, Medias Scientific Community (higher education, Research)	<p>175,000 monthly visitors to the site</p> <p>250,000</p> <p>8,830,000 unique visitors to this page</p>	ES

			<p>18. Announcement of the Congress Nano Spain 2012</p> <p>19. Nanotechnology to store information</p> <p>20. The Spanish physician Echenique: "Nanotechnology is in our daily life" (Congress Nano Spain 2012)</p> <p>21. Nanowires</p> <p>22. How nanotechnology could fix DNA</p> <p>23. Research in Galicia. Nanoparticles for the medicine of the future 27 March 2012</p> <p>24. Graphene used to study the liquids</p> <p>25. Graphene, the supermaterial</p> <p>26. How to produce electricity through nanotechnology</p> <p>27. EUN school live event in Barcelona</p> <p>Opinion Polls:</p> <ul style="list-style-type: none"> • Do you think it is ethically acceptable to use the technology developed for medical treatment in order to increase the human capacity • Would you use products, just like sunscreens, made with nanomaterials? • Would you use a product, for instance a tennis racquet, containing a nanomaterial? • Should nano-sensors be used to diagnose medical conditions in their earlier stages? • Do you think that computers with nanotechnology development will be affordable for the most of people? • Did you know that some clothes are made with nanotextiles? • Would you like to know if you had a genetic disposition to a certain 					
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			disease? <ul style="list-style-type: none"> Would you like to live in an 'intelligent' world where everything was connected? 					
	Press supplement online version	Corriere	The articles were: <ul style="list-style-type: none"> Between science and technology there is the respect for the person Nanotech, inside matter a cultural revolution (Medicine, environment, electronics: a responsible use is needed" This is how information will travel super-fast. Alek Dediu from CNR explains what new spintronics materials are and how they will replace silicon in ICT Rattan fibre will "revive" thighbone. Project run by Anna Tampieri in Florence is deemed by Times one of the best fifty inventions in 2009 Science fiction and games. The visionary that make use dream. First novels in the 40s 	15 March 2012	Online: http://www.corriere.it/cultura/eventi/2012/pensare-piccolo/notizie/boncinelli-scienza-tecnica_c8b9df2e-6f45-11e1-8ee0-fb515f823613.shtml	Lay Public, Civil Society, Policy makers, Medias, scientific Community (higher education, Research), Industry	8,830,000 unique visitors to this page	IT
52	Radio Events	TCU	The radio broadcasts' topics: <ol style="list-style-type: none"> Nanomedicine: benefits and risks Nanotechnology for Sport Labelling nanotech consumer products Nanotechnology in Food Packaging Nanotechnology in Industry Debate with Students - interview 	Each show was aired twice and published on the radios' website beginning December 2011	Radio and as podcasts: http://www.tri.wu.it/nanotecnologie	Lay public, Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias	180,000	IT
	Recording and Presentation of Teacher training	EUN	Teacher training	<ol style="list-style-type: none"> 29 September 2011 20 October 2011 Feb 2012 May 2012 	Web: Elluminate	Educators	20	EU
88	School live	EUN	10 topics - see figure no. 13	From Jan to May	11	Civil Society	2500	Israel

	debates			2012	countries, see figure no. 14	especially young people		Romania Germany Austria Italy United Kingdom France Romania Slovakia Spain Croatia Turkey
	Round table Live event	GUA	Media round table event	31 January 2012	London, UK	Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias	130	UK
	Roundtable in Milan	TiConUno, in cooperation with the web TV Triwù	how companies should behave in this phase that still does not see regulations?	2 April 2012	the Politecnico di Milano	Industry, NGOs'	50	IT
	Live event	ORT	Deutsches Museum NanoDay	24 June 2012	Munich, Germany	Lay public especially young nano consumers, Civil Society, , Scientists, Industry, Civil Society, Policy makers, Medias	100	DE
60	Project Website: www.nanochannelFP7.eu	ORT	A verity of topics, for example: Bendy screens Nano Olympics "The Pistorius Case" and Nanotech in the Olympics Are fish risking their lives to have your feet less smelly? NanoDay at Deutsches Museum	Articles and nano news for the lay public, from July 12, 2011	Tel Aviv, Israel	Lay public especially young nano consumers, Civil Society	126	EU
61	Social media platform: FaceBook	ORT	Over 100 items in verity of Nano topics and news	Starting: October 2011	Online: www.facebook.com/nan	Lay public especially young nano consumers, Civil	16,839	EU

					ochannels	Society, Industry, Civil Society, Policy makers, Medias		
62	Social media platform: Twitter	ORT	Over 100 items in verity of Nano topics and project news		Online: twitter.com/#!/nanochannels	Lay public especially young nano consumers, Civil Society, Industry, Civil Society, Policy makers, Medias	477	EU
63	Video channel on youtube	ORT	Videos related to the project: what is Nano?, short video on for the opinion polls, coverage of students event etc.		Online: www.YouTube.com/user/nanochannelsEU	Lay public especially young nano consumers, Civil Society, Industry, Civil Society, Policy makers, Medias	787 direct on Youtube (can not count the embedded)	EU
	Euro Forum Nano 2011		Exposure of the project to a group of likeminded researchers and professionals dealing with outreach of nano communications	May/June 2011	Hungary	researchers and professionals	80	EU
	EC Workshop 2012	ORT	Communicating outreach in Nanotechnology actions, challenges and prospects	28-29 March 2012	Brussels	Professionals	20	EU
	PCST 2012 Public Communication of Science and Technology	ORT	presented the NANOCHANNELS project	18-19 April 2011		experts in science communication, journalists, postgraduate students, museum curators and science writers	50	IT
	Social Media Platforms outside the project: <ul style="list-style-type: none">• LinkedIn (http://www.linkedin.com),• Nanopaprika (http://www.nanopaprika.eu/profile/NA)	ORT	Taking part in the activities on the specific platfoem.	From May 2011	Online	Scientific Community, Researchers		All

	NOCHANNEL Seu), • XING (http://www.Xing.com),							
	Video Clips	ORT	4 short videos clips exhibiting nano dilemmas on Sports equipment, cosmetics, medicine and sunscreen.	Tel Aviv, Israel	Online: the project portal, the Guardian microsite and on youtube	Young Nano consumers, lay public		All
	Interactive Games	ORT	1. "Test Yourself (attitudes toward nanotechnology)" 2. "Maze" 3. "Jeopardy" 4. "Who Wants to Be a Millionaire"	Tel Aviv, Israel	On the internal portal on the projects teachers.	Young Nano consumers and Educators	20	EU
56	video	TCU	Labelling Nanotechnology Consumer products	29 February 2012	Radios' website, project web portal: www.nanochannelsfp7.eu/?p=1596 , YouTube channel and social media	Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias	180,000	IT
59	video	TCU	NANOCHANNELS on the Third Channel of the Italian public television	1 March 2012	Online: http://youtu.be/E6CHSTOCPog	Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias	180000	IT

Section B (Confidential⁷ or public: confidential information to be marked clearly)

Part B1

⁷ Note to be confused with the "EU CONFIDENTIAL" classification for some security research projects.

TEMPLATE B1: LIST OF APPLICATIONS FOR PATENTS, TRADEMARKS, REGISTERED DESIGNS, ETC.					
Type of IP Rights ⁸ :	Confidential Click on YES/NO	Foreseen embargo date dd/mm/yyyy	Application reference(s) (e.g. EP123456)	Subject or title of application	Applicant (s) (as on the application)
N/A					

⁸ A drop down list allows choosing the type of IP rights: Patents, Trademarks, Registered designs, Utility models, Others.

Part B2

Type of Exploitable Foreground ⁹	Description of exploitable foreground	Confidential Click on YES/NO	Foreseen embargo date dd/mm/yyyy	Exploitable product(s) or measure(s)	Sector(s) of application ¹⁰	Timetable, commercial or any other use	Patents or other IPR exploitation (licences)	Owner & Other Beneficiary(s) involved
N/A								

¹⁹ A drop down list allows choosing the type of foreground: General advancement of knowledge, Commercial exploitation of R&D results, Exploitation of R&D results via standards, exploitation of results through EU policies, exploitation of results through (social) innovation.

¹⁰ A drop down list allows choosing the type sector (NACE nomenclature) : http://ec.europa.eu/competition/mergers/cases/index/nace_all.html

REPORT ON SOCIETAL IMPLICATIONS

A General Information *(completed automatically when Grant Agreement number is entered.)*

Grant Agreement Number:

266946

Title of Project:

Engaging European stakeholders in debating *NANO technology issues using a range of media CHANNELS*
NANOtechnology issues

Name and Title of Coordinator:

Mr. Yoel Rothschild, Project Coordinator

B Ethics

1. Did your project undergo an Ethics Review (and/or Screening)?

- If Yes: have you described the progress of compliance with the relevant Ethics Review/Screening Requirements in the frame of the periodic/final project reports?

No

Special Reminder: the progress of compliance with the Ethics Review/Screening Requirements should be described in the Period/Final Project Reports under the Section 3.2.2 'Work Progress and Achievements'

2. Please indicate whether your project involved any of the following issues (tick box) :

No

RESEARCH ON HUMANS

- | | |
|---|-----|
| • Did the project involve children? | Yes |
| • Did the project involve patients? | No |
| • Did the project involve persons not able to give consent? | No |
| • Did the project involve adult healthy volunteers? | No |
| • Did the project involve Human genetic material? | No |
| • Did the project involve Human biological samples? | No |
| • Did the project involve Human data collection? | No |

RESEARCH ON HUMAN EMBRYO/FOETUS

- | | |
|--|----|
| • Did the project involve Human Embryos? | No |
|--|----|

• Did the project involve Human Foetal Tissue / Cells?	No
• Did the project involve Human Embryonic Stem Cells (hESCs)?	No
• Did the project on human Embryonic Stem Cells involve cells in culture?	No
• Did the project on human Embryonic Stem Cells involve the derivation of cells from Embryos?	No
PRIVACY	
• Did the project involve processing of genetic information or personal data (eg. health, sexual lifestyle, ethnicity, political opinion, religious or philosophical conviction)?	No
• Did the project involve tracking the location or observation of people?	No
RESEARCH ON ANIMALS	
• Did the project involve research on animals?	No
• Were those animals transgenic small laboratory animals?	No
• Were those animals transgenic farm animals?	No
• Were those animals cloned farm animals?	No
• Were those animals non-human primates?	No
RESEARCH INVOLVING DEVELOPING COUNTRIES	
• Did the project involve the use of local resources (genetic, animal, plant etc)?	No
• Was the project of benefit to local community (capacity building, access to healthcare, education etc)?	No
DUAL USE	
• Research having direct military use	No
• Research having the potential for terrorist abuse	No

C Workforce Statistics

3. Workforce statistics for the project: Please indicate in the table below the number of people who worked on the project (on a headcount basis).

Type of Position	Number of Women	Number of Men
Scientific Coordinator	2	2
Work package leaders	5	3
Experienced researchers (i.e. PhD holders)	1	1
PhD Students		
Other	28	14

4. How many additional researchers (in companies and universities) were recruited specifically for this project?	0
Of which, indicate the number of men:	0

D Gender Aspects		
5.	Did you carry out specific Gender Equality Actions under the project?	<div> <input type="radio"/> Yes <input checked="" type="radio"/> No </div>
6.	Which of the following actions did you carry out and how effective were they? N/A	
	<div> <div>Not at all effective</div> <div>Very effective</div> </div>	
	<input type="checkbox"/> Design and implement an equal opportunity policy	<div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>
	<input type="checkbox"/> Set targets to achieve a gender balance in the workforce	<div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>
	<input type="checkbox"/> Organise conferences and workshops on gender	<div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>
	<input type="checkbox"/> Actions to improve work-life balance	<div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>
	<input type="radio"/> Other: <input type="text"/>	
7.	Was there a gender dimension associated with the research content – i.e. wherever people were the focus of the research as, for example, consumers, users, patients or in trials, was the issue of gender considered and addressed?	
	<div> <input checked="" type="radio"/> Yes- please specify <input type="text"/> </div>	
	<div>Survey and analysis of different age and gender groups was done, checking their general knowledge and attitude towards NT. Facebook and Google analytics were analysed for gender</div>	
	<div> <input type="radio"/> No </div>	
E Synergies with Science Education		
8.	Did your project involve working with students and/or school pupils (e.g. open days, participation in science festivals and events, prizes/competitions or joint projects)?	
	<div> <input checked="" type="radio"/> Yes- please specify <input type="text"/> </div>	
	<div>NANOCHANNELS executed school-based debate and dialogue events in 20 schools (11 European countries) aimed at youth aged 11-16. An entire class belonging of one of the 20 NANOCHANNELS schools was invited to the TiConUno radio station and interviewed on the topic of nanotechnology, its applications and ELSA implications. The project hosted a live event at the Deutsches Museum in Munich in which school students were invited.</div>	
	<div> <input type="radio"/> No </div>	
9.	Did the project generate any science education material (e.g. kits, websites, explanatory booklets, DVDs)?	
	<div> <input checked="" type="radio"/> Yes- please specify <input type="text"/> </div>	
	<div>NANOCHANNELS produced teachers' kits in to support the teachers in their preparation and throughout the implementation of the tasks expected from the schools. It was available for download on the NANOCHANNELS portal (www.nanochannelsFP7.eu) in each one of the seven projects' languages. Two of the media partners opened microsites. The project website had a section for education.</div>	
	<div> <input type="radio"/> No </div>	
F Interdisciplinarity		
10.	Which disciplines (see list below) are involved in your project?	

<input type="radio"/> Main discipline ¹¹ : <input checked="" type="radio"/> Associated discipline ¹¹ : 1.3, 1.5, 2.1, 2.2, 2.3, 3.3, 5.4, 6.3		X	Associated discipline ¹¹ :
G Engaging with Civil society and policy makers			
11a Did your project engage with societal actors beyond the research community? (if 'No', go to Question 14)		<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
11b If yes, did you engage with citizens (citizens' panels / juries) or organised civil society (NGOs, patients' groups etc.)? <input type="radio"/> No <input type="radio"/> Yes- in determining what research should be performed <input checked="" type="radio"/> Yes - in implementing the research <input checked="" type="radio"/> Yes, in communicating /disseminating / using the results of the project			
11c In doing so, did your project involve actors whose role is mainly to organise the dialogue with citizens and organised civil society (e.g. professional mediator; communication company, science museums)?		<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
12. Did you engage with government / public bodies or policy makers (including international organisations) <input type="radio"/> No <input type="radio"/> Yes- in framing the research agenda <input type="radio"/> Yes - in implementing the research agenda <input checked="" type="radio"/> Yes, in communicating /disseminating / using the results of the project			
13a Will the project generate outputs (expertise or scientific advice) which could be used by policy makers? <input type="radio"/> Yes – as a primary objective (please indicate areas below- multiple answers possible) <input checked="" type="radio"/> Yes – as a secondary objective (please indicate areas below - multiple answer possible) <input type="radio"/> No			
13b If Yes, in which fields?			
Agriculture Audiovisual and Media Budget Competition Consumers Culture Customs Development Economic and Monetary Affairs Education, Training, Youth Employment and Social Affairs	Energy Enlargement Enterprise Environment External Relations External Trade Fisheries and Maritime Affairs Food Safety Foreign and Security Policy Fraud Humanitarian aid	Human rights Information Society Institutional affairs Internal Market Justice, freedom and security Public Health Regional Policy Research and Innovation Space Taxation Transport	

¹¹ Insert number from list below (Frascati Manual).

13c If Yes, at which level? <input type="radio"/> Local / regional levels <input checked="" type="radio"/> National level <input type="radio"/> European level <input type="radio"/> International level				
H Use and dissemination				
14. How many Articles were published/accepted for publication in peer-reviewed journals?	N/A			
To how many of these is open access¹² provided?	0			
How many of these are published in open access journals?	0			
How many of these are published in open repositories?	0			
To how many of these is open access not provided?	0			
Please check all applicable reasons for not providing open access:	0			
<input type="checkbox"/> publisher's licensing agreement would not permit publishing in a repository <input type="checkbox"/> no suitable repository available <input type="checkbox"/> no suitable open access journal available <input type="checkbox"/> no funds available to publish in an open access journal <input type="checkbox"/> lack of time and resources <input type="checkbox"/> lack of information on open access <input type="checkbox"/> other ¹³ :	0			
15. How many new patent applications ('priority filings') have been made? <i>("Technologically unique": multiple applications for the same invention in different jurisdictions should be counted as just one application of grant).</i>		N/A		
16. Indicate how many of the following Intellectual Property Rights were applied for (give number in each box).	Trademark	N/A		
	Registered design	N/A		
	Other	N/A		
17. How many spin-off companies were created / are planned as a direct result of the project?		N/A		
<i>Indicate the approximate number of additional jobs in these companies:</i>				
18. Please indicate whether your project has a potential impact on employment, in comparison with the situation before your project: <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Increase in employment, or <input type="checkbox"/> Safeguard employment, or <input type="checkbox"/> Decrease in employment, <input checked="" type="checkbox"/> Difficult to estimate / not possible to quantify </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> In small & medium-sized enterprises <input type="checkbox"/> In large companies <input checked="" type="checkbox"/> None of the above / not relevant to the project </td> </tr> </table>			<input type="checkbox"/> Increase in employment, or <input type="checkbox"/> Safeguard employment, or <input type="checkbox"/> Decrease in employment, <input checked="" type="checkbox"/> Difficult to estimate / not possible to quantify	<input type="checkbox"/> In small & medium-sized enterprises <input type="checkbox"/> In large companies <input checked="" type="checkbox"/> None of the above / not relevant to the project
<input type="checkbox"/> Increase in employment, or <input type="checkbox"/> Safeguard employment, or <input type="checkbox"/> Decrease in employment, <input checked="" type="checkbox"/> Difficult to estimate / not possible to quantify	<input type="checkbox"/> In small & medium-sized enterprises <input type="checkbox"/> In large companies <input checked="" type="checkbox"/> None of the above / not relevant to the project			
19. For your project partnership please estimate the employment effect resulting directly from your participation in Full Time Equivalent (FTE = one person working fulltime for a year) jobs:		<i>Indicate figure:</i> X		

¹² Open Access is defined as free of charge access for anyone via Internet.

¹³ For instance: classification for security project.

2. ENGINEERING AND TECHNOLOGY

- 2.1 Civil engineering (architecture engineering, building science and engineering, construction engineering, municipal and structural engineering and other allied subjects)
- 2.2 Electrical engineering, electronics [electrical engineering, electronics, communication engineering and systems, computer engineering (hardware only) and other allied subjects]
- 2.3. Other engineering sciences (such as chemical, aeronautical and space, mechanical, metallurgical and materials engineering, and their specialised subdivisions; forest products; applied sciences such as geodesy, industrial chemistry, etc.; the science and technology of food production; specialised technologies of interdisciplinary fields, e.g. systems analysis, metallurgy, mining, textile technology and other applied subjects)

3. MEDICAL SCIENCES

- 3.1 Basic medicine (anatomy, cytology, physiology, genetics, pharmacy, pharmacology, toxicology, immunology and immunohaematology, clinical chemistry, clinical microbiology, pathology)
- 3.2 Clinical medicine (anaesthesiology, paediatrics, obstetrics and gynaecology, internal medicine, surgery, dentistry, neurology, psychiatry, radiology, therapeutics, otorhinolaryngology, ophthalmology)
- 3.3 Health sciences (public health services, social medicine, hygiene, nursing, epidemiology)

4. AGRICULTURAL SCIENCES

- 4.1 Agriculture, forestry, fisheries and allied sciences (agronomy, animal husbandry, fisheries, forestry, horticulture, other allied subjects)
- 4.2 Veterinary medicine

5. SOCIAL SCIENCES

- 5.1 Psychology
- 5.2 Economics
- 5.3 Educational sciences (education and training and other allied subjects)
- 5.4 Other social sciences [anthropology (social and cultural) and ethnology, demography, geography (human, economic and social), town and country planning, management, law, linguistics, political sciences, sociology, organisation and methods, miscellaneous social sciences and interdisciplinary , methodological and historical S1T activities relating to subjects in this group. Physical anthropology, physical geography and psychophysiology should normally be classified with the natural sciences].

6. HUMANITIES

- 6.1 History (history, prehistory and history, together with auxiliary historical disciplines such as archaeology, numismatics, palaeography, genealogy, etc.)
- 6.2 Languages and literature (ancient and modern)
- 6.3 Other humanities [philosophy (including the history of science and technology) arts, history of art, art criticism, painting, sculpture, musicology, dramatic art excluding artistic "research" of any kind, religion, theology, other fields and subjects pertaining to the humanities, methodological, historical and other S1T activities relating to the subjects in this group]

Annex 1: Two sample NanoCartas

1 ORTEbin high school

Ramat Gan, Israel

The debate's topic: Improving the capabilities of the Human brain

Team #1 side: For

	Argument	Explanations and reference	Represents the Stakeholder group
#1:	Improving the quality of life of people with disabilities	<ul style="list-style-type: none"> - People who were born deaf, blind or paralyzed, may be able to blend in society and function as equals, as will people who were disabled by accident or through old age 	<ul style="list-style-type: none"> - Disabled people and their families - Society, which will have fewer people with special needs to care for, and will benefit from the addition of people to the working population - Drug companies and health insurance companies
#2:	Treatment of brain related diseases	<ul style="list-style-type: none"> - Nanobots could loiter in the brain and hit cancer cells while avoiding harming the other parts of the brain - Nanobots could identify the transfer of erroneous information, which causes various diseases such as Alzheimer's and Parkinson's, and correct it 	The sick and their families, Drug companies, Medical insurance companies
#3:	Treatment of addictions	<ul style="list-style-type: none"> - The ability to influence brain activity which causes mood changes or enhances self-confidence can eliminate the need for achieving such goals through chemical substances such as Drugs, Alcohol, and even Coffee - Rehab from such addictions will also become easier if we can influence the relevant areas in the brain 	<ul style="list-style-type: none"> - Chemical substance abusers - People who are prone to addiction - Welfare organizations and the State
#4:	Economic and Social benefits	<ul style="list-style-type: none"> - Brain treatment will be expansive at the start, but as technology progresses, it will become available to all and promote equality in society 	<ul style="list-style-type: none"> - Society at large

		- Direct intervention in the brain will save money currently spent on symptomatic drugs	
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Closing remarks of the teams' leader:

There is no such thing as good or bad technology. The use of technology can be for the good of society or against it.

For thousands of years, humanity has found hundreds and thousands of ideas, some of which were far-reaching and daring. Those ideas were tried out, and the best among them became the reality of future generations. New technologies can be abused, but as a society, we try to limit this possibility.

Nano-technology is a new scientific field. It should be used to develop new technologies that will benefit human society. We can take advantage of the useful technologies while taking precautions on the moral and legal fields, to avoid abuse of the technology. Technological development should not be stopped because they might be abused.

Team #2 side: Against

	Argument	Explanations and reference	Represents the Stakeholder group
#1:	One shouldn't interfere with Creation	God has created Man in his image. We are allowed to try and better the quality of our lives, but should not interfere with Creation itself and try to 'make a better Man'. The results of such intervention cannot be predicted	-Religious Groups
#2:	All people will be identical	<ul style="list-style-type: none"> - If the brain can be controlled we will all want to be tall, beautiful, wise, creative and so on. The result will be a society in which all individuals become similar - The fact that people are not content with the way they are is what makes them look for new ways for improvement in social as well technological means - Like in nature, it is diversity which promotes the survivability of mankind, because in different periods different qualities may be beneficial 	
#3:	Mind Control	The possibility to directly influence the human brain will allow control of emotions and manipulation of Human behavior and opinions	
#4:	Increased gaps in Society	Brain intervention and improvement will be an expansive process which will only be available to the rich, who will use it to increase their advantages and their prominence in society	

#5:	Unknown costs	Even 'light' changes such as enhanced sight or hearing may cause invasion of privacy, and who knows the price we will have to pay for the ability to provide all of society with eternal good mood or enhanced concentration ability	
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Closing remarks of the teams' leader:

We know where intervention in the human brain starts, but we will never know where it will lead. Direct intervention in the brain may lead, sooner or later, to the creation of a society based on similar citizens, which are easy to manipulate and control. The motivation for continued change and progress will become much lower. The risks entailed in continuing to develop Nanotechnology uses for influencing and manipulating the human brain outweigh by far the possible benefits. It is too dangerous.

2 Jakob Fugger Gymnasium

Augsburg, Germany

PRO & AGAINST using nanosensors for medical detection

Team #1 side: PRO

	Argument	Explanations and reference	Represents the Stakeholder group
#1:	Using nanosensors may help to detect cancer and other diseases at an early stage of the disease.	<ol style="list-style-type: none"> 1. Nanosensors are fast, cheap and very specific detectors. 2. Early detection of cancer is very important for a successful therapy 	Scientist in pharmacy industry
#2:	Using nanosensors could help diabetics to a worth living life	<ol style="list-style-type: none"> 1. Permanent measurement of the blood glucose level could be the job of nanosensors 2. In the future the calculation of the right application rate of insulin could be managed by nanopumps 	Scientist in pharmacy industry
#3:	The pharmacy industry has invested millions of Euro to basic research and also investigates possible applications. This industry is waiting for the "return on invested capital"	<ol style="list-style-type: none"> 1. Some nanosensors are actually ready to use. 2. Interdiction of selling this modern technology will cause job losses or technology transfer to other countries. 	Scientist in pharmacy industry
#4:	Using nanosensors could help	<ol style="list-style-type: none"> 1. Today measurement of the glucose level means to prick the fingers for a blood probe 	Patient (insulin-dependent)

	diabetics to a worth living life	3-5 times a day and always having an instrument for analyzing this blood probe with you. 2. Correcting the insulin rate is another prick each time with all problems of injections like bruises etc.	diabetes mellitus)
#5	Using nanosensors may help to detect cancer and other diseases on an early stage of the disease.	1. The treatment of these diseases will be much more cheaper 2. The rates for all people could decrease	Head of a forward looking health insurance company

Summary:

Nanosensors will be the future of diagnosis. It combines advanced and specific technology together with the promise of lower costs and raising quality of life.

Team #2 side: AGAINST

	Argument	Explanations and reference	Represents the Stakeholder group
#1:	Nanosensors are expensive and the diagnosis can lead to psychological problems	1. Everybody wants to test each possible disease which causes high expenses 2. When the test predicts a severe future disease with no actual therapy the patient could get psychological problems	Head of a conservative health insurance company
#2:	Diagnosis of severe diseases is not an aim		Healthy patient
#3	Increasing tariff rates for the health insurance	In the beginning modern diagnosis instruments are always very expensive.	Healthy patient
#4:	Nanotech sensors may detect more information than necessary.	1. Doctors will know almost everything about your body. 2. This information may be abused by insurance companies and other firms 3. Problems of wireless data transfer from the sensors to the computers is not solved yet	Human rights campaigners

Summary:

When using new technology, regulations and caution must be taken. Nanotechnology might bring new and advanced possibilities for diagnosis and treatments, but also new and advanced dangers.

Top Ten Leading Website Languages

