European Researchers' Night
Science in the City 2021

Deliverable 3.1 – Report on Impact Assessment

December 2021

Report provided by:
Qualia Analytics
qualiaanalytics.org

PROJECT DETAILS	Project acronym	Project title
	SitC	Science in the City
	Call	**Grant Agreement Number**
	H2020-MSCA-NIGHT-2020bis	101036030
	Starting date	**Project coordinator**
	01 May 2021	University of Malta
	Duration of project	
	11 months	

DELIVERABLE DETAILS	Work package	Expected date
	WP3 – Impact Assessment	31/05/2021
	Work package leader	**Deliverable ID and title**
	Qualia Analytics	WP3-D3-IMPACT_ASSESSMENT
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	[X] R Report / [ ] O – Other	Eric Jensen
		Review
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	Submission date	**Dissemination level**
	30/12/2021	[X] P – Public
		[ ] CO – Confidential, only for members of the consortium (including the Commission Services)

Deliverable description

Final report on impact assessment of SitC produced by QA (Partner 4) which will be open access. The report will include the number of responses of both the pre and post surveys, the tools used, the main trends and conclusions. The questionnaires and interviews will also be made available. The streamlined evaluation across multiple EU Researchers Night events (ERNs) means that our evaluation report could also include considerations on how findings are similar or different to the overall results across the participating ERNs.

Summary of Evaluation

This report contains findings from the Science in the City (SitC) events held between 24th - 25th September in 2021. The data collection method was a digital questionnaire administered before and after the event. The questionnaire was designed to gain insights about the following main topics for the evaluation:

- **Demographics:** An audience profile of attendees was gathered about age, gender, ethnicity, income and education levels.

- **Impact on views about research and researchers:** Event attendees could indicate their attitudes about *'research'* and *'researchers'* by responding to semantic differential questions - pairs of opposing adjectives, rated by their perceived relation to the perception of *'research'* and *'researchers'*. In addition, attendees could rate their agreement using various Likert-type questions with a range of statements about *'research'* and *'researchers'*.

- **Quality of experiences:** Several questions were asked about the nature and quality of attendees' experiences during the event, including their level of comfort, ability to participate, and enjoyment.

- **Follow-up actions:** Event attendees could indicate whether they have taken any follow-up actions related to engagement with research or researchers after the event.

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1. INTRODUCTION

1.1 Background: European Researchers' Night 2021

Science in the City (SitC) is one of dozens of simultaneous public engagement events that took place across Europe in 2021. *"Sowing Seeds"* was this year's theme for the 16th European Researchers' Night, which took place in over 29 countries across **24th - 25th September**. Pre-festival events started from the 2nd of September. All events were funded by the European Commission with support from ministries in charge of higher education and culture.

Each year, this public, multinational event seeks to promote the sharing of ideas between researchers and general audiences. It presents research in a variety of ways designed to be entertaining, including short stories, live experiments, games, performances and workshops. The aim is to spark curiosity and encourage greater interest and participation in European research.

The event runs through the day as well as into the night and has activities suitable for audiences of all ages. This includes workshops, exhibits, talks, panel discussions, performances, lectures, laboratory visits and the chance to meet researchers. SitC 2021 took a hybrid form, with events taking place in theatres around the city while retaining the virtual presence it established in 2020 due to the Covid-19 pandemic. This was enabled via a virtual festival streamed live from the Valletta Design Cluster.

The impact evaluation led by Qualia Analytics focused on impact, quality of experience, diversity and inclusion.

2. METHODS

This section describes the procedures used to gather evaluation survey responses, the sample distribution and the approach to analysing responses.

2.1 Procedure

Attendees of the SitC 2021 festival were invited to participate in the evaluation with email addresses provided during registration. The invitation for the first survey stage was sent before the main festival while the invitation for the second survey stage was sent after the festival activities were complete. For both stages, up to three reminders were sent to encourage participating in the evaluation and improve response rates.

2.2 Sample

The total sample of festival attendees is presented after data cleansing[1] at each stage of the evaluation survey (see Table 1). We note that 222 attendees chose to respond before the festival and 145 responded after conclusion of festival activities. From this sample, 91 respondents complete both survey stages. The following table summarises the number of respondents.

Table 1: Total sample by survey stage

Survey Stage	Stage 0	Stage 1	Stage 2
Event Relation	Enrolment	Pre-visit	Post-visit
Total Sample	612	222	145

2.3 Data analysis

The presentation of findings in the report uses *un*weighted data; this means that no adjustments have been made to reflect the probability or likelihood of particular respondents being selected. This limits inferences that can be made to only those who have attended this festival.

It should further be noted that unpaired samples represent different individuals, while paired samples represent the same individual responding at both stages. Differences in the descriptive results indicate individuals who only responded to a single stage (i.e., before or after the festival).

Additionally, small sample sizes can limit the strength of statistical inferences. Therefore, caution has been exercised in this report to not overgeneralise claims from the responses provided.

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[1] Surveys were registered as fully complete after 80% of questions received a response.

3. RESULTS

The results include reporting on participant profile, background and motivation, attitudes towards research and researchers, and the quality of event experiences. The corresponding tables for each figure can be found in the Appendix.

3.1 Respondent Profile

This section presents respondent profiles based on response distributions and overall averages to show comparisons from stage-to-stage or trends from year-to-year.

3.1.1   Age & Gender

Regarding respondents' age profile in 2021, the sample was skewed towards age groups in the middle of the age range (Figure 1). The most represented age group was 39-48 years (*n*=118, 40%), followed by 29-38 years (*n*=99, 33%) and 18-28 years (*n*=47, 16%).
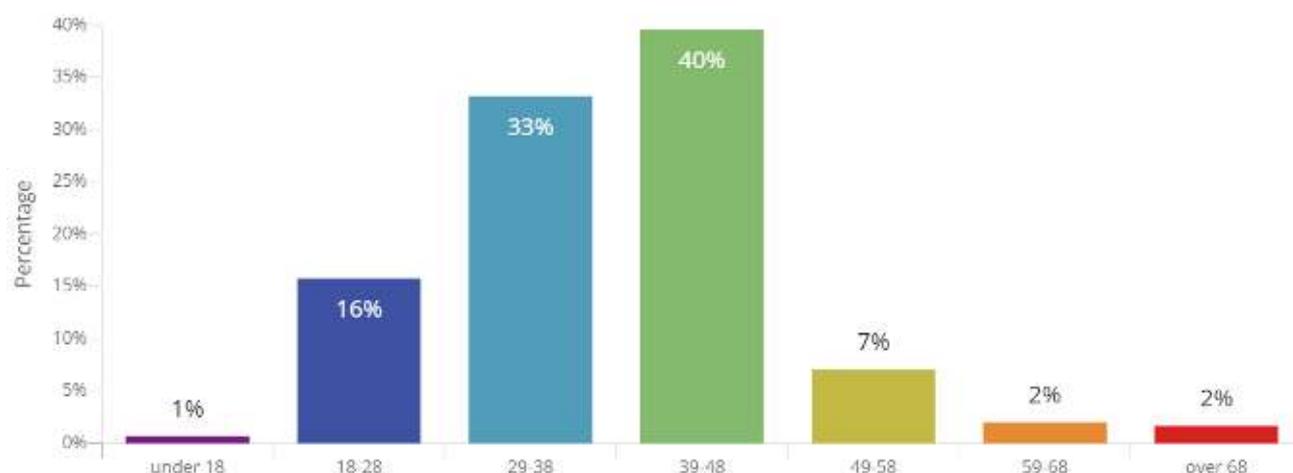

Figure 1. Age (2021)

Compared to the 2020[2] iteration, where the median age was 36, the median age increased in 2021[3] to 38 years (+2 years).

In terms of gender in 2021 (Figure 2), the sample was skewed towards female respondents (*n*=251, 80%) with fewer males (*n*=60, 19%) represented. There was also a small number of non-binary respondents (*n*=2, 1%).

The 2021[4] sample continues the trends from 2020[5], which reflect a general tendency for more women to respond to these questionnaires.
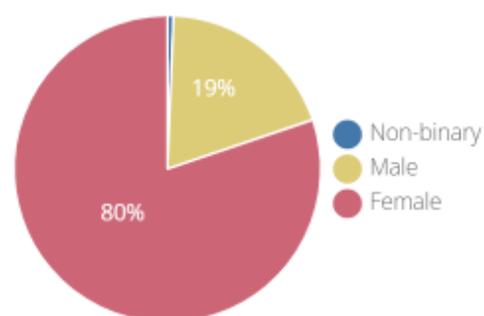

Figure 2. Gender (2021)

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[2] Age in 2020 (N=181, x̄=37.75, min=16, max=82, σ=13.7)
[3] Age in 2021 (N=297, $\bar{x}$=38, min=16, max=80, σ=10.6)
[4] Gender in 2021 (N=313, mode=female)
[5] Gender in 2020 (N=197, mode=female)

3.1.2   Education & Degree Programmes

The respondent profile in 2021 indicated high levels of university education[6] (Figure 3). Most respondents reported having at least a university-level degree (*n*=255, 71%), which included those with *'Postgraduate degree[s]'* (*n*=127, 42%) and *'Undergraduate degree[s]'* (*n*=106, 35%). A lower proportion of respondents indicated either *'Below undergraduate degree'* (*n*=56, 18%) or *'No formal qualification'* (*n*=15, 5%).
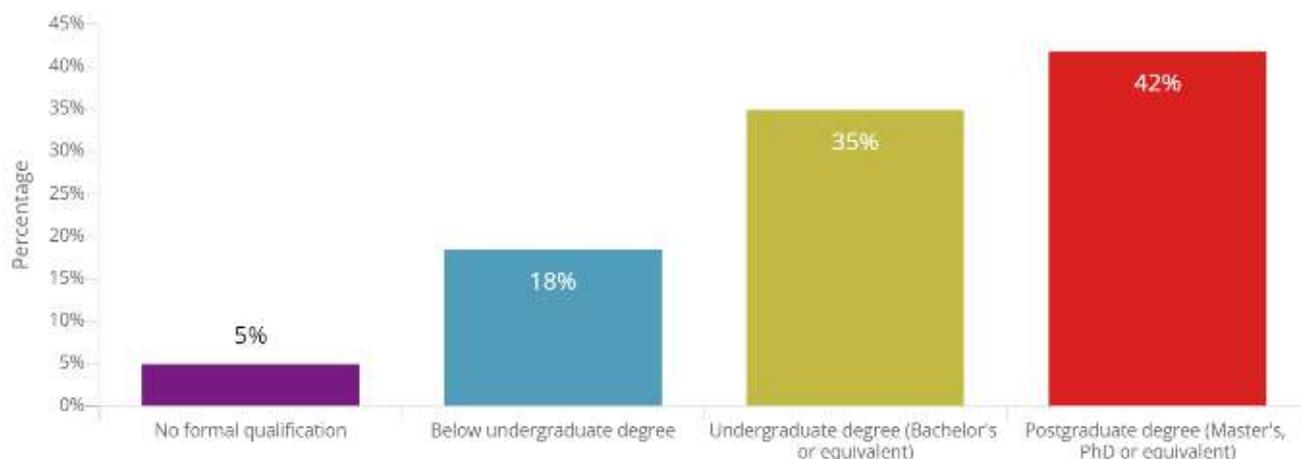

Figure 3. Education level (2021)

Respondents with university education were asked to provide their most recent degree areas[7] (Figure 4). Among the degree areas, *'Social sciences'* (*f*=37, 21%) occurred most frequently, followed by *'Business'* (*f*=35, 19%), *'Humanities'* (*f*=31, 17%), *'Science'* (*f*=26, 14%), *'Health'* (*f*=25, 14%), *'Engineering'* (*f*=23, 13%), *'Technology'* (*f*=19, 11%), *'Biological science'* (*f*=7, 4%), *'Literature'* (*f*=5, 3%), and *'Mathematics'* (*f*=5, 3%).
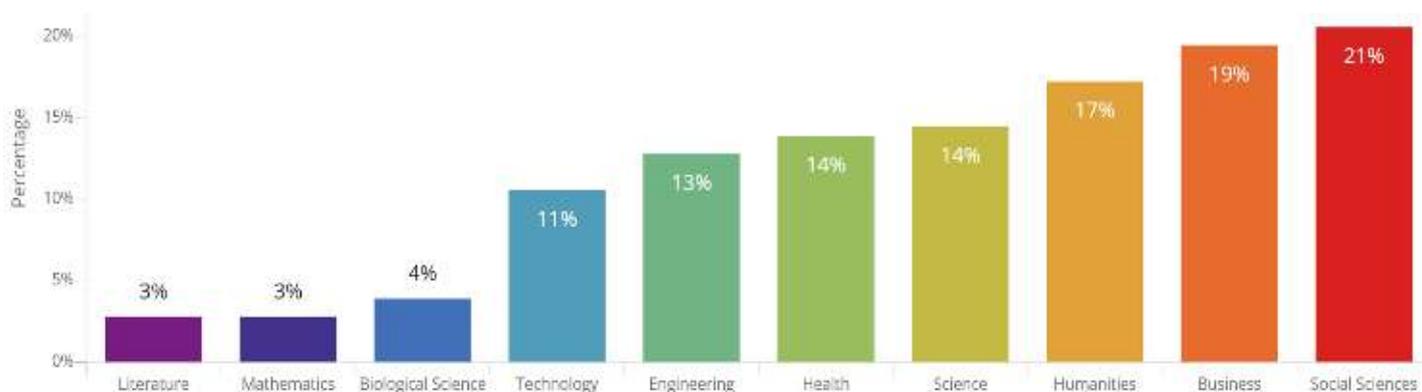

Figure 4. Most recent degree (2021)

Respondents reported if they were students[8] (Figure 5). At the time of the festival, the majority indicated they were *not* students (n=260, 83%) as compared to current students (n=55,17%). Current students were then asked about enrolment in educational programmes[9]

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[6] Education levels in 2021 (N=304, mode=postgraduate degree)
   Education levels in 2020 (N=191, mode=postgraduate degree)
[7] Recent degrees in 2021 (N=140, mode=social sciences)
   Recent degrees in 2020 (N=54, mode=science)
   Note: Respondents were able to select multiple recent degree; *f* represents a frequency of total occurrences and percent is indicated in relation to total individual respondents (n).
[8] Current student in 2021 (N=315, mode=not student)
   Current student in 2020 (N=202, mode=not student)
[9] Education programs in 2021 (N=56, mode=graduate)

(Figure 6). Most reported enrolment at university-level (n=46, 83%), with a higher proportion in graduate (n=24, 43%) than undergraduate (n=22, 39%) programmes. A smaller proportion were enrolled in programmes below university-level (n=10, 18%), such as PG certifications.
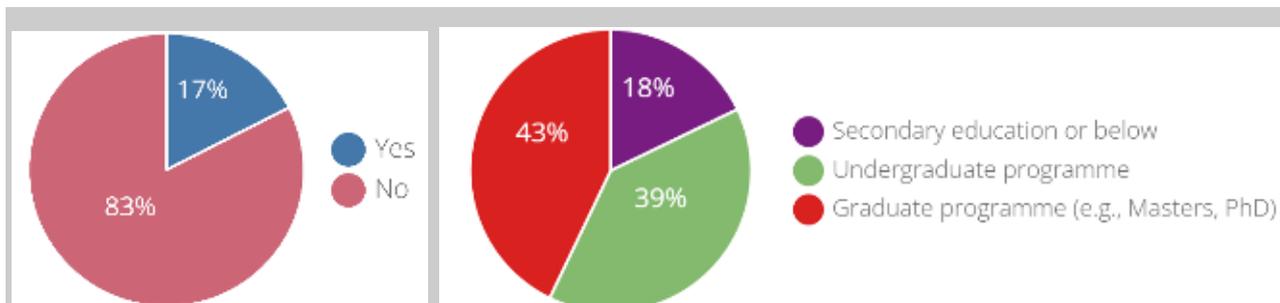

Figure 5. Current student (2021)

Figure 6. Type of educational programme enrolled (2021)

3.1.3   Household Income & Basic Needs

As indicators of socio-economic status, respondents were asked objectively about annual household income (Figure 7) and about the extent this income covers basic needs (Figure 8).

This objective indicator used Malta's median household income[10] of €17,305 as a bifurcation point in 2021 and €15,350 in 2020. Most respondents indicated household incomes above the median (n=163, 84%). Comparatively, respondents who reported income below the median (n=32, 16%) were much less prevalent, which showed a similar trend in 2020[11].
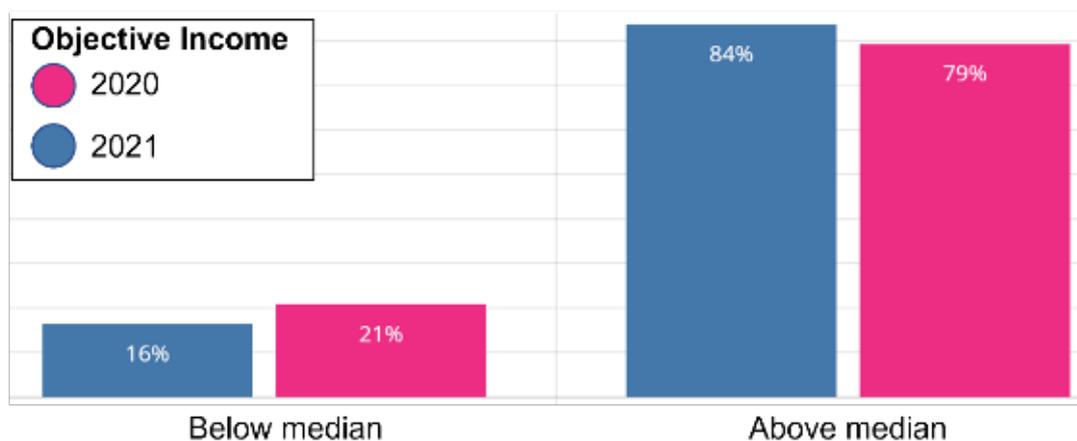

Figure 7. Household income levels (objective) in 2020 & 2021

The subjective indicator was used to assess the ability of respondents to meet household needs[12]. Most respondents indicated the ability to meet more than basic needs (n=204, 80%), which included categories for *'All needs'* (n=129, 51%) and *'All needs and more'* (n=75, 29%) with the highest proportion of responses. Respondents who reported less ability to meet basic needs were less prevalent (n=51, 20%), including *'Basic needs'* (n=42, 16%), *'Less*

Education programs in 2020 (N=54, mode=undergraduate)

[10] appsso.eurostat.ec.europa.eu/nui/show.do?dataset=ilc_di04&lang=en

[11] Household income (objective) in 2021 (N=195, mode=above median)
Household income (objective) in 2020 (N=125, mode=above median)

[12] Household needs (subjective) in 2021 (N=255, mode=all needs)
Household needs (subjective) in 2020 (N=162, mode=all needs)

than basic needs' (n=5, 2%), and '*Some needs but not all'* (n=4, 2%). Similar trends were seen in 2020.
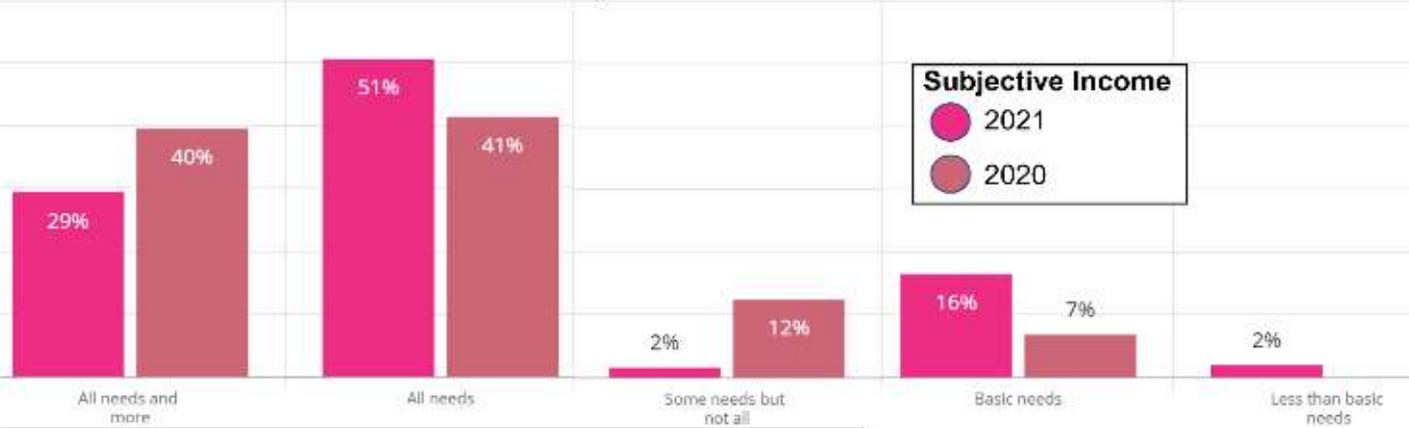

Figure 8. Meeting basic needs (subjective) in 2020 & 2021

3.1.4   Employment Status & Description

The respondent profile in 2021 indicated a high level of working in paid employment[13] (Figure 9). Most respondents were '*Working in paid employment'* (*n*=195, 70%). Other categories included '*Students or pupils*' (*n*=23, 8%) and '*Unpaid family or household work*' (*n*=13, 5%).
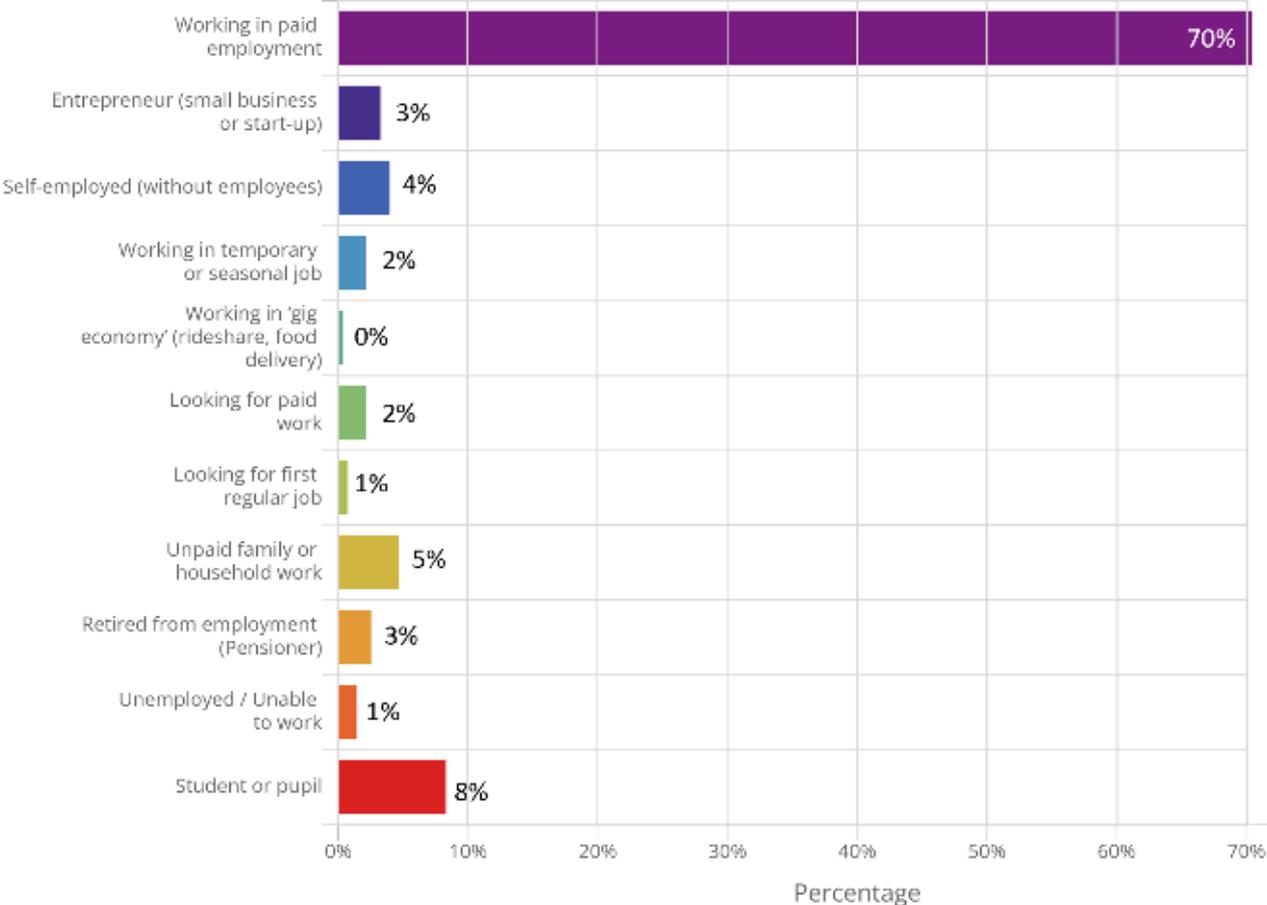

Figure 9. Employment status (2021)

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[13] Working status in 2021 (N=277, mode=*working in paid employment*)

Respondents who indicated working in paid employment or temporary jobs were asked to describe the nature of their work (Figure 10). The most commonly reported work descriptions were as '*Skilled professionals*' (*n*=41, 33%) and '*School teachers*' (*n*=35, 28%). Notable portions reported their work as '*Clerical, sales or service worker*' (*n*=18, 14%) *and* '*Supervisors (line managers)*' (*n*=13, 10%), followed by '*Associate professionals*' (*n*=8, 6%) and '*Small business managers*' (*n*=8, 6%). The least commonly report work description was '*Skilled manual workers*' (*n*=3, 2%).
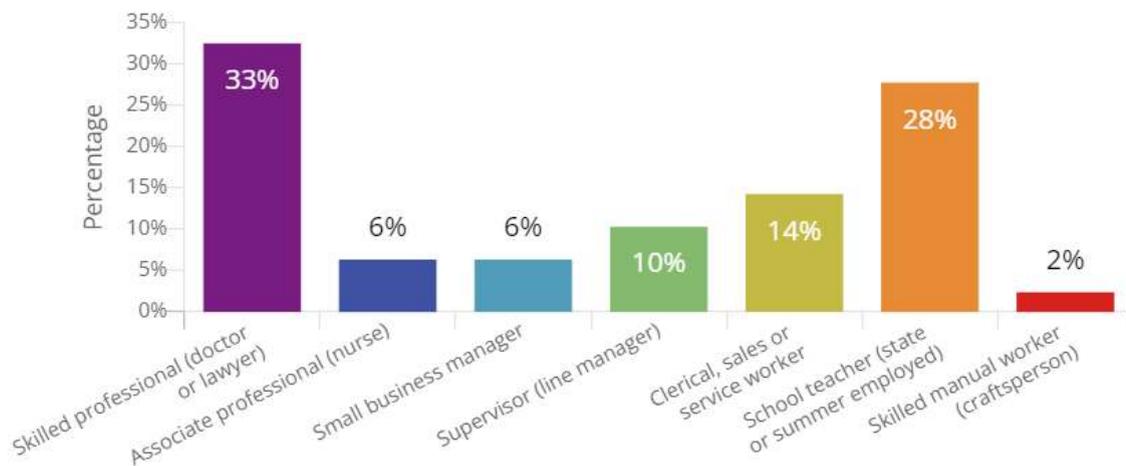

Figure 10. Employment description (2021)

3.2 Diversity & Inclusion

As indicators of diversity and inclusion, respondents were asked about ethnic or cultural background (Figure 11), gender identity (Figure 12) and disabilities and health conditions (Figure 13). These evaluation questions are needed because of prior evidence connecting these factors with a reliable pattern of disruption in educational trajectories and lower levels of educational attainment. For example, collecting information on gender identity (internal and individual experience of gender) was important for this evaluation because of prior evidence that people with these identities "experience more disruption in educational trajectories and lower levels of educational attainment than those who experience milestones in other life stages" (Barrett, Pollack, and Tilden 2002; Ueno, Roach, and Pena-Talamantes 2013). Likewise, prior evidence points to the need to collect information on disabilities and health conditions because these variables can be linked to poorer educational performance and participation (Porche, Costello, Rosen-Reynoso, 2016).

3.2.1 Ethnic or Cultural Background

The respondent profiles in 2021[14] indicated mostly '*Northern European or other White*' (*f* =84, 55%) or '*Southern European or other Latin*' backgrounds (*f*=64, 40%). Smaller proportions indicated backgrounds other than white (*f*=20, 13%), similar to the trend in 2020.

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[14] Ethnic or Cultural Background in 2021 (N=153, mode=Northern European or other White)
Ethnic or Cultural Background in 2020 (N=107, mode=Southern European or other Latin)
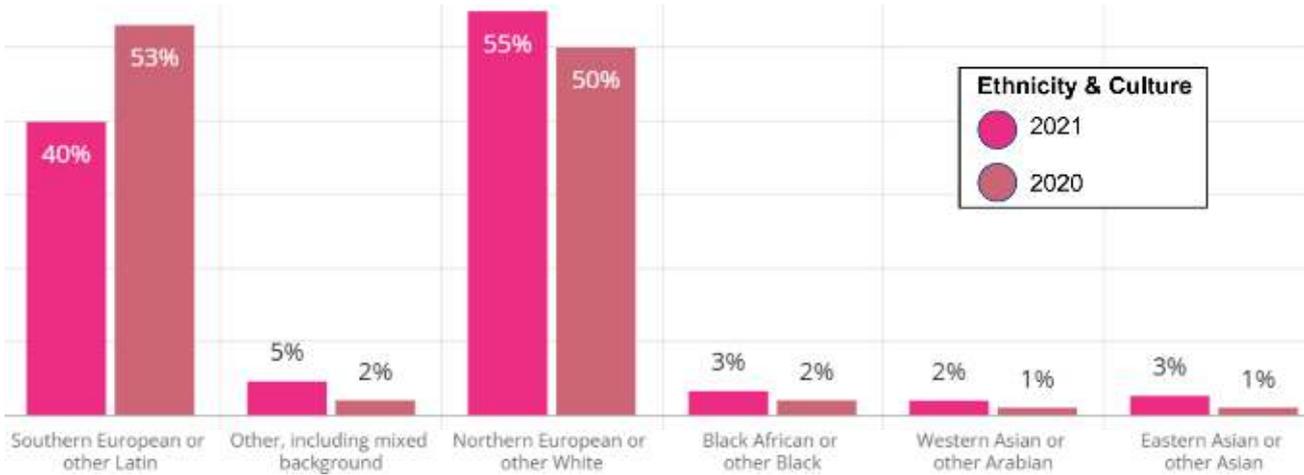
Figure 11. Ethnic or Cultural background (2021)

3.2.2   Disabilities & Health

The respondent profiles in 2021[15] indicated a mixed range of disabilities and health conditions (Figure 12). While most respondents indicated having none (n=116, 82%), there was some prevalence of specific health conditions (n=26, 18%). From conditions reported, most indicated '*Mental health*' (n=15, 58%) or '*Long-term illness*' (n=6, 23%), '*Specific learning disability*' (n=2, 8%), '*Social or communication impairment* (n=1, 4%), '*Physical impairment or mobility issues*' (n=1, 4%). A similar prevalence of responses was observed in 2020.
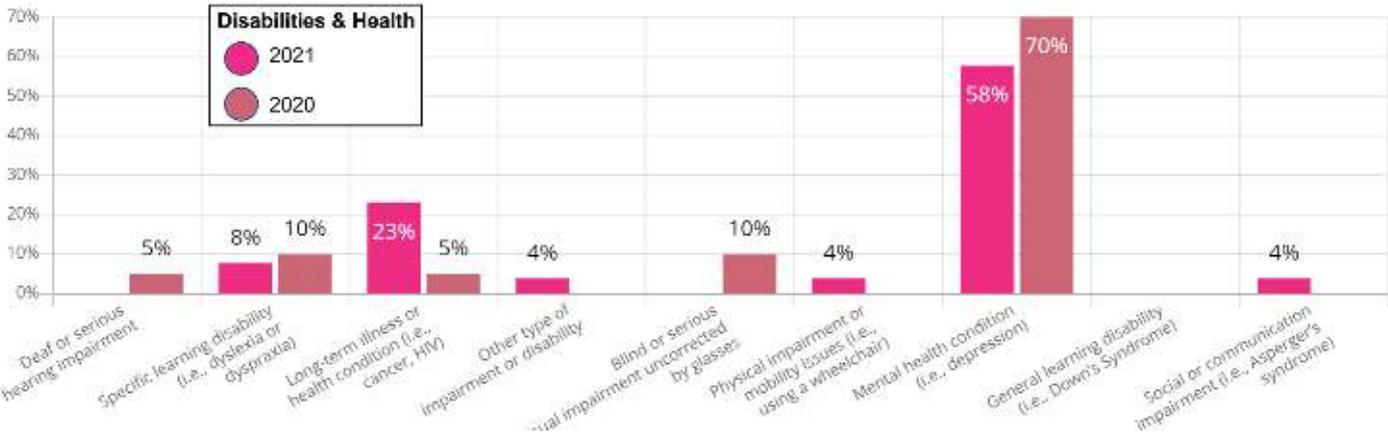

Figure 12. Disabilities and Health (2021)

3.2.3   Gender Identity

The respondent profiles in 2021[16] indicated a mixed range of gender identities (Figure 13). Most respondents indicated heterosexual (n=140, 91%), there was some prevalence of gender identities (n=14, 9%). A similar prevalence of responses was observed in 2020.

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[15] Disabilities and Health in 2021 (N=26, mode=Mental health)
   Disabilities and Health in 2020 (N=20, mode=Mental health)
[16] Gender Identity in 2021 (N=154, mode=hetero)
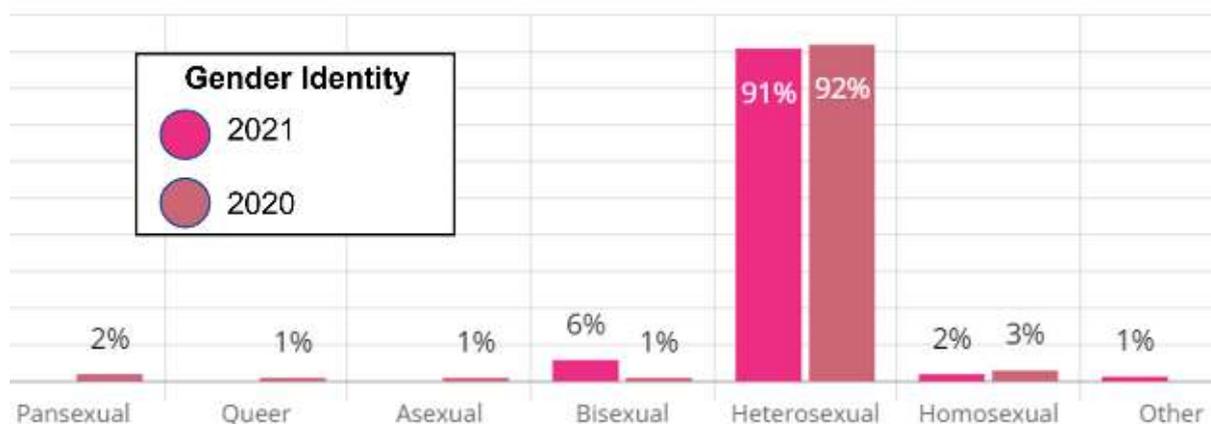   Gender Identity in 2020 (N=100, mode=hetero)

Figure 13. Gender identity (2021)

3.3 Previous Attendance & Motivation

Respondents were asked about their previous attendance of Science in the City (Figure 14), main reasons for attending (Figure 15).

3.3.1 Festival Attendance in Previous Years

Most respondents in 2021[17] indicated attending the festival in previous years (n=136, 59%) (Figure 14). For those who did *not* attend in previous years, responses were evenly split between being unable to attend (n=51, 22%) or being unaware (n=44, 19%). Results differ from 2020 when most respondents indicated no prior attendance (85%) primarily because of being unaware (68%) of the festival.
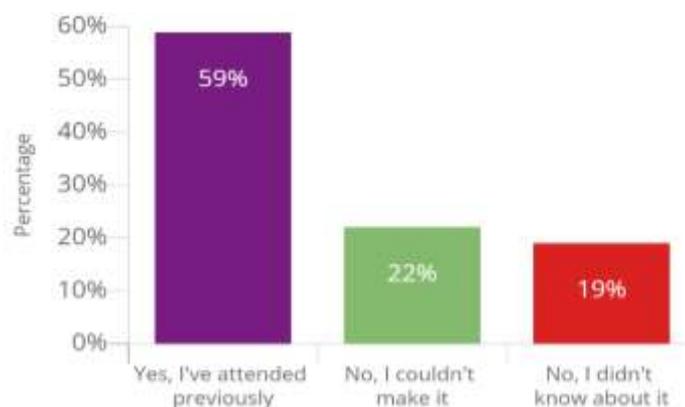

Figure 14. Attended festival before 2021

3.3.2 Reasons for Attending

Respondents in 2021[18] indicated their main reasons for attending (Figure 11). For most respondents, the top three reasons for visiting the festival were '*Education*' (*f*=164, 71%), followed by '*Family time*' (*f*=140, 61%) and '*Entertainment*' (*f*=104, 45%). A lower portion of respondents indicated the main reasons for attending were '*Learn about research*' (*f*=89, 39%). to '*Meet researchers*' (*f*=26, 11%).

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[17] Previous attendance in 2021 (N=231, mode=Prior attendance)
   Previous attendance in 2020 (N=100, mode=No prior attendance [Unaware])
[18] Attendance reasons in 2021 (N=229, mode=Education)
   Attendance reasons in 2020 (N=98, mode=Education)
   Respondents were able to select multiple reasons; *f* represents a frequency of total occurrences and percent is indicated in relation to total individual respondents (n).
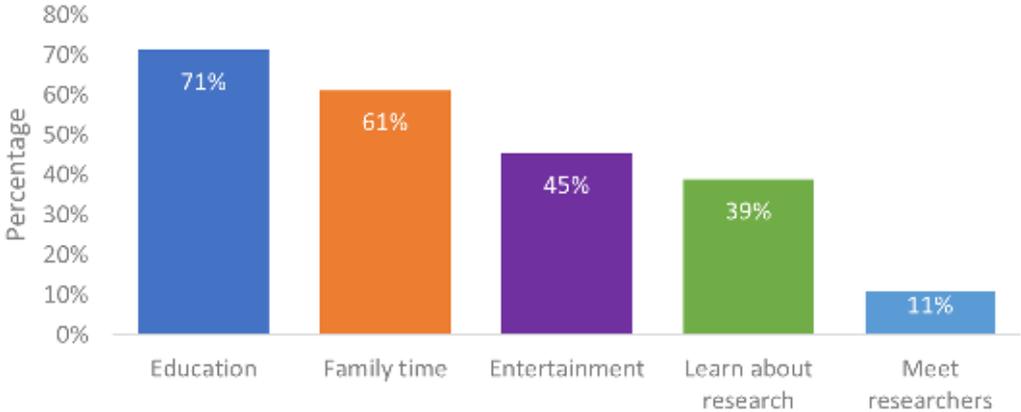
Figure 15. Main reasons for attending in 2021

3.4 Attitudes Towards Research & Researchers

This sub-section includes attitudinal dimensions to understand how respondents generally view **Research** and **Researchers**. These views were gathered before and after the festival to assess whether these views changed at an aggregate level. These views were measured evaluation using semantic differentials and Likert-type scales, both well-established tools for psychological measurements.

3.4.1 Views of Research

Semantic differential results for respondents' views towards **research** are indicated as positive (Figure 16). For example, before the festival most respondents viewed research as *'Important'* (*n*=197, 91%), *'Useful'* (*n*=187, 89%), *'Interesting'* (*n*=185, 87%), *'Beneficial'* (*n*=182, 85%), and *'Fascinating'* (*n*=183, 87%). However, the majority of respondents also viewed research as *'Difficult'* (*n*=136, 65%). As an aggregate, these views were consistent before and after the festival with only minor changes.
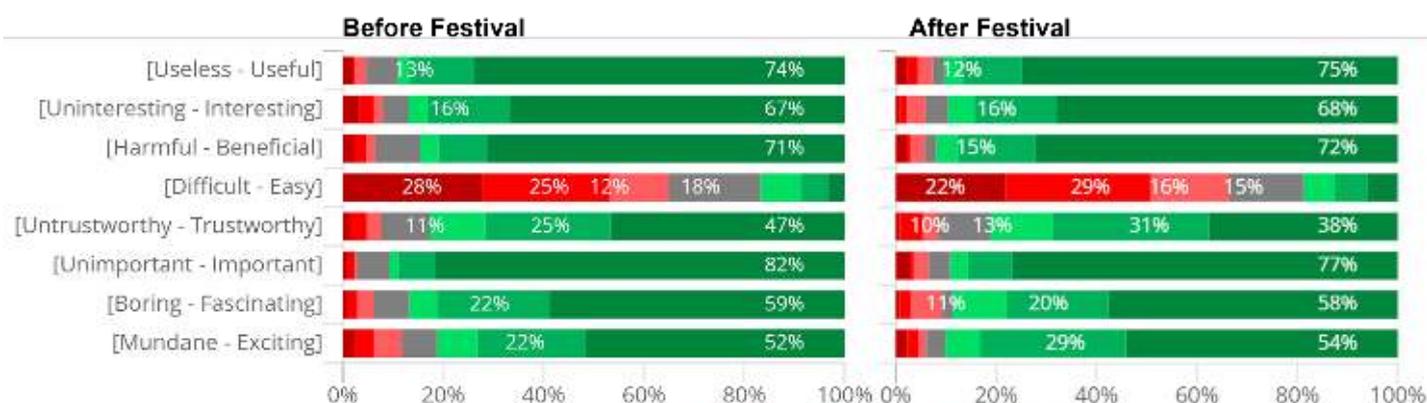

Figure 16. Views of Research (2021, Before & After Festival)

3.4.2 Views of Researchers

Semantic differential results for respondents' views towards **researchers** are indicated as positive (Figure 17). For example, before the festival most respondents viewed researchers as *'Important'* (*n*=178, 87%), *'Inspiring'* (*n*=173, 85%), '*Honest'* (*n*=159, 78%), and *'Trustworthy'* (*n*=150, 74%). As an aggregate, these views were consistent before and after the festival with only minor changes.
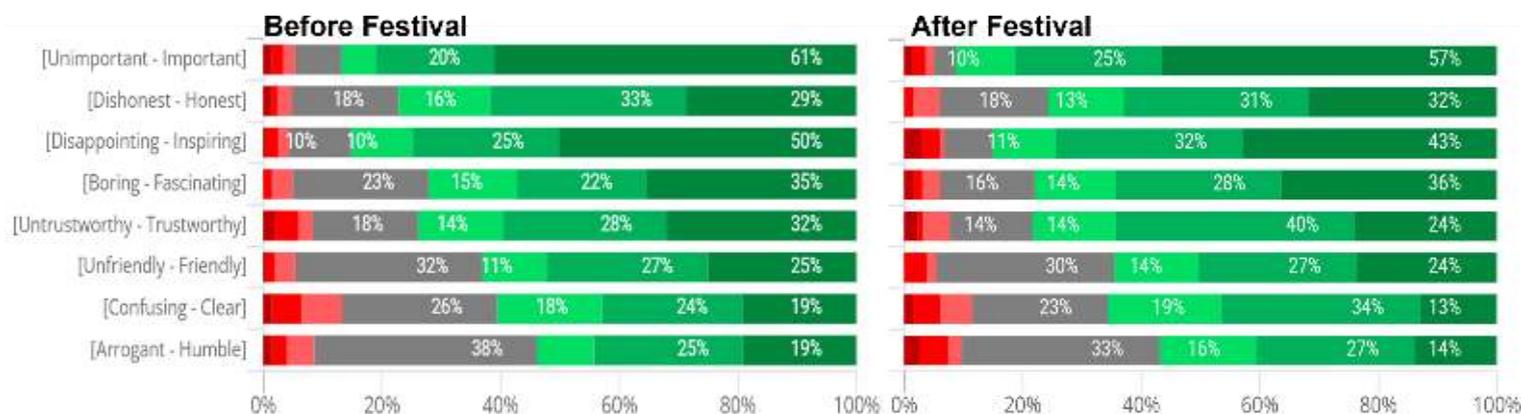

Figure 17. Views of Researchers (2021, Before & After Festival)

3.4.3   Attitudes Towards Research

Likert-type scale results for respondents' attitudes towards research are generally indicated as positive (Figure 18).
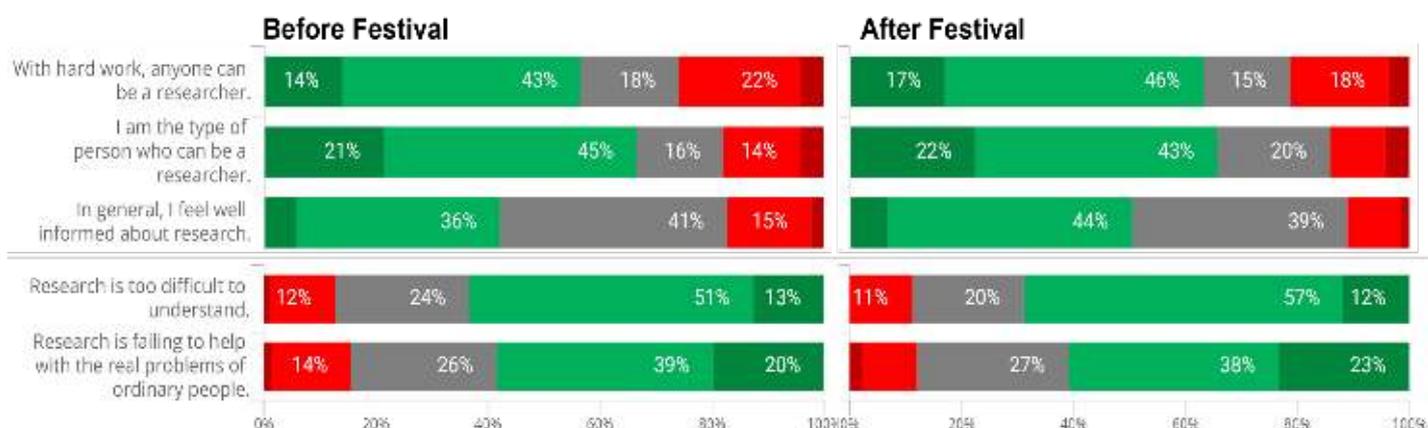

Figure 18. Research Attitudes (2021, Before & After Festival)

The majority of respondents agreed that **anyone can be a researcher with hard work**. The proportion of agreement *increased* (+6%) from **before** (*n*=122; 57%) to **after** (*n*=86; 63%) the festival. The average[1] levels of agreement also *increased* (+0.15) between stages.

Most respondents agreed that they are the **type of person who can be a researcher**. Although proportions slightly *decreased* (-1%) from **before** (*n*=141, 66%) and **after** (*n*=88, 65%) the festival, the average[2] levels of agreement *slightly increased* (+0.03) between stages.

Less than a majority of respondents agreed that they felt **well informed about research**. The proportion of agreement *increased* (+9%) from **before** (*n*=90, 42%) and **after** (*n*=68, 51%) the festival and average[3] levels of agreement between stages also *increased* (+0.16). It was noteworthy that **neutral** views were highly prevelant in both stages, **before** (n=87, 41%) and **after** (n=52, 39%) the festival.

Most respondents disagreed that **understanding research is difficult**. The proportion of disagreement *increased* (+5%) from **before** (n=135, 64%) and **after** (n=93, 69%) the festival. The average[4] levels of disagreement *slightly decreased* (-0.08) between stages. As a reverse-coded question, these results were generally indicated as positive.

Most respondents who disagreed that **research is failing to help the real problems of ordinary people**. The proportion of disagreement *slightly increased* (+2%) from **before** (n=124, 59%) and **after** (n=81, 61%) the festival. The average[5] levels of disagreement slightly decreased (-0.09) between stages. As a reverse-coded question, these results were generally indicated as positive.

[1]**Researcher with hard work:**
    Before (N=216, x̄=3.40, σ=1.1)
    After (N=136, x̄=3.55, σ=1.1)
	[4]**Research difficult to understand:**
	    Before (N=213, x̄= -2.38, σ=0.9)
	    After (N=135, x̄= -2.30, σ=0.8)

[2]**Researcher capability:**
    Before (N=212, x̄=3.66, σ=1.1)
    After (N=134, x̄=3.69, σ=1.1)
	[5]**Research disconnect with real problems:**
	    Before (N=212, x̄= -2.39, σ=1.0)
	    After (N=133, x̄= -2.30, σ=1.0)

[3]**Research informed:**	

Before (N=214, x̄=3.28, σ=0.9)
After (N=135, x̄=3.44, σ=0.8)

3.5 Quality of Experience

This sub-section includes quality dimensions to understand how respondents generally experienced the festival. These views were gathered after the festival to assess whether these views changed at an aggregate level. Respondents were asked to mark a point on a Likert-type scale with anchors for agree or disagree to indicate their views (Figure 19.
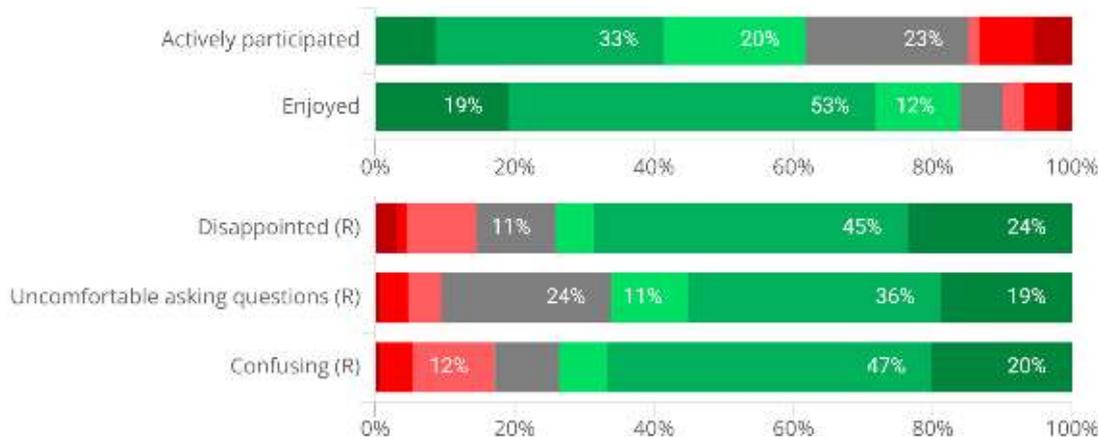

Figure 19. Experience Attitudes (2021, After Festival)

Most respondents agreed with the statement, '*I actively participated in activities at the festival*' (n=79, 62%). While results were generally indicated as positive[19], there was a noteworthy number of respondents who felt neutral (*n*=30, 23%) about the statement. Respondents who disagreed (n=19, 15%) also could provide explanations. Some noted a preference to observe and listen, while others indicated barriers to participation, such as attending via livestream.

Most respondents agreed with the statement, '*I enjoyed the festival*' (n=110, 84%). This result was generally indicated as positive[20]. Respondents who disagreed (n=13, 10%) were able to provide optional explanations that noted some sessions were too lecture-centered.

Most respondents disagreed with the statement, '*I was disappointed with the festival'* (n=97, 74%). As a reverse-coded question, this result was generally indicated as positive[21]. Respondents who agreed (n=19, 15%) were able to provide optional explanations that some sessions were difficult for younger audiences because of technical words or jargon.

Most respondents disagreed with the statement, '*I felt uncomfortable asking questions at the festival*' (*n*=84, 66%). As a reverse-coded question, this result was generally indicated as positive[22]. Respondents who agreed (n=12, 10%) were also asked to provide optional explanations that noted reluctance or difficulty to ask.

Most respondents disagreed with the statement, '*I found the festival confusing'* (n=86, 67%). As a reverse-coded question, this result was generally indicated as positive[23]. Respondents who agreed (n=12, 18%) were also asked to provide optional explanations. Multiple

[19] **Actively Participated** (N=128, x̄=4.78, σ=1.6)
[20] **Enjoyment** (N=131, x̄=5.56, σ=1.4)
[21] **Disappointment** (N=131, x̄=2.56, σ=1.5)
[22] **Uncomfortable Asking Questions** (N=127, x̄=2.75, σ=1.4)
[23] **Confusing** (N=129, x̄=2.63, σ=1.5)

explanations noted concerns with the programme, such as feeling it was complex or confusing to select sessions (i.e., too many options, inadequate information about sessions). Other concerns noted inaccuracies in timings or unclear session locations.

3.6 Post-Festival Actions

Results from after the festival indicated varied responses for follow up actions (Figure 20). While the majority of respondents took no follow up actions (n=77, 58%), there were a few main actions taken, such as further exploration about the topic (f=40, 30%), visiting a researcher's web page (f=22, 17%), or contacting a researcher (f=5, 4%). In addition, a smaller proportion of respondents indicated taking some other follow-up action' (f=10, 8%), such as discussing the topics with others (i.e., friends, family, kids).
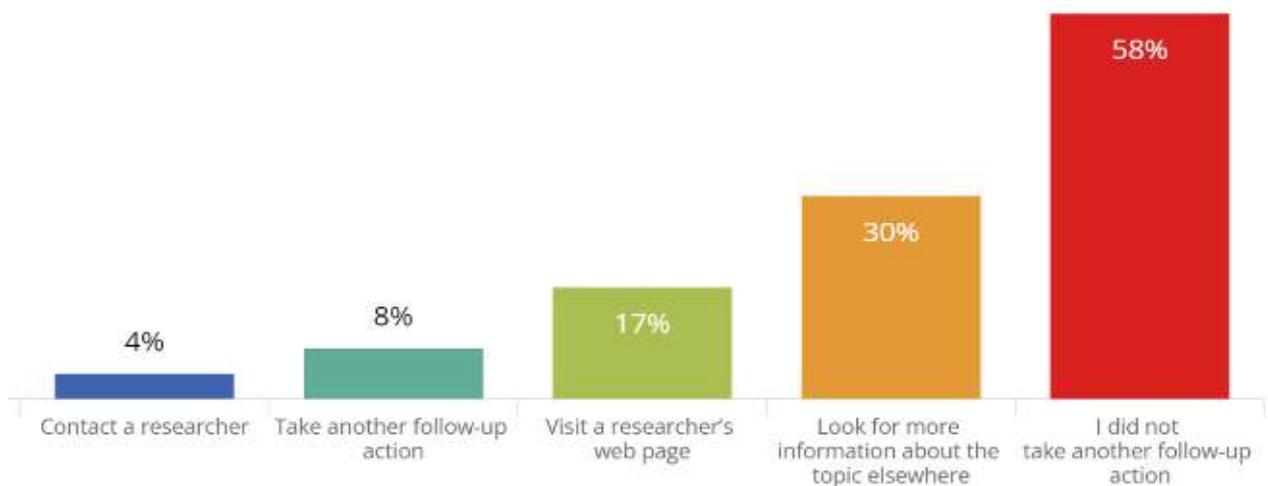

Figure 20. After Festival Actions (2021)

APPENDIX I: TABLES

5.1. Tables: Respondent Profile

Table 5: Age

Age	n	%
under 18	2	1
18-28	47	16
29-38	99	33
39-48	118	40
49-58	21	7
59-68	6	2
over 68	5	2
Total	298	100

Table 6: Gender

Gender	n	%
Male	60	19%
Female	251	80%
Non-binary	2	1%
Total	371	100%

Table 7: Highest level of education

Response categories	n	%
No formal qualification	39	11%
Below undergraduate degree	66	18%
Undergraduate degree (Bachelor's or equivalent)	117	33%
Postgraduate degree (Master's, PhD or equivalent)	138	38%
Total	360	100%

Table 8: Current enrolled students

Response categories	n	%
Yes	88	24%
No	285	76%
Total	373	100%

Table 9: Current student education programmes

Response categories	n	%
Secondary education or below	32	39%
Undergraduate programme	24	29%
Graduate programme (Masters, PhD)	27	33%
Total	83	100%

Table 10: Subject of most recent degree

Response categories	n	%
Mathematics	5	3%
Business	38	19%
Science	32	16%
Humanities	31	16%
Social Sciences	42	21%
Literature	6	3%
Biological Science	10	5%
Technology	22	11%
Health	27	14%
Engineering	24	12%
Total	196	100%

Table 11: Annual household income (Objective)

Response categories	n	%
More than €17,305 per year	181	84%
Less than €17,305 per year	35	16%

Table 12: Household basic needs (Subjective)

Response categories	n	%
Less than basic needs	5	2%
Basic needs	47	16%

Total	21 6	100 %	

Some needs but not all	4	1%
All needs	15 6	53%
All needs and more	83	28%
Total	29 5	100 %

Table 13: Employment status

Response categories	n	%
Working in paid employment	210	65%
Entrepreneur (small business or start-up)	9	3%
Self-employed (without employees)	12	4%
Working in temporary or seasonal job	6	2%
Working in 'gig economy' (rideshare, food delivery)	1	0%
Looking for paid work	6	2%
Looking for first regular job	2	1%
Unpaid family or household work	18	6%
Retired from employment (Pensioner)	7	2%
Unemployed / Unable to work	5	2%
Student or pupil	46	14%
Total	322	100 %

Table 14: Employment descriptions

Response categories	n	%
Skilled professional (doctor or lawyer)	43	32%
Small business manager	8	6%
Supervisor (line manager)	14	10%
Clerical, sales or service worker	21	16%
School teacher (state or summer employed)	37	27%
Skilled manual worker (craftsperson)	3	2%
Associate professional (nurse)	9	7%
Total	135	100 %

Table 15: Employed previously or currently as a researcher

Response categories	n	%
Yes	47	17%
No	23 2	83%
Total	27 9	100 %

Table 16: Residence in Malta

Response categories	n	%
Yes	15 3	95%
No	8	5%
Total	16 1	100 %

Table 17: Ethnicity or Cultural Background

Response categories	n	%
Northern European or other White	84	55%
Southern European or other Latin	64	40%
Black African or other Black	7	5%
Western Asian or other Arabian	3	2%

Eastern Asian or other Asian	4	3%
Other, including mixed background	7	5%
Prefer not to say	10	7%
Total	174	100%

Table 18: Previous ERN festival attendance

Response categories	n	%
No, I didn't know about it	54	19%
No, I couldn't make it	63	23%
Yes, I've attended previously	160	58%
Total	277	100%

Table 19: Motivation to participate

Response categories	f	%
Entertainment	133	20%
Family time	174	26%
Meet researchers	40	6%
Learn about research	113	17%
Education	202	31%
Total (f)	662	100%

5.2. Views about Research and Researchers

Research views (before festival): Useless – Useful (N=210, x̄=2.4, σ=1.3) Uninteresting – Interesting (N=213, x̄=2.19, σ=1.5) Harmful – Beneficial (N=215, x̄=2.23, σ=1.5) Difficult – Easy (N=209, x̄= -1.17, σ=1.7) Untrustworthy – Trustworthy (N=208, x̄=1.87, σ=1.5) Unimportant – Important (N=217, x̄=2.55, σ=1.1) Boring – Fascinating (N=211, x̄=2.17, σ=1.3) Mundane – Exciting (N=213, x̄=1.86, σ=1.6)	**Research views (after festival):** Useless – Useful (N=135, x̄=2.38, σ=1.4) Uninteresting – Interesting (N=134, x̄=2.33, σ=1.3) Harmful – Beneficial (N=136, x̄=2.4, σ=1.3) Difficult – Easy (N=128, x̄=-1.02, σ=1.8) Untrustworthy – Trustworthy (N=128, x̄=1.73, σ=1.5) Unimportant – Important (N=138, x̄=2.38, σ=1.4) Boring – Fascinating (N=132, x̄=2.11, σ=1.4) Mundane – Exciting (N=131, x̄=2.15, σ=1.35)
'Researchers' views (before festival): Unimportant – Important (N=205, x̄=2.19, σ=1.3) Dishonest – Honest (N=206, x̄=1.59, σ=1.3) Disappointing – Inspiring (N=203, x̄=2.03, σ=1.3) Boring – Fascinating (N=201, x̄=1.58, σ=1.3) Untrustworthy – Trustworthy (N=203, x̄=1.49, σ=1.5) Unfriendly – Friendly (N=203, x̄=1.33, σ=1.4) Confusing – Clear (N=203, x̄=1.01, σ=1.5) Arrogant – Humble (N=199, x̄=1.03, σ=1.4)	**'Researchers' views (after festival):** Unimportant – Important (N=138, x̄=2.19, σ=1.3) Dishonest – Honest (N=132, x̄=1.63, σ=1.3) Disappointing – Inspiring (N=133, x̄=1.86, σ=1.5) Boring – Fascinating (N=132, x̄=1.68, σ=1.4) Untrustworthy – Trustworthy (N=129, x̄=1.53, σ=1.4) Unfriendly – Friendly (N=127, x̄=1.29, σ=1.4) Confusing – Clear (N=131, x̄=1.06, σ=1.4) Arrogant – Humble (N=123, x̄=0.92, σ=1.5)

5.3. Tables: Post-Event Action

Table 30: Actions after the event (Post-event)

Response categories	f	%
Contact a researcher	5	3%
Visit a researcher's web page	26	15%
Read a leaflet about the topic provided at the event	0	0%
Look for more information about the topic elsewhere	46	27%
Take another follow-up action	11	7%
I did not take another follow-up action	81	48%
Total	169	100%