

Deliverable 5.1

Developing the process for elaborating communication material & Products

Project coordinator:



Project beneficiaries:



WP5 - Deliverable 5.1

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1. Executive Summary

In WP5 we aim for two main types of outputs. Firstly there are the actual Ocean Literacy (OL) tools themselves, which target specific audiences with specific messages and desired changes in awareness, attitude and behaviour. Secondly there is the actual process we use to develop these tools. This process, which will evolve from the initial process proposed in this document, is highly important for the legacy of this project. Each of the Product Groups will tailor and develop the process in line with the requirements of their particular domain. As such, the process and lessons learnt in ResponSEable will be an important input to future work in this area.

The phased development of the OL tools involves a first phase incorporating a Living Lab approach to the co-development of the OL tools with representatives of their specific target audience. The second phase involves a wider testing of the OL tools in the various regions. This activity will be aided by “multipliers”, identified to enhance the dissemination and use of the project outputs. The identification and recruitment of and / or collaboration with multipliers will also be an important aspect of the ensuring the legacy of this project beyond the official end date.

In this document we present an overview of Work Package 5 (WP5), its objectives, challenges and relationship with the other work packages in the ResponSEable project. We present the outline process for delivery of Ocean Literacy (OL) tools, which will be adapted and tailored by the various Product Groups delivering OL tools with WP5. This template process is the main content and purpose of this document. We define and describe the principles (including the Living Lab approach) upon which this process is built.

2. Introduction – WP5 Overview

2.1. Objectives of WP5

WP5 will develop and apply under real life conditions a **sound and interactive process** for developing communication materials and **interactive & mutual learning** ocean literacy products for different target audiences. Therefore the process that we evolve for developing Ocean Literacy (OL) tools in WP5 is highly important for the **legacy** of this project. As such, we must pay attention to the **flexibility** and **adaptability** of these tools. These tools will be developed based on: the understanding obtained from the **synthesis** of WP1-3; lessons from real-life experiences on ocean literacy; and the establishment of a co-development & testing process (building on the **Living Lab principles**) mobilising stakeholders from the ocean, economics and knowledge communities including (whenever relevant) citizens/target groups. WP5 will implement **monitoring and evaluation** so the **effectiveness** of the communication materials and products can be assessed – and the tools adapted if necessary.

2.2. Connecting with Multipliers

In order to have a strong **legacy**, the project must engage with **multipliers**: people or groups that have the ability to undertake a **broader dissemination** in audience and geographic terms of the projects outputs. Some of the multipliers identified include workshop participants and OLTT members, international influencers (e.g. Ocean Optimism, Mission Blue Alliance, UN Environment Clean Seas Campaign), and policy makers. As part of the ongoing work in WP4 and WP6, multipliers will be identified and contacted.

2.3. Relationships with other Work Packages

While not strictly a linear process with simple dependencies, Figure 1 illustrates the potential contributions from the various WP's, and how *the knowledge we gain through testing and deployment of the OL tools developed in WP5 will feed back into our understanding of ocean knowledge and models of perception*. Central to the WP5 products is the goal of 'mutual learning', i.e. as the users learn from the tool, we also learn from and about the users, helping to establish better knowledge of ocean literacy levels and tool effectiveness.

WP5 depends on the quality and insight provided by the outputs from the preceding work packages. Some specific outputs are listed below which are of particular relevance.

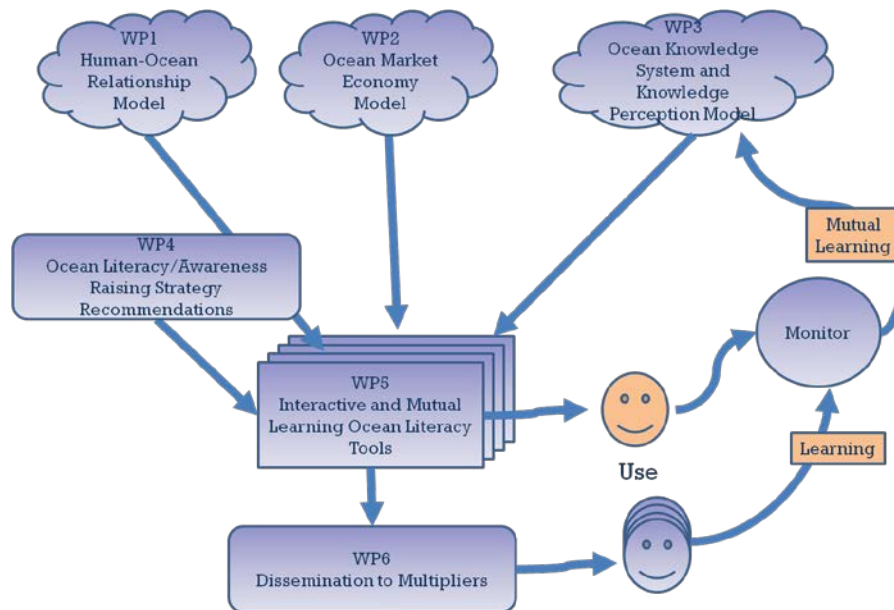


Figure 1: WP links

WP3: The critical analysis of existing ocean literacy initiatives and products, undertaken in this WP, will help guide work under WP5. Specifically, the results of the media analysis (Task 3.1.1), content analysis (Task 3.1.2), the effect analysis (Task 3.2.1) as well as inputs from the synthesis workshop (Task 3.3.1) will be combined in a comprehensive synthesis report on the interdependencies between marine communication and information channels, ocean narratives, and knowledge reception of relevant societal stakeholders. It will serve as a useful theoretical input to WP5.

WP4: Task 4.1 - performing a shared regional assessment of today's ocean literacy initiatives and strategies. These activities will build on, but also contribute to refining, activities performed under WP1 to WP3. They will identify priorities for guiding WP5.

WP1 and WP2. The accumulated outputs from WP1 and WP2, in developing deep evidence-based understanding of important Key Stories, provides a solid basis for development of OL tools around these stories. The work on the Key Stories helps us to identify specific target audiences, as well as possible desired outcomes in terms of changes in awareness and / or behaviour.

WP5 will work closely with WP6. The main objective of WP6 is to reach target groups and multiplier organisations that will be using the different outputs of ResponSEable. As such it has an important roles to play in assisting in deployment during the project, but also in assuring the legacy of the WP5 outputs beyond the end of the project. It is intended that WP6 will organise 'training sessions' for multipliers that will be potential future users of the WP5 outputs. For example, WP6 will undertake 'Key Story-focused' campaigns, involving the mapping and identifying of key stakeholders and important organisations and initiatives to reach out to on a topical (key story) basis.

2.4. Lessons Learned WP1-3

During the course of WP1-3 and the regional workshops help so far, we have had wide-ranging discussions and presentations regarding the implementation of Ocean Literacy initiatives. The lessons learned from these activities could be summarise in the following way:

- It is vital to understand the motivations and behavioural models of OL target audiences.

- This understanding is needed to inspire people to change the way they think and also act in relation to ocean matters.
- Knowing does not always lead to doing – cognitive dissonance is a significant challenge in overcoming this inertia.
- Before embarking on a lengthy and costly OL initiative, it is important to develop a Theory of Change for this situation. By this we mean a comprehensive description of how and why the change desired by the OL initiative will actually come about. Effectively a set of desired outcomes and a the causal understanding of how these will be achieved through the activities we will undertake.
- Not all stakeholders / audiences are equally “sea-blind” (levels of literacy will vary), so it is dangerous to apply the same theory of change to disparate groups.
- We are trying to explain systems and our roles in those systems – sometimes it is acceptable to use hard science – it will depend on the audience.
- The combination of perspectives from WP1,2 and 3 is innovative, and this innovative character and must be reflected in the OL tools we develop.
- As our knowledge of the combination of WP1-3 deepens, we learn more about why actors act the way they do and how information travels. We also learn more about which communication channels specific actors listen to and trust most.
- The language of communication varies enormously, and we must strive to understand the language of our target audiences. Equally, we must strive to understand the filters which we / they use both in transmitting and receiving information and knowledge. These filters potentially bias and even block out information which is unwelcome or difficult to accept.
- We make choices for emotional reasons at least as much if not more than, reasons based on facts or knowledge. Therefore we must make emotional connections between our audiences and the stories we use as vehicles for our OL tools.
- Groups can influence each other (e.g. kids influence their parents), very often based on emotional connections to stories, and thereby create change.
- Ambassadors / thought leaders for specific groups should be useful in spreading messages with target groups.

2.5. Challenges for WP5

The challenge is to produce scientifically valid but engaging communication and learning products which are re-usable in multiple contexts and platforms. The **focus** of ResponSEAbLe is on **innovative, interactive, mutual learning** and **computer-based** ocean literacy products that are expected to *complement effectively more traditional ways of engaging citizens*.

They must be capable of both **influencing behaviour**, while at the same time gathering information and self-testing of their efficacy. From the synthesis work being carried out in WP1-3 and the findings of the regional workshops, it is clear that it is vital that we understand the target audiences **motivations** and **behavioural models**, in order to inspire changes in attitudes and behaviour. During the work on WP5 we will pay careful attention to the development of Theory of Change models to underpin the OL tools. *Understanding of the problems in overcoming cognitive dissonance, where our behaviour is in conflict with our values and beliefs will be important.*

As well as the psychological and behavioural challenges, we are faced with significant **technical challenges**. Creating useful tools in the time and resources available will require careful management. Where possible we will need to identify opportunities to pool resources and solutions, for example a **common architecture** for delivery of games, visualisation, educational materials, etc.. All products created should be **multi-platform** (e.g. video), so that they can be reused or embedded in multiple scenarios, e.g. educational programmes, messages, communication campaigns, or linked from web sites, social media, etc.. All technology and outputs should be capable of being used in **multiple regions and languages**. This will ensure that differences in knowledge, perceptions, priorities etc. are captured for further analysis.

The timeline for WP5 is highly ambitious, especially given the effective delay due to late finishing of other work packages. In order to achieve these goals, a clear but flexible process is vital.

3. The Process

WP5 follows a sound process with logical steps organised in a specific participatory process that involves the relevant actors of the value & knowledge chains. The main activities which must be supported within this process are listed below. Obviously each OL tool will be very different, and it is not intended that this list is prescriptive or mandatory. Tools such as serious games and film competitions are vastly different in their aims, approach and construction.

- Analysis and specification
- Development
- Real-life testing (under controlled conditions – e.g. in social media, in a specific touristic site, in an aquarium, in selected schools, on a cruise boat, etc.)
- Finalisation of the prototype and communication material
- Deployment under real life conditions of the products (i.e. implemented fully in specific aquariums, museums, schools, cruise boats, etc.), and in different regions of Europe.
- Monitoring the changes in understanding and/or changes in behaviour that might take place for groups targeted by the different products; .
- Assessing the outcome of the monitoring, leading to proposals for improvement / refinements of the communications materials and products or specific conditions for their best application.

The following figure illustrates the generic 2-phase approach to be taken. During phase 1 we use Living Lab principles to design, build and test our OL tools and then in Phase 2 test them in real-life deployments.

Generic WP5 Process (to be customised by WP OL groups)

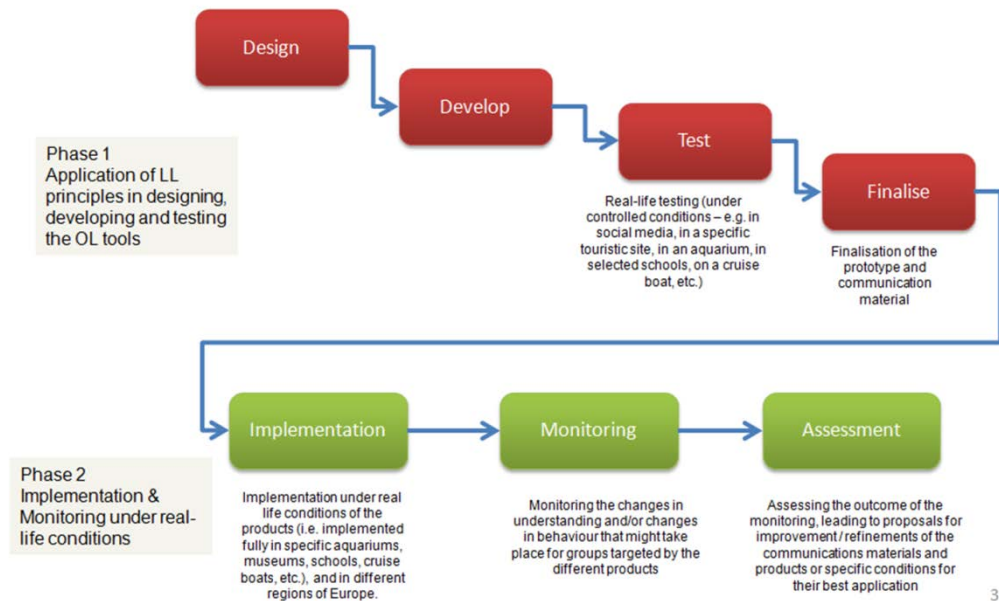


Figure 2: WP5 Phase Approach

3.1. Tool Specific Approaches

As mentioned above, the approach and project plan needed for the various OL tools to be developed will be quite different. Therefore, for each OL tool, a specific Action Plan will be designed by the team in charge of the development of the tool itself.

The different OL Tools, assigned to specific working groups, are listed below. They are group according to similarity and/ or potential for collaboration across the OL tool groups, in order to minimise duplication, share resource, and collaborate on common approaches and platforms where possible.

- **Media**
 - Social Media (Task 5.1)
 - Film Competition (Task 5.2)
 - YouTube - YouTube Surfing (Task 5.3)
- **Education**
 - Educational Packages - Professional
 - Educational Packages – Schools

- **Interactive**
 - Interactive Internet Platform
 - Serious and Applied Games
 - Interactive Visualization & Map

In order to provide guidelines for the **definition of the Actions Plans**, the following sections of this document will:

1. Provide guidelines on **how to manage a Living Lab / co-design process. In particular how to:**
 - Identify target users
 - Focus group for the collection of user requirements
 - (Development based on the OL tool- this step won't be described in this deliverable)
 - Test & refinement of the beta version of the OL tools
2. Provide guidelines on **how to involve users** in the process of dissemination of the OL tool and monitoring behavior changes (i.e. social media strategy, face-to-face events, workshops)

4. The Living Lab Approach

4.1. Introduction to the Living Lab.

There is unfortunately no single agreed definition of the Living Lab, but there is general consensus that it embodies such aspects as an holistic approach, involvement of users in co-innovation / co-creation of products and services, and an iterative and interactive process, all conducted within open innovation environment, in as close as possible to a real-life setting.

We could therefore summarise with the following statements:

- Living Labs are open innovation environments in real-life settings, in which user-driven innovation is fully integrated within the co-creation process of new services and products.
- Living Labs have become a powerful open innovation instrument for effectively involving the user at all stages of the research, development and innovation process.

In the image below the Living Lab is represented as an open innovation environment, based on the inclusion of the following components:

- Users
- Organisation and method
- Partners
- Application environment
- Technology and Infrastructure



Figure 3: Components of a Living Lab

Among the different definitions of Living Lab the one that better describe the ResponSEable approach for the development of the OL tools is the one of Kusiak (2007)¹: *Living labs are open environments where “technology is developed and tested in a physical or virtual real-life context, and users are important informants and co-creators in the tests”*

The most common means of integrating users into development work involves collecting feedback on a company’s products and services. However, users are so intimately involved in the development processes that they become co-creators of value and the innovation is user-driven.

Living Labs are different from test beds for controlled testing of a technology in a laboratory environment and field trials for testing in a limited, but still real-life environment.

Stewart (2007)² categorized Living Labs in four main types, according to the kind of participants in the innovation process:

- Narrow but sizable communities of expert users;
- Whole bounded populations;
- Living Labs for technical service development; and
- Living Labs for non-technical research using a service platform.

Users have specific objectives and roles, with different effort required from each party and a division of the returns to co-create value. Many Living Labs also join regional or global networks of living labs, such as the geographically distributed ENOLL (European Network of Living Labs - <http://www.openlivinglabs.eu>).

With regards to the activities carried on in the different types of Living Labs, they can be summarized in four main steps:

- **Co-Creation:** co-design by users and producers
- **Exploration:** discovering emerging usages, behaviours and market opportunities
- **Experimentation:** implementing live scenarios within communities of users
- **Evaluation:** assessment of concepts, products and services according to socio-ergonomic, socio-cognitive and socio-economic criteria.

¹ Innovation: The Living Laboratory Perspective - Computer-Aided Design and Applications 4(6):863-876 · January 2007.

² Stewart. J. (2007), “A Living Lab in Edinburgh University?”, Presentation at the Mobile Computing Conference, University of Edinburgh, 23rd November, 2007, Available at <http://www.itfutures.ed.ac.uk/Conference%2007%20Slides/James%20Stewart.pdf>

4.2. ResponSEAbLe Living Lab Principles

Every Living Lab should be understood as an organizational form using the same principles and building upon the same methodological guidelines, but they will differ one from another due to the different content and stakeholder reality, as well as the different groups they are addressing. Within the project, we have established our own commonly agreed set of principles which all OL tool product groups should adhere to.

- *Our focus is on the development of innovative, interactive, mutual learning and computer-based ocean literacy products capable of changing or influencing behaviour in human-ocean relationship.*
- *Our products will complement effectively more traditional ways of engaging citizens.*
- *Where possible we will create an open environment for innovation and collaboration which provides a realistic setting for innovation and testing.*
- *We will recruit and involve users as collaborators in the innovation, design, development and test of Ocean Literacy products and services.*
- *We will design indicators that measure the impact of the products on the knowledge and behaviour of the users.*
- *Our design and development process will be iterative and interactive.*
- *Our products will be tested and validated by representative users, under real life conditions, before being more widely applied and monitored.*

4.3. Some Important Considerations

The following are some important issues which individual product working groups should take into account as they establish their action plans.

Lead User Innovation

It is possible that in specific stakeholder groups (e.g. Fishermen), there are already innovators / thought leaders in their community / peer group. These would be very useful to include, especially as they may have already given consideration on how to influence other stakeholders. It is important to be aware that they can potentially undermine innovation and collaborative design if they are too influential within the group or community.

Influential Stakeholders

These include people such as domain experts, industry actors, legislators and policy-makers, etc., who can bring useful influence and expertise to the group. While they should be considered, they should not be allowed to dominate in terms of their own agenda or pre-conceived ideas.

Choose user groups carefully

Some stakeholders or end users we would like to reach may be reluctant to receive, transport or support our messages. How will the tourist industry react to an initiative that informs their clients about possible environmental threats in coastline areas? Will shipowners understand the need to implement ballast water treatment systems? How will fishermen or farmers react to our analyses affecting their profession?

The initiatives should choose the user groups with which they will cooperate in the living lab approach carefully. A positive attitude from all sides is a precondition for success.

Finding & Selecting Representative Stakeholders and Users

You are bringing in a group of users to participate in the design and validation process, so you will need to educate them about:

- Ocean Literacy
- Our “Living Lab” / “Participatory Design” process

It is important to establish a group (community) of users who will stick with the project, and if necessary consider how to encourage and reward participation and contribution.

The broader the user community, hopefully the more potential for innovation (small groups might not yield innovations). Therefore the need for social networking aspects is very important.

How do we know if our “users” are representative

It is important to know the target audience very well and ensure that you have as representative a group as possible. It may be a good idea to define selection criteria for users / stakeholders.

5. How to build a Living Lab - Process and connection to the ResponSEable

In this chapter will describe the roadmap each partner in charge of the development of the OL Tool will have to follow.

How to build on communication material coming from WP1, WP3 and WP4 (INPUT from D4.1)

In order to summarize, the main steps for the development of each Living Lab are:

1. Organize a workshop with the engaged users (**present the tool idea, the main Key Stories addressed: discuss and define the user scenario**). In the following paragraphs will be described some suggested methodologies that can be followed to organize the workshop but each partners are free to develop their own activities according to the users reality and needs;
2. Developing of the Tool: starting with a mock-up, doing tests with real users, collecting feedback;
3. Refine the tool according to the feedback collected;
4. Carry out testing with real users.

Partners in charge of the development will have to prepare their individual Action Plan (output of D5.10) and report.

5.1. Identification and engagement of the target users

User-driven innovation has become a key competitive factor to identify users' needs and to incorporate this knowledge in products and services.

By involving users in innovation and product development processes users' acceptance increase.

There are several methods and tools that can be used to involve users in a Living Lab process:

- Focus-group interviews as data-collection method;
- Brainstorming and open source communities;
- On-line survey tools, web 2.0;
- Prototype test, Usability evaluations;
- Workshops.

Next we present different methodologies suggested for the involvement of target users.

5.2. Key Principles for User Engagement

The key principles that are considered as crucial in Living Lab operations are: Continuity, Openness, Realism, Empowerment of Users, and Spontaneity, and these are described as follows:

- **Continuity:** this principle is important since good cross-border collaboration, the so-called PPPP (Public-Private-People Partnership), which strengthens creativity and innovation, builds on trust, which takes time to develop. In particular, if users feel that their opinions and needs are important and considered in the design of the innovative product or service, then the relationship established with the firms, SMEs and research institutes tends to be more trustworthy productive, and long-term oriented.

Reflecting on openness also awakens questions about how the process must be designed to cope with all the input an open process might generate: a solution could be deploying an ICT infrastructure with a mobile platform and an online forum, freely accessible and always-on.

- **Openness:** The open process makes it possible to support the process of user-driven innovation, including users wherever and whoever they are. Through the gathering of many perspectives we can harness the power to achieve rapid progress. The open process is demonstrated by the continuous interactions among the involved stakeholders, with special attention to the users. This means that multiple stakeholders and perspectives should be one key characteristic of a Living Lab, and can be implemented with project-teams consisting of people from academia, private companies, public organisations, and potential end-user groups.
- **Realism:** to generate results that are valid for real markets, it is necessary to facilitate as realistic use situations and behaviour as possible. This principle also is relevant since focusing on real users, in real-life situations, is what distinguishes Living Labs from other kinds of Open Co-Creation environments.
- **Empowerment of users:** the engagement of users is fundamental in order to bring the innovation process in a desired direction based on human needs and desires. Living Labs efficiency is based on the creative power of user communities; hence, it becomes important to base innovations on people needs and desires, as well as to motivate and empower the users to engage in these processes. Needs and suggestions, priorities and requirements, collected through focus-group interviews, open source communities and prototype tests should be considered seriously and implemented as functions and features in the solution design.
- **Spontaneity:** in order to succeed with new innovations, it is important to inspire usage, meet personal desires, and both fit and contribute to societal and social needs. Here, it becomes important to have the ability to detect, aggregate, and analyse spontaneous users' reactions and ideas over time.

As described in the Living Lab Handbook³ based on the lessons learned from several Living Lab projects a methodology has been developed to **support user involvement with a Living Lab**. This methodology is called **FormIT** and refers to the “**opportunity for users to have influence on future IT-solutions with a formative approach**”. FormIT approach can be summarized in the following elements:

1. Opportunity Focused;
2. Based on Strengths;
3. Focused on Needs;
4. Innovation Oriented;
5. User Centered.

“This methodology is designed to be iterative in its character and interactions between users and the development team is an understood prerequisite since knowledge increases through iterative interactions between phases and people with diverse competences and perspectives” (Holst and Mirijamdotter 2006; Holst 2007; Mirijamdotter, Somerville, and Holst 2006).

³ The Living Lab Handbook - <http://www.litoolbox.eu/sites/default/files/The%20Living%20Lab%20Handbook%20.pdf>

In this way:

- Knowledge can increase through dialogue between participants and competencies;
- Knowledge can be taken from one field to another to gain fresh insights;
- Innovative ideas are facilitated;
- Our qualifications to design IT systems that answer to user needs increases. Moreover, even if needs are somewhat stable, they are not fixed through time. The existing technologies, solutions, and services available to satisfy different needs are constantly developing. This calls for an interactive and iterative process supporting the expansion and revision of users' needs and the inquiry into new visions and services for satisfying and supporting them.

The main reasons behind the involvement of users in the different stages of development of a tool are that:

- Users generate more ideas;
- The ideas are of more innovative character (Magnusson, 2003);
- There is a positive correlation between user involvement and users attitude towards the end product;
- Users' become more positive to actually use the final product (Gallivan & Keil 2003);
- The understanding between developers and users increases which leads to a decreased development time through their continuous involvement in tests (Magnusson, 2003).

For the selection of users there is one ground rule that should be considered: in fact, **the involved user should represent the actual end-user if possible.**"

To select people that are suited for involvement activities, such as for example tests there are many factors to consider. These are the guidelines proposed by Jan Gulliksen (2001) ⁴:

- Randomised sample or stratified sample (e.g. by maximising user differences);
- Users that are flexible and prone to change, with a high degree of social competence;
- Representativeness, i.e. whether they represent a particular group of users;
- Participation needs to be voluntary. Channels for anonymous user feedback must be provided;
- Users should be in majority in the project, or at least not solo.

⁴ Reengineering the systems development process for user centered design -
http://www.academia.edu/19051945/Reengineering_the_systems_development_process_for_user_centered_design

5.3. Types of Workshop for User Involvement

The best option to create an environment in which users are able to co-create in the development process of tools is face-to-face meetings and workshops. Presented below are 4 types of workshops that can be used in the user involvement process. These activities will be focused on the definition of the user scenario for each OL Tool: during the workshops, the requirements of the tools will be discussed with the engaged users in order to outline the different **user scenarios**.

A. **THE WORLDCAFE** - <http://www.theworldcafe.com/>

The world cafe is a workshop method, designed for group sizes from 12 up to 2,000 participants. It is a structured conversational process intended to promote discussions. **In a World Café, the focus is on exploring and innovating on themes rather than on problem-solving.** The World Café process provides an open forum for discussion that aims to equalise the power relationships between participants in order to understand and learn from multiple points of view.

A World-Café enables its participants to become acquainted with different perceptions and different approaches to a topic, to discover patterns and to identify goals and correlations, to become cooperative, listen closely, to question, not to discuss and thus to work on common problems. Each person interprets the world differently, based on his/her perception. Sharing the viewpoints of others is essential for understanding alternatives and adapting strategies. The point is to let preferably all persons concerned a chance to speak, to find common goals and strategies and thereby awake their engagement / willingness to contribute to the change processes⁵.

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model⁶:

1. **Setting:** Create a "special" environment, most often modeled after a café, i.e. small round tables covered with a checkered or white linen tablecloth, butcher block paper, colored pens, a vase of flowers, and optional "talking stick" item. There should be four chairs at each table (optimally) – and no more than five.
2. **Welcome and Introduction:** The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.
3. **Small Group Rounds:** The process begins with the first of three or more twenty minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the

⁵ http://api.ning.com/files/JF-pWsE9wxdhsf2VXfM3L*kkmAQci--OZFqVmmIHR4HQUpk7Lwp*Qo7BxiljpvKoUdfvqFd4D2lqKv1CKw4sUaMG4bjsSO2a/WorldCafe.pdf

⁶ <http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/#>

“table host” for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

4. **Questions:** each round is prefaced with a question specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.
5. **Harvest:** After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recording in the front of the room.

The basic process is simple and simple to learn, but complexities and nuances of context, numbers, question crafting and purpose can make it optimal to bring in an experienced host to help. There are many resources available for new World Cafe hosts, including a free hosting tool kit⁷, an online community of practice⁸ and World Cafe Signature Learning Programs⁹.

Wrap-up of a World Café

After the implementation of the World Café, the results have to be used according to the purpose and the goal(s) of the event. This may comprise a further clustering of ideas and insights collected during the event, a removal of duplicates, a filtering of unrealistic ideas by discussions with experts, a feasibility study of the filtered set of ideas (can be seen as a requirements analysis for further steps) etc. Some World Cafés create a kind of storybook to bring the results to larger audiences after the event. A visual recorder can create a picture book along with text as documentation. Interested World Café participants should be informed about the further use of the results.

B. OPEN SPACE TECHNOLOGY WORKSHOP¹⁰

Open Space Technology is useful in almost any context including strategic direction setting, envisioning the future, conflict resolution, morale building, consultation with stakeholders, community planning, collaboration and deep learning about issues and perspectives.

The full form of Open Space Technology includes the following steps:

- Opening Circle (agenda co-creation process at the start, without the facilitator helping / synthesizing / suggesting / reducing topics).
- Facilitator’s explanation of principles and law (calling them guidelines, invitations, whatever).
- Multiple conversations ideally happening around the same big space, ideally several discussion sessions across time (without the facilitator helping those groups)
- Closing Circle (comment and reflection).

⁷ <http://www.theworldcafe.com/tools-store/hosting-tool-kit/>

⁸ <http://www.theworldcafecommunity.org/>

⁹ <http://www.theworldcafe.com/services-programS/signature-learning-programs/>

¹⁰ <http://www.chriscorrigan.com/openspace/whatisos.html>

A meeting room prepared for Open Space has a circle of chairs in the middle, letters or numbers around the room to indicate meeting locations, a blank wall that will become the agenda and a news wall for recording and posting the results of the dialogue sessions.

Essentially an Open Space meeting proceeds along the following process:

1. Group convenes in a circle and is welcomed by the sponsor. The facilitator provides an overview of the process and explains how it works.
2. Facilitator invites people with issues of concern to come into the circle, write the issue on a piece of quarter size flip chart paper and announce it to the group. These people are "conveners."
3. The convener places their paper on the wall and chooses a time and a place to meet. This process continues until there are no more agenda items.
4. The group then breaks up and heads to the agenda wall, by now covered with a variety of sessions. Participants take note of the time and place for sessions they want to be involved in.
5. Dialogue sessions convene for the balance of the meeting. Recorders determined by each group capture the important points and post the reports on the news wall. All of these reports will be rolled into one document by the end of the meeting.
6. Following a closing or a break, the group might move into convergence, a process that takes the issues that have been discussed and attaches action plans to them to "get them out of the room."
7. The group then finishes the meeting with a closing circle where people are invited to share comments, insights, and commitments arising from the process.

The Open Space Technology (OST) has four main principles that apply to all participants during the workshop:

- **Whoever comes are the right people:** this alerts the participants that attendees of a session class as "right" simply because they care to attend.
- **Whatever happens is the only thing that could have:** this tells the attendees to pay attention to events of the moment, instead of worrying about what could possibly happen.
- **Whenever it starts is the right time:** clarifies the lack of any given schedule or structure and emphasizes creativity and innovation.
- **When it's over, it's over:** encourage the participants not to waste time, but to move on to something else when the fruitful discussion ends.

C. SWOT WORKSHOP

The Basis-SWOT-Workshop methodology can be used in bottom-up strategy development processes with different and heterogeneous stakeholder groups. Its main objective is to stimulate discussions among the participants on the main objectives for the future development of their innovation strategies and systems.

As described in "Hands-On Knowledge Co-Creation and Sharing: Practical Methods and Techniques"¹¹, SWOT Workshops are standardized workshops with a predefined length (2.5 to 3 hours), following a specific agenda, with specific materials (presentations, context information, templates, etc.), questions to be discussed and documentation formats.

¹¹ https://ia600707.us.archive.org/22/items/media_Hands-On_Knowledge_Co-Creation_and_Sharing/Hands-On_Knowledge_Co-Creation_and_Sharing.pdf

The objective of the Basis SWOT Workshops is to integrate the knowledge and perspectives of multiple stakeholders of a regional innovation system into a highly complex strategy development process. The objective behind the high involvement of all stakeholders in the strategy development process is to build a broad commitment for the future strategy among stakeholder groups very early on.

The design of the Basis SWOT Workshops allows collecting, documenting and discussion perspectives of different stakeholder groups on perceived strength, weaknesses, opportunities and threats of the innovation system.

These perspectives serve as a basis for the further elaboration of:

- Strategic goals and activities based on the internal Strengths & Weaknesses of the actors of a larger system, and
- Scenario building on external Opportunities & Threats relevant for potential futures of the respective context.

Due to the specific design, a concrete result of the Basis SWOT Workshops is a collection of strengths, weaknesses, opportunities and threats of the 'researched' region. In addition, participants define objectives and impacts that should be reached by the future strategy and describe concrete single actions each participant is willing and able to contribute to the achievement of these objectives or impacts.

Moderator has to find out beforehand what kind of people are going to participate in the workshop and share with them all the background information.

Facilities and general material:

For each group, a group room for up to 12 people is required. Tables and chairs should form a 'U', so that participants face each other. The room needs to be equipped with pin walls (or walls suitable for sticky tape), projector, laptop and a flipchart. It is crucial that pin walls are large enough, possibly one square meter per person. Further general material needed for conducting the workshop are pens/markers (one per participant, same colour for everybody), pins (or sticky tape) and board marker for the moderator. The moderator should bring a digital camera with him.

Print outs and templates:

The following print outs are needed by the moderator for her/his own information: a printout of the presentation including instructions on slide content to be told, overhead projector slides as back up and the list of participants (name, organisation, professional background).

For the workshop, the moderator and the participants need the following material:

- Colour print out of the slide showing the different roles concerning knowledge transfer in the innovation system, one per participant;
- Templates for writing down strengths (yellow), weaknesses (blue), opportunities (green) and threats (red), 10 per participant and SWOT element;
- sticky points, 12 per participants;
- SWOT Poster (A1Format);
- Templates for writing down three objectives for the regional innovation strategy, one per participant;
- Template for writing down personal actions, one per participant.

D. FUTURE WORKSHOPS - THE UNTHINKABLE AND HOW TO MAKE IT HAPPEN

As described in “Hands-On Knowledge Co-Creation and Sharing: Practical Methods and Techniques”¹², Future Workshops are a method to develop a vision of the future shared by the participants. These workshops primarily aim to encourage socially or otherwise excluded people to take an interest in their future and to pursue their dreams. The method is fundamentally driven by their creative energy, and it emphasizes the equal status of participants regardless their social, political, etc. background and role. Future Workshops are best used in a context where there is scope for action and where collective efforts are required to change a restrictive environment to better suit the needs of its users. Ideally the participants of a Future Workshop are supposed to take responsibility for the expected changes and also given the respective authority and resources to initiate this change. Future Workshops combine analytical (rational) and creative (intuitive) phases to:

1. Analyse a given, current situation;
2. Develop visions of the future;
3. Agree on an action plan how to reach these desired results.

A Future Workshop consists of three strictly distinct phases:

1. Critical appraisal: To analyse a current situation;
2. Utopian fantasy: To develop visions of the future;
3. Implementation: To agree on an action plan how to reach these desired results.

As with any facilitation method, a Future Workshop starts with an introductory phase that gives an overview over the method, the particular techniques used, the dos and don'ts for the workshop and an introduction into the topic.

Critical appraisal provides an opportunity for the analysis of current structural problems and deficits. This phase could include: collecting critique, complaints, problems and fears related to the topic, establishing the main points of critique, illustrating these points with examples, selecting the most important points for further consideration in the workshop. The aim of the critical appraisal phase is twofold: Firstly, it helps participants to vent frustration with the topic to be worked on. But, more important, secondly, this frustration and critique is taken seriously and will be fed into a process to actually change circumstances. The critical appraisal phase, therefore, is more than a token wailing wall; it is the first step of a self-directed change process.

In the utopian fantasy phase daily problems are left behind and fantasies and visions – here for once not in the sense of 1990s MBA-lingo – are developed. This phase could make use of various creativity techniques, eliciting wishes, ideas, fantasies, or utopias. The phase also aims to identify what is the essentially new, fascinating or innovative content of these fantasies. The aim of the utopian fantasy phase is to leapfrog common constraints, to overcome selfcensoring, to make use of possibilities, to open up imagination in order to create space for thoughts

¹² https://ia600707.us.archive.org/22/items/media_Hands-On_Knowledge_Co-Creation_and_Sharing/Hands-On_Knowledge_Co-Creation_and_Sharing.pdf

that never have been thought before; imagination is king and all wishes are granted. That implies, that there is no place for critique of ideas, but a lot of scope for picking-up ideas and developing them further

During the **implementation phase**, these fantasies are reviewed: How could they be rephrased as demands or requests? How could they be captured as goals or requirements? How could they be formulated as projects and put into action? Who would take responsibility to carry them out? The implementation phase is all about translating fantasies into actual and enacted innovation. The aim of the implementation phase is to select ideas and develop them further into projects and actionable items that participants can walk away with and start implementing right after the workshop. This is notoriously the hardest phase and often requires quite some orienting intervention by the facilitators. However, it works well if the topic has been chosen carefully— i.e. the topic is relevant and addressable. It is essential that the context of the Future Workshop allows for participants actually to take action.

Adopting a User Centred Approach: starting from the collected and discussed requirements, the release of the OL Tool will follow the steps of **development - test - refinement**.

In particular, before the release of the OL Tool a survey will be carried out in order to collect feedbacks and evaluate the OL Tool first release.

5.4. Implementation & Monitoring under real-life conditions

After the implementation of the tool, a second round of surveys will be suggested in order to collect subjective data about the perception of the system.

Data for the monitoring and assessment:

- **Quantitative data** collected through the Analytics (embedded in the OL Tools if applicable)
- **Qualitative data** collected through the questionnaires. It will be suggested to implement a survey to be delivered to the final users of each OL tools, containing questions such as: “the use of this product has helped in increasing your knowledge about OL? Do you think it will have an impact on your behavior? Do you have any suggestion in how to improve the tool?”

5.5. The Action Plan

The Action Plan is an open document describing the roadmap that will be followed for the development of the OL Tool. Here is provided a general template to be filled and updated during the development of the Living Labs.

The document should include:

- Brief description of the OL Tool;
- Short description of the target users and of their needs;
- Methods used for the engagement of users: which workshop will be organized, main objectives and topic discussed, the output expected: the user scenario designed with the target users;
- Short description of test carried out on the first release of the OL Tool, main feedbacks collected;
- Description of the results collected with the final survey.

A second template is also defined for reporting events organized for the development of the Living, in particular for reporting the requirements collected for the definition of the User Scenario

The action plan, reporting events and survey templates have to be filled by every task coordinator with the support of other partners involved in the development of the OL tools.

1. Template of the Action Plan – Roadmap – type and scheduling of events planned
2. Template for reporting events organized for the development of the Living + report on the requirements collected for the definition of the User Scenario
3. Template for the survey (suitable for interactive application) + general question about the liking of the OL Tools

5.6. Templates

Action Plan Template

Group description. Responsible partner, Partner involved, tasks and roles:											
OL Tool:											
Date and version:											
<ul style="list-style-type: none"> • Brief description of the OL Tool on which the group is focusing: 											
<ul style="list-style-type: none"> • Brief description of the main Key Stories addressed: 											
<ul style="list-style-type: none"> • Short description of the target groups, prediction of the main needs addressed: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #a0c0ff;"> <th style="width: 30%; padding: 5px;">Target group</th> <th style="padding: 5px;">Needs addressed</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> </tr> </tbody> </table>				Target group	Needs addressed						
Target group	Needs addressed										
<ul style="list-style-type: none"> • Methods used for the engagement of the target users Each Living Lab should decide which workshop/workshops organize to engage users in the development of the OL Tool. They can use one of the methods suggested in this document or other methods based on partners need and preference. <p style="margin-top: 20px;">Workshops and methods</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #a0c0ff;"> <th style="width: 10%;"></th> <th style="width: 40%; padding: 5px;">Objectives and issues to be discussed</th> <th style="width: 30%; padding: 5px;">Material needed</th> <th style="width: 20%; padding: 5px;">Date</th> </tr> </thead> <tbody> <tr> <td style="background-color: #003366; color: white; text-align: center; vertical-align: middle;">1st</td> <td style="padding: 5px;">Collect requirements / define</td> <td></td> <td></td> </tr> </tbody> </table>					Objectives and issues to be discussed	Material needed	Date	1 st	Collect requirements / define		
	Objectives and issues to be discussed	Material needed	Date								
1 st	Collect requirements / define										

meeting (workshop method)	scenario / test and evaluate		
2nd meeting (workshop method)			
.....			

Event Reporting Template

Group description. Responsible partner, Partner involved, tasks and roles:
Type of workshop:
Place and date:
Objective of the event:
Agenda of the event:
List of participants:
Minutes of the event:
Describe the engagement process (how different groups have been involved?):
Describe which will be the main points that will be proposed in order to define the User Scenario
Output of the workshop: describe the main points of the User Scenario designed during the

workshop

Self-evaluation and lessons learned

Describe briefly the context at the beginning of the event: What is the status quo?

Describe briefly the context at the end of the event: Where is the difference? What has been reached?

What have the participants learned?

Which are the main questions raised during the workshop?

Which questions could not be answered?

What worked during the workshop? What went wrong?

Photos from the event

6. First steps in WP5

The following table shows the initial estimated coverage of the Key Stories envisaged so far by the OL tools to be produced in WP5, and their target audiences.

	Social Media Pages and Campaigns	Film Competition	Youtube – Youth Film	Education – Professionals	Education - Schools	Interactive Platforms	Serious Games	Interactive Visualisation & Maps
Coastal Tourism	Tourists	Tourists	Tourists		Young People		Tourists	
Eutrophication	High School / University Students	High School / University Students					General Public	High School / University Students/General public
Invasive Species		General public / news outlets			Young People		General Public	
Marine Renewable Energy		General public / news outlets			Young People			
Microplastics and Cosmetics		General public / news outlets	Young People		Young People	Ferry Passengers; Museum Visitors; Scientific Community	General Public	
Sustainable Fisheries			Young People	Fishermen	Young People		Consumers; Buyers & Sellers	

In the following sections we show the initial versions of the templates and action plans for the OL tasks.

6.1. *Media Group*

In order to create critical mass and momentum, and share ideas and concepts early in the process, initially we have create a group comprising the OL tools covering Social Media and Film. We also include the Education of Schoolchildren (Task 5.6) here, as we would like to explore the possible synergy between modern media, audiovisual communication, and their potential for combining with Artistic initiatives to create innovative means of communicating and provoking thought and dialogue with our younger citizens. As the WP progresses, these will be firmed up into the individual tasks and outputs as per the work programme, but this approach will be beneficial in establishing common understanding and sharing of ideas.

Options explored by the team

Journalistic video proposals including editorial involvement

A form of competition with the media group of ResponSEable editorially involved. The competition would be open to non-professional film makers or perhaps targeted towards those with a keener interest or aspirations to being a film maker – perhaps student film makers or those already working in the field of journalism. We would be expecting entrants who are ready to commit more time to submitting a more developed and thought through proposal idea. We would pick the most promising ideas one or more of the ResponSEable stories as focal points.

The most promising ideas would be selected by a judging panel but additionally also given more mentoring or input – perhaps to engage them with key issues, perhaps to think through the way they are approaching their film or journalistic story. The budget to produce the film is larger with the expectation of more impressive results – but perhaps not at the level of a professional film

We will need to build the audience for the competition and the subsequent films. It could be targeted at, for example, European students studying marine science or other relevant subjects. We need to find the channels and platforms that would support the project and showcase the resulting films.

Film commissions

This approach is simply one where we decide on our target audiences and the key issues which we want to communicate. We then put the project out to tender, commissioning film companies to come up with approaches that will fulfill the brief. We will need to establish which are the likely platforms and channels where the films will be screened before we begin and form partnerships early on.

This approach is very much about a one way communication to an audience, and is not particularly interactive. It will be much harder to engage audiences online and through social media in this approach. If there is a clearly perceived need for this type of communication and a clear demand from partner

organisations, then this approach may become more attractive.

Films Aimed at Specific Audiences

We tend to think that communications should be about engaging the general public and 'raising awareness' and 'influencing behaviour' among the public and consumers. The media in general has become much better at communicating environmental stories and in this way raising environmental awareness among the 'general public'. Over time this can lead to shifts in public attitudes and a greater public acceptance and support of sustainable policy making. However most changes in environmental sustainability have to be enacted at the policy level and therefore communications including film also have an important role to play in specifically engaging politicians, decision makers and policy makers. Policy makers and legislators may already be well informed or they may not be. Either way it is often the case that they can have a theoretical understanding and are detached from the reality of issues as they are experienced by communities or as they play out 'on the ground'.

Films have a particular power to deliver a more potent and emotional message than can be conveyed through reports and statistics and can help policy makers more fully engage with an issue.

Short films can work very well in the context of round table discussions. This provides another possibility for ResponSEable if there are opportunities to intersect with forums where policy makers convene. It also provides the opportunity to address the ResponSEable 'stories' which are not relevant to the 'general public'.

As a group it is likely that we can think of other very specific target audiences which we could engage through film – e.g. decision makers in the shipping industry or fishing industry.

OL Tool: Youth Surfing

Options being explored by the team

Video Report Competition

A competition which runs on a video sharing platform – probably YouTube - with a dedicated section of the ResponSEable website.

We invite anyone (i.e. non-professional film makers) to submit a short filmed report which shows how they are taking action, running a campaign, initiative or social enterprise, organizing awareness or action within their community etc. We will pick one or more of the ResponSEable stories as focal points.

All the entries can be uploaded to the platform. Entries will be judged (probably by a judging panel)

There will be prizes for the best entries in each topic category. The prizes do not have to be cash prizes. It could be the opportunity to attend an important international meeting for example.

We do not attempt to 'commission' or influence the content / approach of the films other than through the judging process and through the competition brief.

Offers the opportunity to connect with large audiences as potential entrants and viewers and through social media outreach

Short film competition

A competition similar to the one above but instead of submitting a completed short film, entrants submit a short write up of their film idea to one or more thematic categories – such as sustainable fishing / micro-plastics and ocean pollution / etc. The best ideas as decided by a judging panel are granted a small amount of money to make the short film as described.

We invite anyone (i.e. non-professional film makers) to submit a short film proposal outlining a creative approach to one or more themes. We will pick one or more of the ResponSEable stories as focal points.

A judging panel selects the best ideas, based on clarity of idea, creativity, how well it addresses the competition theme etc. Winners of this first round are given a small level of funding (perhaps Euro 400) and go and produce their film. The completed film entries are uploaded to the video platform. Entries receiving the most views will be judged the winners in each category.

We do not attempt to 'commission' or influence the content / approach of the films other than through the judging process and through the competition brief.

Offers the opportunity to connect and interact with large audiences as potential entrants and viewers and through social media outreach

Video 'Mapping'

This is less of a competition concept and more of a 'citizen science' / engagement concept. We ask participants to film a short report and upload it to a video sharing platform.

We invite anyone (i.e. non-professional film makers) to submit a short film report which shows a marine issue or location that is important to them. As organisers we provide a brief but we are using citizen participation to document European seas and oceans and issues, stories and locations that are important to local residents or visitors – perhaps in a similar way to the images uploaded to Google Earth. Participants may submit films about problems, solutions, activities, marine wildlife or perhaps simply, places of natural beauty, or personal interest. We would create a ResponSEable web platform that allows viewers to select videos based on geographical location or by theme or topic. The videos would be hosted on YouTube.

The idea is to create more of a tangible, people-centred connection to the themes and topics being addressed by ResponSEable.

Although we can promote through social media, the lack of a competitive element to this concept may make it harder to achieve wide participation and uptake compared to concepts 1 and 2.

Brief description of the main Key Stories which could be addressed:

Key Story: Coastal Tourism

Target Audiences: Coastal tourists - could be process driven

Actions: - Raise awareness on impact mass tourism;

- Tourists support more sustainable activity in region;
- Inspire people with positive story;
- Inspire coastal communities with sustainable approach

Suitable media outreach formats: Youth video competition; Short Film – perhaps showcasing best practice or positive impact story

Education outreach: Education Art project

Key Story: Eutrophication

Target Audience: High school /university students

Action: Increase knowledge of Eutrophication process and complexity

Suitable media outreach formats: Short Film – perhaps showcasing best practice or positive impact story

Key Story: Invasive species

Target Audience: General public / news outlets / young people (education)

Action: Raise awareness of IAS in connection with other education materials

Suitable media outreach formats: Short Film – perhaps showcasing best practice or positive impact story; Citizen science (video mapping)

Education outreach: Education package; possibly integrated with film

Key Story: Marine Renewable Energy

Target Audience: General public / news outlets / young people (education)

Action: Convey state-of-the art knowledge on the effects of MRE on biodiversity

Suitable media outreach formats: Short Film – perhaps showcasing best practice or positive impact story can integrate with education work

Key Story: Microplastics

Target Audience: General public / news outlets / encourage public debate

Action: to convey the complexity of micro plastics issue and the interaction between science, communications and cultural activities

Suitable media outreach formats: Youth video competition; Short Film – perhaps showcasing best practice or positive impact story

Education outreach: education art project

Key Story: Sustainable fisheries

Audience: General public / news outlets / can integrate with education work

Action: Clarify sustainable fishery certification scheme, inform about fisheries co-management

Suitable media outreach formats: Youth video competition; Short Film – perhaps showcasing best practice or positive impact story; Multi perspective short film (featuring views of different stakeholders)

Action Plan: Film competition

Group description. Responsible partner, Partner involved, tasks and roles:

WP5 Media Group

Group Leader, tve

Media Group Partners: BEF ; CSP ; Universidad Lusofona ; The Marine Foundation ; AZTI

OL Tool:

A short film competition around sustainable tourism. This will be aimed at young people who do not have the capacity or experience or serious film-making. The work on the Key Stories identified Coastal Tourism as an area which would fit with the film competition idea. The theme fits with 2017 being the International Year of Sustainable Tourism for Development, and will help us to connect with other agencies who may help promote the competition.

Date and version: 15 May 2017, version 1

- **Brief description of the OL Tool on which the group is focusing:**

This OL tool focusses on raising awareness of the impact of mass tourism and to inspire tourists and coastal communities with a more sustainable approach. The film competition aims to be engaging to the target youth audience and capture positive stories of communities and destinations that have engaged with the necessity to become more sustainable. These films will be shown to a general audience who will vote to decide the winner(s). The final films will be further promoted to encourage discussion of the issues.

- **Brief description of the main Key Stories addressed:**

The Key Story research found that respondents to an EU survey on tourism declared that the natural features of a destination – such as landscape and weather - were seen as the main reason for wanting to return to the same place for a holiday. ocean literacy can raise tourists' awareness on the impact of mass tourism and on how they can mitigate their own impact; on the other hand, it can inform local actors on tourists' feedback on the environmental quality of a destination, and learn about their expectations and wishes for a healthier environment – thus creating a virtuous cycle.

- **Short description of the target groups, prediction of the main needs addressed:**

Target group

The main target group identified in the Key Story is coastal tourists with a secondary group as coastal communities. By targeting the competition on one of the European regions (Baltic, Black Sea, Atlantic, Mediterranean) we will be able to better focus the promotional activities. Lessons will be learned to enable the competition to then be replicated across the other regions.

Needs addressed

- Raise awareness of the impacts of mass tourism;

- Encourage tourists to support more sustainable activity in the region;
- Inspire people with a positive story; AND BEST PRACTICE
- Inspire coastal communities with sustainable approach

• **Methods used for the engagement of the target users**

Phase 2:

1. Run a small Instagram challenge for people in the region to report on issues of non-sustainable practices. This will engage with the relevant communities to inform us of their key issues of concern and also will pre-promote the competition and build our audience for the competition.
2. Approach industry members who are leaders in sustainable tourism alongside a number of pressure groups which work in this area (such as the UNWTO). Feedback will be sought on the content of the film challenge and examples of positive stories with an aim also to recruit multipliers.

Phase 3:

1. We will investigate ways in which the details of the challenge can be tested with members of the target film-making audience to test for attractiveness and ability to conceptualise a short film within the parameters.

Workshops and methods

	Objectives and issues to be discussed	Material needed	Date
1st meeting (workshop method)	Decide the key factors in sustainable tourism that need to be address in the films. Collect examples of positive stories.	Online survey	Early June
2nd meeting (workshop method)	Test the competition rubric and attractiveness to participants	???	Mid June

The Action Plan: six phases:

Phase 1-3: Development film challenge and test rubric

Phase 1: Analyse results WP 1, 2 and 3 for recommendations in content (knowledge base and value chains) and communication channels – write development plan.

Phase 2: Design the film-making challenge. Seek input from communities on key challenges through Instagram. Seek feedback from leaders in sustainable tourism and pressure groups (such as UNWTO).

Phase 3. Test the challenge rubric and requirements with a sample of the target film making audience. Analyse the result and finalise the product.

Phase 4-6: Implementation the competition

Phase 4: Open film competition for entries. Promote throughout social media, multipliers, tourism destinations and others.

Phase 5: Selection of finalist films. Select acceptable films and make available to voting public.

Phase 6: Select winner, award prizes and promote films

Broader dissemination

Phase 7: Make the ResponSEABLE approach (the procedure), and the finalist films available to other regions, using multipliers such as tourism organisations, sustainability advocates and local governmental organisations.

Action Plan: Films

Group description. Responsible partner, Partner involved, tasks and roles:

WP5 Media Group

Group Leader, tve

Media Group Partners: BEF ; CSP ; Universidad Lusofona ; The Marine Foundation ; AZTI

OL Tool: A series of 6 short films, each focusing on one of the Key Story themes. Each film in the series as well as the series as a whole, will be developed with a view to having multipurpose application in a range of channels, platforms and scenarios and to engage a range of audiences.

Date and version: 15 May 2017 Version 1

- **Brief description of the OL Tool on which the group is focusing:**
Task 5.3 ‘Film Competition’

Following initial exploration of the concept of a ‘film competition’ as described in the proposal, tve felt that this approach would not be able to deliver some of the key outreach requirements: namely to have the capability to work on a variety of different platforms and channels; to engage and reach a range of different audiences and to have the capability to serve different communication purposes – E.G. use on media website and use as part of educational materials.

Therefore, through the initial development process, the OL tool has been adapted from a ‘Film Competition’ to a set or series of 6 short films, each focusing on one of the Key Story themes. Each film in the series as well as the series as a whole, will be developed with a view to having multipurpose application in a range of channels, platforms and scenarios and to reach a range of audiences.

- **Brief description of the main Key Stories addressed:**
Coastal Tourism
Eutrophication
Invasive Species
Microplastics
Marine Renewable Energy
Sustainable Fishing

- **Short description of the target groups, prediction of the main needs addressed:**
Target audiences and their needs have been indicated by the Key Stories as follows:

Target group	Needs addressed
Coastal Tourism Coastal tourists	- Raise awareness on impact mass tourism; - encourage tourists to support more sustainable activity in region; - Inspire people with positive stories and examples sustainable best practice;
Eutrophication Secondary level (school) and tertiary level (university) students	- Increase knowledge of Eutrophication process and complexity

<p>Invasive Species General public; young people (education)</p> <p>Marine Renewable Energy General public; young people (education)</p> <p>Microplastics: General public</p> <p>Sustainable Fisheries General public</p>	<ul style="list-style-type: none"> - Raise awareness of IAS - support other education materials to engage school and university students - encourage more informed public debate; - reach public through media channels and other multipliers; - convey state-of-the art knowledge on the effects of MRE on biodiversity - To reach public through media channels and other multipliers; - To convey the complexity of micro plastics issue and the interaction between science, communications and cultural activities - encourage more informed public debate by clarifying sustainable fishery certification scheme and about fisheries co-management ; - reach public through media channels, and other multipliers 		
<p>Methods used for the engagement of the target users</p>			
<p>Identify European multiplier organisations and agencies working in relevant areas. Feedback will be sought on the content and style of the films as well as how multipliers may use the content.</p>			
	Objectives and issues to be discussed	Material needed	Date
1 st meeting <small>(workshop method)</small>	Collect requirements / define scenario / test and evaluate		
2 nd meeting <small>(workshop method)</small>			
.....			

The Action Plan: Four phases:

Phase 1: Development of content, style and multipliers and channels

Phase 1: Research on approach / style; content / storylines; and channels / multipliers – these are necessarily concurrent activities as they all inter-relate

Research approaches / style

Research will consider 'Theory of Change' and formats which are versatile and have wide applicability for range of platforms and audiences, audience needs identified by Key Stories.

Research Content / 'storylines'

Research will analyse any further results WP 1, 2 and 3 for recommendations in content (knowledge base and value chains) and communication channels and will seek input from Key Story leads and members of the WP5 Media group.

Initial research potential channels and multipliers

Seek input from Key Story leads, from across the ResponSEable group, in consultation with WP6 group, from European agencies and organisations operating in the areas set out by each Key Story.

Produce development plan.

Phase 2: Develop, produce and begin dissemination 2 out of the 6 films.

Develop storylines.

Identify European multiplier organisations and agencies working in relevant areas. Feedback will be sought on the content and style of the films as well as how multipliers may use the content.

Evaluate feedback.

Produce first two films. Begin dissemination in consultation with WP6 group. Seek feedback on completed films from European agencies and organisations operating in the thematic areas set out in each film and from across the ResponSEable group and from channels and multipliers. Analyse the feedback.

Phase 3. Develop and produce the remaining 4 films and continue dissemination of all 6 films.

Develop storylines and produce. Continue dissemination of all 6 films in consultation with WP6 group.

Phase 4: Promote through social media, multipliers, media channels; and monitoring and evaluation.

Timeframe

Date	Stage
May / June	Phase 1 – Research Development of content, style and multipliers and channels
July	Phase 1 and phase 2 Develop storylines of films 1 and 2
September - November	Phase 2 Produce films 1 and 2
Nov 17 – end Feb 18	Phase 2 – disseminate films 1 and 2 Phase 3 - Develop and produce the remaining 4 films and continue dissemination of films 1 and 2
March 18 onwards	Phase 4 - Continue dissemination of all 6 films in consultation with WP6 group through social media, multipliers, media channels; monitoring and evaluation.

6.2. Educational Packages for professionals

<p>Group description. Responsible partner, Partner involved, tasks and roles:</p> <p>ProSea foundation – lead partner, coordination, content development and organisation</p> <p>UBO, AZTI, INDD, Grid Arendal – networking and program support</p> <p>Plymouth University – measuring effectiveness</p>					
<p>OL Tool: sustainable fishing training for future fishermen at fishing academies</p>					
<p>Date and version: 10 May 2017, version 1</p>					
<ul style="list-style-type: none"> Brief description of the OL Tool on which the group is focusing: <p>This OL tool focusses on enhancing sustainable fishing education at fishing academies in the OSPAR region with the aim to empower (future) fishermen to protect fish stocks and the sea environment for future generations. The training course aims to help future fishermen find a balance between planet (environmental challenges), profit (economic viability and supply chain), and people (acceptance of your business by society – a license to operate) in shaping their sustainable and successful businesses.</p>					
<ul style="list-style-type: none"> Brief description of the main Key Stories addressed: <p>Sustainable Fisheries</p>					
<ul style="list-style-type: none"> Short description of the target groups, prediction of the main needs addressed: <table border="1"> <thead> <tr> <th>Target group</th> <th>Needs addressed</th> </tr> </thead> <tbody> <tr> <td>(Future) Fishermen</td> <td> <p>Being a fisherman today is different compared to 10 or 20 years ago. The job has changed due to increasing costs, more regulations, farmed fish products on the market, a more complicated supply chain and a higher demand for responsible and sustainable fish products. In addition, our seas are used for more than fishing alone, so fishing grounds are under pressure.</p> <p>Also, and partially as a reaction to these developments, the fishing sector itself has experienced large changes in the past 10 years such as new fishing techniques and more market-focused thinking. To continue to successfully operate in the changing society and the changing fishing sector, competences of those working in the sector need to change and grow.</p> <p>For a sustainable development of the fishing industry, fishermen need other skills, knowledge and information than in the past. The way society perceives the environmental consequences of fishing is changing and fishermen are</p> </td> </tr> </tbody> </table>		Target group	Needs addressed	(Future) Fishermen	<p>Being a fisherman today is different compared to 10 or 20 years ago. The job has changed due to increasing costs, more regulations, farmed fish products on the market, a more complicated supply chain and a higher demand for responsible and sustainable fish products. In addition, our seas are used for more than fishing alone, so fishing grounds are under pressure.</p> <p>Also, and partially as a reaction to these developments, the fishing sector itself has experienced large changes in the past 10 years such as new fishing techniques and more market-focused thinking. To continue to successfully operate in the changing society and the changing fishing sector, competences of those working in the sector need to change and grow.</p> <p>For a sustainable development of the fishing industry, fishermen need other skills, knowledge and information than in the past. The way society perceives the environmental consequences of fishing is changing and fishermen are</p>
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	<p>operating today in a world with multiple stakeholders. This is where Ocean Literacy and sustainability education comes in. Sustainable education can fill this gap, and address marine ecology and the role of fishing in the marine ecosystem, knowledge and understanding of current issues such as stock assessment, marine litter, climate change, certification and cooperation within the fish supply chain and, communication skills, to name some important themes.</p>
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- **Methods used for the engagement of the target users**

Each Living Lab should decide which workshop/workshops organize to engage users in the development of the OL Tool. They can use one of the methods suggested in this document or other methods based on partners need and preference.

Phase 1-3: Netherlands

Involve teachers from fishing academies in the Netherlands as a focus group and representatives from the Dutch fishing sector in the development/adjustment of the product, by organising a workshop for teachers where they are invited to share their experience with the courses in the past, give their opinion about proposed changes and suggest the use of materials they might have. After the workshop, the prototype is ready to be tested.

Test the product in the Netherlands at all fishing academies, ask the teachers to participate and evaluate the product. Develop and use a method to test the outcome of the product by evaluating the behaviour intention of the participants (students). Analyse the result and finalise the product

Phase 4-7: Countr(y)ies outside NL

We will build a network of partners in every participating country as a focus group. It is essential to have a good overview of and connections with a wide range of partners, including ResponSEABLE partners, teachers from Fishing Academies, Fishing sector organisations, scientific institutes, NGO's (including KIMO international) and policymakers/government. Partners are essential for building support in the fishing academies and fishing community, for financial support of the program, and for help in customizing the course content to the local situation and/or the delivery of the pilot course. Ultimately, to achieve results in the long run, the local network will have to adopt the courses. Local fishing communities need to hear and learn the new and sometimes challenging information in their own language with people who share, or at least partially share, their own culture.

We will customize product for 'other' countries, Some parts of the sustainable fishing course will be the same in every country, others will have to be customized to the local situation, some might already be available and in use at the fishing academies. We will work with the partners to determine which aspects of the current course are applicable in their specific country or region, and work on a custom made course that is applicable to their situation. Course elements we should have a close look at are:

Together with the local partners, we aim to pilot a community appropriate or country appropriate sustainable fishing course at a fishing academy. Ask the teachers to participate and evaluate the

product. Develop and use a method to test the outcome of the product by evaluating the behaviour intention of the participants (students). Analyse the result and finalise the product.

The partner network will determine the best way to structurally ingrain the training in the local country or region. This will include supplying educational materials, and train the trainer programs, and will enable local teachers to carry out the courses themselves so that the partner country will eventually take over the training altogether.

Workshops and methods

	Objectives and issues to be discussed	Material needed	Date
1st meeting (workshop method)	NL - Involve teachers and fishing sector - Collect requirements / define scenario / test and evaluate	Suggested changes to program	June 2017
2nd meeting (workshop method)	NL - Participation teachers and sector in courses for students	Pilot course	September – November 2017
.....	Other country – workshop / meeting partner network involved in customizing and implementing course		To be determined
	Other country – participation teachers and sector in courses for students		To be determined

The Action Plan: eight phases:

Phase 1-3: Development product and test in the Netherlands

Phase 1: Analyse results WP 1, 2 and 3 for recommendations in content (knowledge base and value chains) and communication channels – write report and development plan.

Phase 2: Design course content and develop product, based on the existing ProSea course in the Netherlands, Involve teachers from fishing academies in the Netherlands as a focus group and representatives from the Dutch fishing sector in the development/adjustment of the product, by organising a workshop for teachers where they are invited to share their experience with the courses in the past, give their opinion about proposed changes and suggest the use of materials they might have. After the workshop, the prototype is ready to be tested.

Phase 3. Test the product in the Netherlands at all fishing academies, ask the teachers to participate and evaluate the product. Develop and use a method to test the outcome of the product by evaluating the behaviour intention of the participants (students). Analyse the result and

finalise the product.

Phase 4-7: Customize and Implementation in one other country

Phase 4: Build a network of partners in every participating country as a focus group. It is essential to have a good overview of and connections with a wide range of partners, including ResponSEable partners, teachers from Fishing Academies, Fishing sector organisations, scientific institutes, NGO's (including KIMO international) and policymakers/government. Partners are essential for building support in the fishing academies and fishing community, for financial support of the program, and for help in customizing the course content to the local situation and/or the delivery of the pilot course. Ultimately, to achieve results in the long run, the local network will have to adopt the courses. Local fishing communities need to hear and learn the new and sometimes challenging information in their own language with people who share, or at least partially share, their own culture.

Phase 5: Customize product for 'other' countries, Some parts of the sustainable fishing course will be the same in every country, others will have to be customized to the local situation, some might already be available and in use at the fishing academies. We will work with the partners to determine which aspects of the current course are applicable in their specific country or region, and work on a custom made course that is applicable to their situation. Course elements we should have a close look at are:

- Marine ecology – local environment
- The fishing fleet
- Profit P, fishing economy and local fish supply chain
- Fisheries management
- Communication training

Phase 6: Together with the local partners, we aim to pilot a community appropriate or country appropriate sustainable fishing course at a fishing academy. Ask the teachers to participate and evaluate the product. Develop and use a method to test the outcome of the product by evaluating the behaviour intention of the participants (students). Analyse the result and finalise the product.

Phase 7: The partner network will determine the best way to structurally ingrain the training in the local country or region. This will include supplying educational materials, and train the trainer programs, and will enable local teachers to carry out the courses themselves so that the partner country will eventually take over the training altogether.

Broader dissemination

Phase 8: Make the ResponSEable approach (the procedure), and the educational package (content) available to more countries, using multipliers such as professional fishing organisations, fishing academies and governmental organisations including national governments represented in the OSPAR commission.

6.3. Interactive Platforms and Visualisation

Group description. Responsible partner, Partner involved, tasks and roles:

Seven: Task leader for 5.7 Interactive internet platforms and responsible for technical development

NUIG: Task leader for 5.9 Interactive Visualization and maps.

NIVA, INDD, BEF? og Grid Arendal?: content development, target group development, networking and group support

OL Tool: Interactive internet platforms and Interactive Visualization and maps.

These could be installed on ferries on various regions such as the North Sea, the North Atlantic, the Baltic Sea and the Black Sea. They could also be installed on various types of museums. They could be online (should then also be suitable to watch on phones or at least tablets), installed as a software on the computer, and/or downloadable for tablets. We think that the development of the platforms would benefit greatly from close collaboration with the serious games developer, at least on matters of visual design, user interaction and “psychology”, and perhaps also using similar computer techniques (software/language) The application could give a link to the serious games (if these are online/downloadable).

Date and version: 10.05.2017, v0.1

- **Brief description of the OL Tool on which the group is focusing:**

The main idea for the interactive internet platform was that the platforms would present a story, telling how the choices we do, which we maybe don't think so much about, actually affect the marine environment and has a marine footprint. In the start, the user needs to make a choice about what kind of actor the user will "play". Will he/she be a consumer? A decision maker? Or a farmer? A retailer? With these choices the actor will be given a defined path for the rest of storytelling, evolving on the different choices taken along the story. During the storytelling, depending on the choices taken, the marine footprint will be evident.

Another idea is to develop ESRI story maps which will include information on key stories including text, photos, graphics and interactive maps. These should also include questions or challenges so the target group can be challenged. The user will also be able to play with data. In such a platform data from scientist could also be added later from ongoing projects for instance for plastic. Currents could be presented showing the transport of water masses and how plastic are transported. Graphics could also show how eutrophication evolve in form of increased nutrient load and phytoplankton blooms and/or oxygen content development in basins.

A third idea is an e-learning platform for the training in ResponSEable, educational function of the platform, not just a simple visualization or mapping.

- **Brief description of the main Key Stories addressed:**
Plastic, eutrophication and sustainable fisheries.

- **Short description of the target groups, prediction of the main needs addressed:**

Target group	Needs addressed
Consumers, and likely not politicians or policy makers.	<p>Will these increase the knowledge about the effect on the marine environment because of our choices? Could this affect the behavior? And how can knowledge be given without us throwing facts on the user? The platform shouldn't be boring and should not be too complicated. Such a platform would likely not target politicians, but consume and consumers' behavior from higher awareness about health and environmental issues. Who do we want to target and/or change? People who already cares? People who already cares a bit? Or people who doesn't care?</p> <p>To be alive we have to think about that a platform includes a lot of responsibilities for the system/staff. Manage the online IT platform, business analysis in collaboration with R & D, evaluates and proposes strategies for media content and associated digital services within the limits of its competencies; supervises the conversion and loading of media content; Analyze the issues signaled by digital service users and provide support for the solutions; Coordinates platform support activity and process changes; design and networking.</p>

- **Methods used for the engagement of the target users**
Each Living Lab should decide which workshop/workshops organize to engage users in the development of the OL Tool. They can use one of the methods suggested in this document or other methods based on partners need and preference.

Workshops and methods

	Objectives and issues to be discussed	Material needed	Date
1st meeting <small>(workshop method)</small>	Information on campaigns and/or ongoing OL initiatives and tools already developed. Who should be the target group?	Regional workshop; North Sea/Baltic Sea: Sustainable fisheries and eutrophication	14. and 15. June 2017.
2nd			

meeting (workshop method)			
.....			

6.4. *Serious and Applied Games*

Group description. Responsible partner, Partner involved, tasks and roles:

CSP: Task leader for 5.8 – Serious and Applied Games

Partners Involved: CSP (Task Leader; Living Lab Expertise; Game Design); NUIG (Design & Development); Acteon (Design); Other Partner Roles To Be Defined (e.g. content development, target group development, networking, testing,..)

OL Tool: Serious and Applied Games (for Interactive Problem Solving)

There is an opportunity to use serious games as tools to involve users in decision making, in an engaging and entertaining way. Underlying these games will be models and knowledge relating to the systems explored in the Key Stories. Using serious games will allow us to create narratives explaining these stories, but also by involving the user in decision making throughout these narratives, it will allow them to better understand their roles and the impacts of their choices.

The game or games to be developed should be available on multiple platforms. Ideally they should use standard web technology, so that little or no downloading is required. Many games are deployed via app stores on Android and iOS operating systems, but it is also possible to deploy browser-based games without requiring a detour to an app store to download them.

The games should be deployable on the interactive platforms to be developed in task 5.7, and there should be versions playable on smaller screens such as tablets and phones. We will therefore collaborate closely with the groups involved in Task 5.7 and 5.9 to ensure best use of resources and maximum availability.

The monitoring of user behavior, both on the interactive platforms and within the games, can potentially share common frameworks, both in terms of what and how to measure with regard to changes in awareness and attitudes, and also with respect to architecture, software and data collection and analysis. Therefore, as much as possible, we will strive to develop common frameworks, architectures and software components.

Date and version: 10.05.2017, v0.1

- **Brief description of the OL Tool on which the group is focusing:**

The main concept behind the serious game is that of “a day in the life of ..”. The player will choose a character which may best represent them, or they can choose a different role. The game will then present them with a series of scenes which together form the narrative of the typical day. Of course the sequence and content can vary according to region, season, players economic circumstances, etc.. For example, a player with unlimited resources can make choices which are not affordable for someone with a very low income.

Throughout the day, the scenes change and different scenarios and choices appear to the player. For example, do we choose shower products based on their advertised properties, or do we choose those with lowest impact on the marine environment. As we make choices, we spend resources – not only money, but also water, energy, etc., and build up our footprint with regard to the ocean. In this way we can tie in with most of the Key Stories, incorporating the knowledge developed in WP1-3 in the underlying model and the scenarios and choices presented.

Some ideas have been discussed around the use of an avatar animal to represent the user or perhaps the ocean, with the health and wellbeing of the animal affected by the players decisions.

The game would ideally be interactive. For example, if a consumer wishes to buy fish from a seller, they could ask questions of the seller regarding the source and sustainability of the fish. The game could handle certain questions and give appropriate answers. Of course, it is possible that the seller has little knowledge in this regard, in which case the consumer may have to make a choice to buy or not.

Using the same underlying model and knowledge, various versions of the game could be produced. For example, a 'card game' version could be produced, where random situations are presented and the player must make decisions, thereby scoring and possibly competing with other players.

During the playing of the game, the player may be presented with links to special interest groups or websites and resources which they follow if they wish, or store for later use.

- **Brief description of the main Key Stories addressed (addressed more fully in section regarding target groups below):**

Coastal Tourism: Impact of Mass Tourism; Sustainable Tourism

Eutrophication: Awareness of Eutrophication and Stakeholder Choices

Invasive Species: Public Awareness; Pressure on Legislators

Microplastics & Cosmetics: Awareness; Behaviour Change

Sustainable Fisheries: Knowledge of Certification; Consumer Behaviour; Seller Behaviour

- **Short description of the target groups, prediction of the main needs addressed:**

Target group	Needs addressed
<p>Tourists</p>	<p>Raise tourists' awareness on the impact of mass Coastal Tourism and on how they can mitigate their own impact.</p> <p>Provide Information on hotels, resorts and destinations applying sustainable and environmental-friendly practices, touristic destinations managed in a sustainable way, existing environmental and sustainability certification systems, and so on.</p>

General Public	Increase general public awareness of Eutrophication and the effect of their choices as a consumer.
General Public	Raise awareness in the general public of the Invasive Species problem. Keep up the pressure to the other key actors like the national and European legislators.
General Public	Increase awareness and encourage behaviour change to reduce Micro-plastics consumption.
Consumers	Know your Sustainable Fish certification scheme. If Consumers better understand the range of sustainable certification schemes they can then make confident food choices depending on what level of sustainability they wish to support.
Buyers / Sellers (including transformers, wholesalers, retailers)	Help them to know and communicate available certification schemes. Help “Buyers / Sellers” to understand the needs of customers in terms of sustainable sea food, to know the available certification schemes, and to communicate the differences and to advise customers.

- **Methods used for the engagement of the target users**

The users (players) of the serious games are very diverse and will need to be carefully considered. For example, ‘General Public’ is in fact a large number of separate stakeholder groups or cohorts, each with their own background, knowledge, attitudes and behaviours. It is not realistic to expect that a game which appeals to a 10-year old school-going child in Ireland will appeal to a middle-aged business-person in Italy. We will therefore need to make some early and key decisions in terms of the target audiences, based on the stories and desired awareness, attitude and behaviour changes.

Of course, it is possible that the game could be partitioned or parameterised so that the scenarios and their content vary according to the player characteristics.

Target users will need to be recruited early in the process, as they should have a strong role in defining the game in terms of what content is interesting, what is considered interesting and challenging, and what the realistic outcomes are.

Online recruitment of users through Facebook and other social media should yield good results. We will also recruit local representative users that we can work with directly in designing the games. Therefore the Living Lab will not just be a physical interaction between the users and developers, but also will be supported by online, virtual collaboration using shared spaces and networking tools.

Games design and development lends itself very well to collaborative and iterative design processes. Therefore it will be feasible to go through several rounds of conceptual design, where for example:

- Game ideas are sought and voted on and iteratively improved.

- Different scenarios are shared and collaboratively developed.
- Mock-ups of scenes are shared and voted upon / collaboratively improved.

At all stages during design and development, interim versions of the games can be deployed and tested by all users, issues and improvements raised, and this Agile approach should help us to iteratively reach a good solution, rather than focusing too much on designing everything up front without adequate feedback along the way.

ACTION PLAN

The game development life cycle is widely studied, and there are numerous variations, depending on the level of certainty ('big design up-front' approach) or uncertainty (a more agile approach is taken) with regard to the requirements and final result.

In this task, we expect the main phases to follow quite closely the generic WP5 process as shown in Figure 2.

Phase 1.0: Recruitment of Users and setup of Living Approach environment.

Phase 1.1: Generation of Ideas and Testing of Feasibility

Phase 1.2: Game Design. This can take place collaboratively in both physical and virtual spaces. The outputs should not necessarily be software, but paper-or-screen-based outputs. This allows the scenarios, layout, flow and look-and-feel of the game to be considered without over-commitment to specific solutions.

Phase 1.3: Game Detailed Design / Development / Test cycles. Here we can take a more classical Agile Software Development approach. A number of iterations are planned, with specific functionality to be delivered at the end of each cycle. The development team produces iterations of the game in each cycle, and this is tested by the target users at the end of the cycle. Their feedback determines the focus and planning of the next phase, as well as incorporating any changes based on their feedback to what has already been delivered.

Phase 2.1: Implementation under real-life conditions

Phase 2.2: Monitoring

Phase 2.3: Assessment