

RESPONSEABLE

Web Documentary - an interactive internet guidance for supporting the development of cost-effective ocean-focused awareness raising strategies

Work Package 7

Deliverable 7.3

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Web Documentary of ResponSEABLE

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Introduction

The ResponSEable project has been running for 4 years and it is time to share the recommendations for making effective ocean literacy with others.

The concept of the Web Documentary, criteria and evaluation of subcontractor's proposal was detailed in the Deliverable 7.2 at the very beginning of the project. Now, this deliverable is accompanying the final result – the WebDocumentary filed with videos, materials, and tools – for ocean practitioners to use.

The WebDocumentary not only summarizes the main findings and main results from the ResponSEable, but also provides practical recommendations for other to follow or reflect upon. The interface is simple and straight-forward, optimized to be experienced on a desktop PC or laptop, this way enabling a more in-depth exploration of the multiples resources it displays - or to follow links to other resources produced in the realm of ResponSEable. The Web Doc is multiplatform: it may also be accessed via tablet and smartphone.

Why WebDoc?

Throughout its journey, the partners of the ResponSEable project have produced a wide range of technical and policy reports, along with specific Ocean Literacy products and tools. They have organised, or provided input to, seminars, workshops, webinars, conferences... Overall, these activities have contributed to bringing Ocean Literacy higher on the policy agenda, and to strengthening ocean literacy in Europe and beyond.

Films can significantly impact individual attitudes and cultural narratives. New media have not only opened up new avenues for communicating with audiences, to engage with them and to also create new opportunities for analysis of impacts. That's why we decided to produce the ResponSEable Interactive guidance on ocean literacy in a Web Documentary format.

We have chosen this format, as it differs from the more traditional forms—video, audio, photographic—by applying a full complement of multimedia tools. Since it is an interactive work, the narrative advances through the actions taken by the users through public interface. The user is able to modify its journey through the documentary based on their responses. This way the participation by the users are the key element that give meaning to this new audiovisual genre.

The practical understanding of Ocean Literacy issues and options gained by the ResponSEable community has been assembled into an interactive guidance on ocean literacy that can support practitioners in making ocean literacy more effective.

Advantages of WebDoc

Developed in a Web Documentary format that build *inter alia* on multimedia tools and videos, the interactive guidance will help you to travel though ocean literacy, going through different steps or stopovers relevant to ocean literacy – directly from your smartphone or a tablet.

Since the Web Documentary is interactive, one is able to modify your journey whenever you want based on what you progressively discover in films, narratives, initiatives.... including all materials and reports produced by the ResponSEABLE community. The Web Documentary is thus personally experienced by each user depending on choices made and areas of interest.

Technical specs

The platform is written in Word Press, which allows to add content if needed. The modular approach allows to also add new videos, and materials. The platform was developed by a team of Bitville (www.bitville.fi) (tender process and technical proposal has been described in Deliverable 7.1).

The platform is accessible : <http://webdoc.responseable.eu/#/home>, which will be hosted and adapted in the next 3 years.

Target audience

The Webdoc audience is all those who are engaged & interested in ocean literacy. The aim of the Web Documentary is to ‘tell an Ocean Literacy narrative’ (building on the experience of ResponSEABLE, clearly not the only narrative) about practicing ocean literacy, making all of us better understand the complexity of human-ocean relationships and how best to act differently. The platform is in the open access, thus giving possibility for different users/purposes (in the MOOCs, courses, training the educators, etc..)

Logic behind the Web Documentary

The main video that opens up the Web Doc presents an overview of the ResponSEABLE project, its motivation, its main objectives and goals, the main question it addressed, as well as the main challenges along the 4-year journey. The importance of evolving the target-audiences in the development and testing the ocean literacy tools was underlined by the researchers who gave their testimony for the final video. This main video also referred to the final event and conference “Ocean Dialogues”, held March 18-20 2019 in Brussels, Belgium.

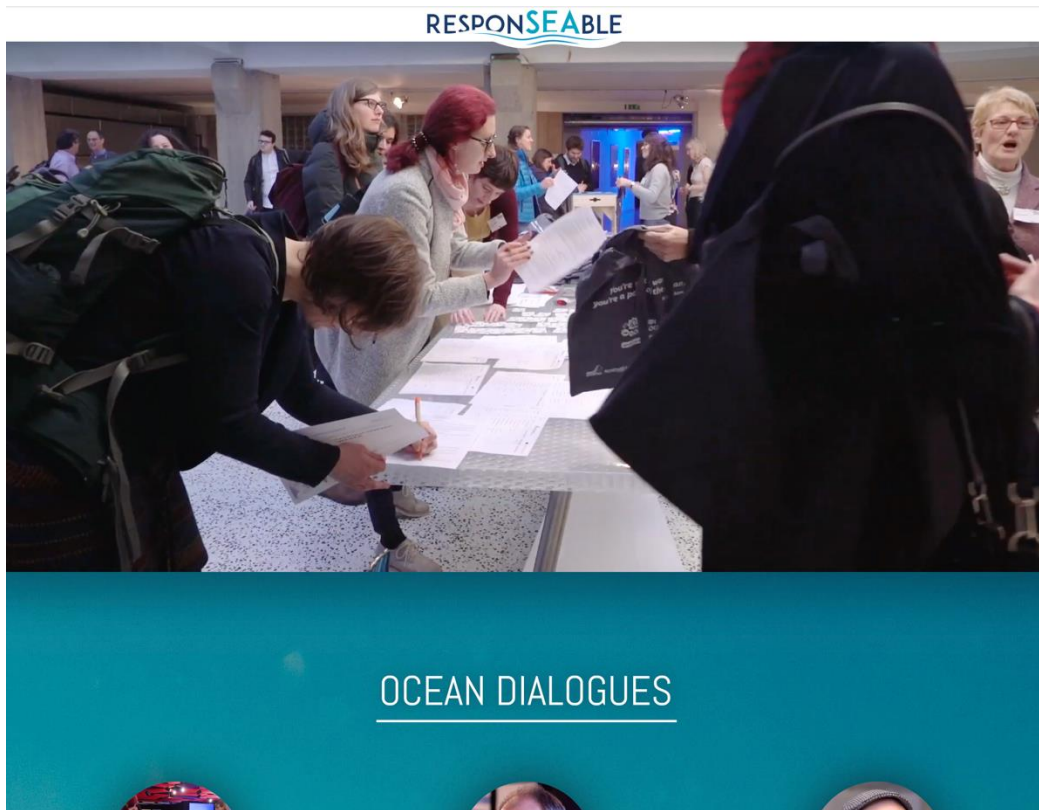


Figure 1 : Web Doc REsponSEAbLe – main video

Extra videos related with the “Oceans Dialogues” events are also to be found in this documentation repositiorium, namely interviews with the follow specialists:

- Francesca Santoro, UNESCO Intergovernmental Oceanographic Commission IOC
- Prof Sheila Heymans, European Marine Board
- Iain Shepherd, DG Mare
- Rémi Gruet, CEO, Ocean Energy Europe
- Jorien van Schie, Sea Ranger Service
- Russell Arnott, European Marine Science Educators Association & Incredible Oceans
- Meenakshi Poti, Social Ecologist and Artist, Université Libre de Bruxelles

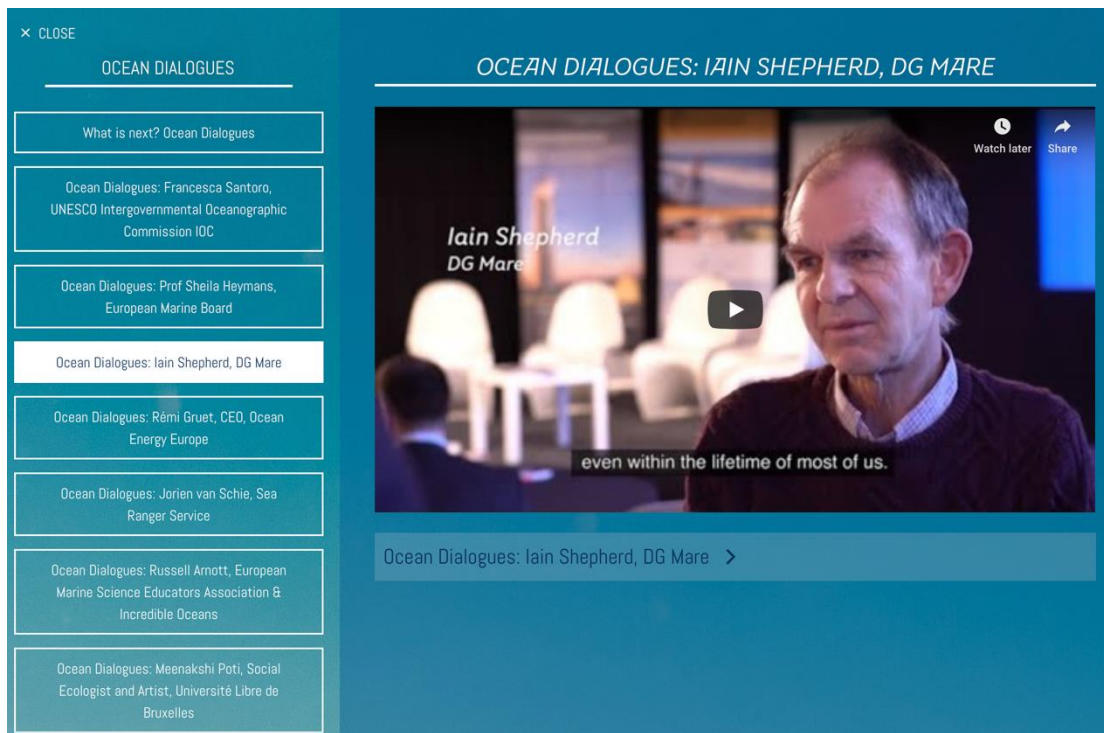


Figure 2 : Web Doc ResponSEABLE – extra videos related with « Ocean Dialogues »

Besides brief explanation of the main outcomes related with each one of the project key-stories – Sustainable Fisheries, Microplastics, Ballast Waters, etc., the Web Doc also presented succinct replies to key questions in the realms of ocean literacy such as:

1. How do I pick a focus area for doing ocean literacy?
2. Which knowledge should I mobilize?
3. Who do I engage and how?
4. Which tools should I develop?
5. How do I measure the impact of my tools?
6. How do I achieve wider dissemination?

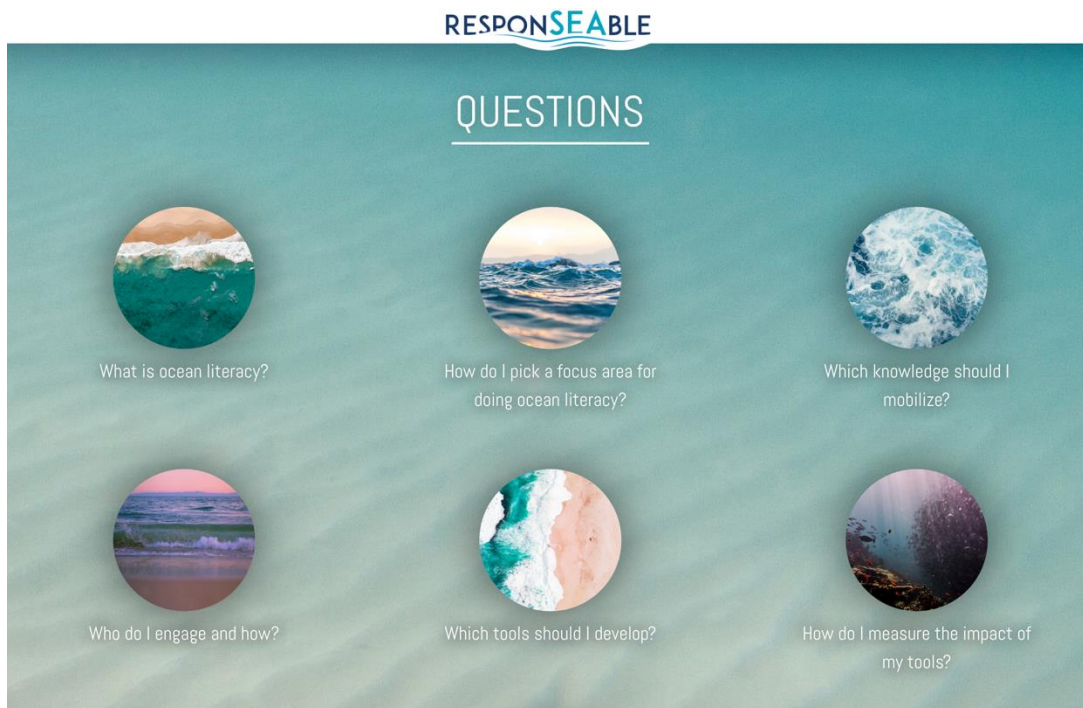


Figure 3 : Web Doc ResponSEable – main questions

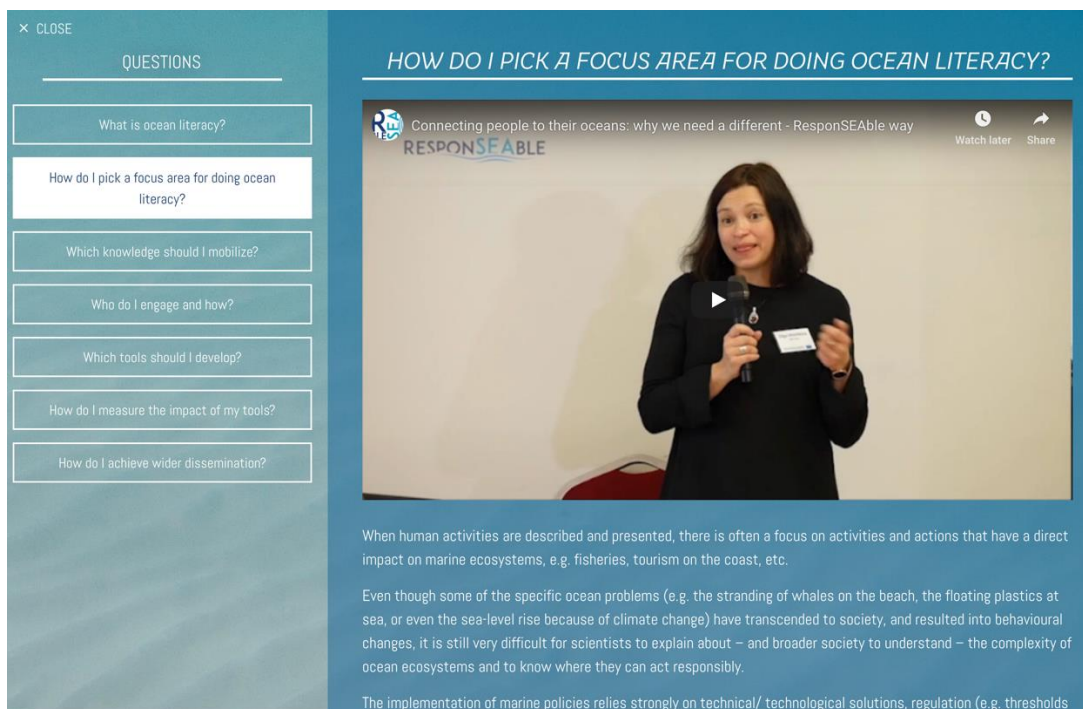


Figure 4 : Web Doc ResponSEable – main questions

Simple user' guide

The Web Documentary interactive guidance is available for open use at the project website (<http://webdoc.responseable.eu/#/home>)

Web Documentary builds a narrative in a visual way, where the user is guided through with the help of short videos, interviews, and has also access to the materials and reports. Such modular approach allows user to get engaged to show the process with illustrations, lessons learned (challenges) pre-conditions for success. In this interactive journey users can quickly move and easily access different modules, which makes it easier to find relevant parts later. Part of the interactivity involves being in control of the narrative and determining how the documentary unfolds. The documentary is thus personally experienced by each user in a different way, as a result of the choices that are made within the human computer interaction.

There are different ways you can travel within the Web Documentary. One possible journey proposes stop overs around the **questions**, that appear on the screen.

- *How do I pick a specific area relevant to ocean literacy?*
- *Which knowledge can - or should - I mobilize?*
- *Who do I engage and how?*
- *Which tools and products should I develop?*
- *How do I measure the impact and effectiveness of my ocean literacy initiative?*
- *How do I achieve wider dissemination and uptake?*
- *What are pre-conditions for success and legacy?*

Such an approach allows for use to spend as much time as one has and come back and revisit or pick up from where it was left.

One can also explore the content by going into **Key Stories**. Linked to the stories and videos are the ResponSEABLE tools, and documents, which allow to find all in one place and get a story about the project and its legacy from the first hands – hearing from partners, how to best go about developing the effective ocean literacy products;

The Webdoc is set up so that the user can **play a game or download the material** at the same place, which makes is easier to use all the numerous resources that the project has produced over the 4 years.

Annex: Recommendations

In this annex we present the main recommendations which user can find in the WebDoc, in addition to the link to videos, recommendations, and other materials. The recommendations sited below are based on the work carried out in WP1, 2, 3 and 4 and also part of Interactive guidance for ocean literacy practitioners (D4.5)

What we have learned in the project about how to do more effective ocean literacy is shown in the few steps:

1. It is important to **choose the area (narrow down subject)** in which an ocean literacy practitioner would like to develop a new ocean literacy campaign/tool. ResponSEABLE gives examples of 6 Key Stories – why and how they were chosen, as complexity and amount of knowledge that already exist is huge, and often the issue is structure existing information and tools. **To be effective one doesn't need to re-invent the wheel**, thus second step is to **collect what knowledge exists about the issue and to analyse where are the gaps and set up realistic objectives**. ResponSEABLE proposes an approach – framework for that – DAPSIWR: to analyse if there are gaps in existing information, in actors who are targeted, and whether do they get the knowledge. The user has an example of 6 key stories, which were analysed in this matter. The 6 documentary films and additional materials allow the user to dive into each story and within 5 min better understand the issue.

2. **Accepting change and the need for new (sustainable) practices is challenging**. It is difficult to find a balance between financial, environmental and societal demands. **An Ocean Literacy tool should have specific, realistic, achievable objectives** in terms of the OL dimensions. It is extremely useful to develop a Theory of Change model for Ocean Literacy tools, as we must be clear of the journey from awareness to behaviour change that we would like our intervention to engender in the target audience. This also allows us to specify measurable objectives and measurement instruments.

- *Objectives should be active and formulated in terms that indicate what the learner/participant should be able to be aware of, know or do after he or she participates in the course (and not in terms of what the OL tool should do).*
- *Realistic objectives take into account the target group, their pre-existing levels of Ocean Literacy, and a good analysis of what is achievable.*
- *Consideration should be given to providing feedback to the users on how they perform (where relevant), so that they are invited to reflect on their experiences.*
- *We need understand better means of conveying complexity to different audiences. Individuals with improved knowledge of a system are better positioned to make*

positive behavioural choices, but also more likely to communicate actively (and knowledgeably) on the subject, thereby influencing others.

3. Before embarking on actually developing a new ocean literacy tool – be it a new social media campaign, video, educational programme, game, platform etc... an ocean literacy practitioner needs to **select the target audience**, for the tool to be effective. In this step, it is important to take the analysis of the step 1 further – and look (map) all the economic activities that are involved in putting the pressure, and actors in the value chain, using value chain approach:
 - a. The description of the value chains connected to the marine challenges investigated stressed the **diversity of the activities that directly or indirectly are connected to these challenges**.
 - b. **Value chain approach** allows to widen the target groups from what is usually done in ‘general public’ to include economic actors, professionals, service producers, etc..) .
 - c. Value chain approach helps to **identify the priority areas for “behaviour change”**, i.e. the activities and actors which “change of behaviour” are essential for the activities of the value chain to shift to more “marine-friendly” practices and behaviour (or to capture potential benefits offered by marine ecosystems and thus contribute to Blue Growth).

- *Engage the private sector in Ocean Literacy initiatives is challenging. Governance and economic incentives exist and need to help building capacity to support change of behaviour and practices.*
- *Interest and trust are essential when working with the private sector, so as to deliver a shared ocean optimism!*
- *Capacity building (such as DG MARE support of ‘Blue schools’ and Blue Skills initiative) that contribute to make the ocean trendy plays a very important role.*
- *More efforts are required for supporting Youth and Young professionals Ocean Literacy initiatives.*

It is important to keep in mind that:

- **Individual actors** are likely to take a big part in mobilizing other groups to react to a marine or environmental problem, including other individuals. In their function as individuals they are less likely to inform other groups on complex issues but may pass information on to other individuals. Also, Individual actors play a key role in expressing continuity aspects with each other, as well as other groups.
- **Social actors** usually play an important role in informing other actors from all spheres on marine or environmental challenges, as well as in explaining relevant issues. They also play a role in mobilizing individuals and other social actors.

- **Regulative actors** inform others and maintain or forge a common cultural practice between all groups.
- **Professional actors** inform others on their practices and new developments. They also support the maintenance of development of professional practices.

4. Engaging with target audience:

- a. Once the actors are identified, ocean literacy practitioners need to go one step further – to engage with this group (to understand what drives them, where do they get the knowledge, etc..what knowledge interests them).
- b. It is important to learn about why actors act the way they do and how they communicate and take information / knowledge on board. We must learn about which communication channels specific actors listen to and trust most.
- c. 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.

Each target group has its specifics: ResponSEable considered 4 target audiences: children, consumers, policy makers and marine professionals, analysed challenges and best practices on how to best do ocean literacy with this group (results are in webinars, policy briefs)

In addition, the following recommendations can be made:

- *A target group must have the potential to be targeted by something that they have in common. Therefore, the general public is not a good target group for an OL tool. Better would be to use consumers, or better yet consumers of beauty products that contain microplastics. The better your target group is defined, the more effective your tool will be, because the tool can target the group by what they have in common. The age and existing competence level of the target audience must be taken into account.*
- *The objective of the OL tool should influence the identification of your target group. The OL tool and communication channel that you choose should fit your target group.*
- *The context in which the tool will be used is a very big factor in its effectiveness. For example, using a video in a teaching setting versus a noise, crowded exhibition.*

2. **Which tools to develop?** Ocean literacy practitioners have a wide range – depending on their area of expertise (educators, activists, communication officers, etc..). Knowing the audience allows to choose the methods. For the ResponSEable experience – best practices is to use the media (documentary, cartons, portraits of actors, games, quizzes) to make the audience engage with a tool. The gamification is a powerful tool with all audiences! Examples:

- a. The policy makers, and fishermen in the academies equally enjoyed the ‘who is the best fishermen game (‘spoons’) (made by ResponSEAbLe partner – ProSea) – part of the educational package for maritime professionals
 - b. a ‘board game’ – is both popular with teachers, children, and their parents (made by Oceanopolis-UBO).
 - c. *Computer games* (made by CSP) – the spectre here is very wide....one will navigate the archipelago and meet several challenges to solve, related to the health of our ocean and the connected value chain.
 - d. Questions and answers in a form of *fun quiz* (Cahoot/or other platform) are proved to be success at all levels! ResponSEAbLe developed also ‘*literacy bubbles*’ (collection of over 300 questions about the Ocean forms an original approach to Ocean Literacy by answering to questions people already have about the ocean. The database is provided in an Excel spreadsheet to navigate the document easily) or a ‘*question center*’- this application will help you design questions to isolate the information you need in your research. We have split the types of questionnaires into Quizzes and Surveys. The primary purpose of a quiz is test the knowledge of the quiz taker and not to gather feedback or opinion like a survey/poll. Quizzes are typically used in teaching, training and learning to build and test knowledge.
3. **Co- creation of the tools** – the ocean literacy campaigns /materials are most effective if in their production the users are being involved at different part of the process 6in ResponSEAbLe we have used living lab...
- a. At the start – it allows to engage with the audience (for example in ResponSEAbLe the questionnaires, short interviews and group discussions were carried out to understand what issues/questions are of interest and collect visions/ideas of users before embarking on a tool development. Once the first prototype is created – it is a good point during the process to engage the small group of users to tests it.
 - b. Also, It is important **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 act in relation to ocean matters.

- *The Living Lab approach guarantees (if done well) that we take the target group’s knowledge and interests into account. It ensures we do not approach the project with an already fixed idea.*
- *If it is not possible or effective to work with the target group in a living lab setting, it might be possible to work with an intermediary or influencer to act as a proxy / sounding board. Some target groups might be highly resistant to change and might not be effective partners in the living lab process.*
- *The effort involved in developing content (e.g. game questions) must not be underestimated. Translation adds another level of complexity.*
- *Look and feel (usability, attractiveness) are highly important, and must be given sufficient attention and resources.*
- *It is important that a tool has flow, that it “tells a story”.*
- *Important design decisions made early in the process will have impacts throughout the rest of the tool life cycle, and must be made carefully.*

4. Before embarking on a lengthy and costly OL initiative, it is important to reflect **how to define effectiveness** ? What is the desired output after a person (or a group we target) has seen a movie, played a game, read the book, got involved in a workshop, etc...? There have been already many campaigns, books published or films made... Why do we need another one? How it should be different? Should it target a different audience? Should it target an issue from a perspective that has not been done before?

ResponSEable adapted the **Environmental Literacy Ladder**¹ which describes the evolution of literacy from basic awareness of a concept, through to changes in attitude and behaviour, and potentially active engagement activism for change. The following were considered:

- **Awareness:** Being aware that something (e.g. problem, concept,...) exists.
 - **Knowledge:** What you know about a topic or links between topics.
 - **Attitude:** Agreement with a particular position, for example, agreement that a change in 'behaviour' is important / is effective.
 - **Communication:** Actively engaging in communication around issues.
 - **Behaviour:** Decisions / Choices / Actions / Habits relating to specific situation / activity (in the context of the KS / DAPSIR) in everyday life. The activity of a person as an actor.
 - **Activism:** Actively campaigning to bring about political or social change.
5. Moving up the 'literacy ladder', ResponSEable partner UPM UOP have developed a methodology for the application of Behaviour Change Model. A step-by-step planning and evaluation model has been created and initial trials carried out in collaboration with the Education for Professionals and Children's ocean literacy tools / workshops. This model was originally aimed at directing change/behaviour change processes in health promotion, and has been widely adapted in environmental awareness programmes. A systematic approach applies a behavior change model within a "Theory of Change" framework, to establish objectives, and indicators of success, for each of the ELL steps, and stages in the behaviour change model.
 - a. **Knowing does not always lead to doing** – cognitive dissonance is a significant challenge in overcoming this inertia. Therefore before embarking on a lengthy and costly OL initiative, it is important to develop a Theory of Change - 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 the causal understanding of how these will be achieved through the activities we will undertake.

¹ <http://www.fundee.org/facts/envlit/whatisenvlit.htm>

- b. Attention !: **not all audiences are equally “sea-blind”** (levels of literacy will vary), so it is dangerous to apply the same theory of change to disparate groups.
- c. We make assumptions on the important of knowledge and awareness in changing attitudes and behaviour, but it is important to test our hypotheses with proper statistical analysis.

- *We would incorporate test-instruments into the tool or course. This would make the testing process less intrusive and diminish the impact on the course process.*
- *It is important but very difficult to develop methods to monitor if intended behaviour has been carried out and what has enabled it.*
- *Future projects could identify objective indicators of actual behaviour – increase or decrease in use of recycling facilities or increase or decrease in purchase or use of products containing microplastics or sustainable sourced seafood.*
- *Although we can get a general impression of the effectiveness of a tool by looking at the data collected, thorough analysis is required to be done by a specialist, following a specific protocol.*

Gaps and Recommendations in the Key stories

Below are the **main gaps found in the communicated knowledge and target groups**:

- **Microplastic in Cosmetics:** The key story is **lowly covered in terms of different target groups, the variety of messages**, and in terms of content, but bears a high value to illustrate the human-ocean relationship. Therefore, it would be beneficial to support an expansion of the thematic focus on all areas of concern, including the **value chain of cosmetic production, the interrelationship or ecosystem components, political, economic and social responses**.
- **Sustainable Fisheries:** The key story is highly covered in terms of different target groups and the variety of messages. The coverage of content varies between different countries and target groups. **Focusing on consumption related messages is not recommended** as these are mostly covered by existing resources and campaigns. **Retailers and especially retailers** that are willing to support sustainable fisheries **might be targeted** to deepen their understanding of ecological relationships and economic challenges.
- **Marine Renewable Energy:** The key story is highly covered in terms of different target groups. The variety of messages varies in different countries, especially regarding the public in general. **The coverage of content is low, especially on the ecosystem state components, welfare and responses**. A broad increase of the understanding of relations between the technology and ecosystem components, the potential impacts also

in regard to other ecosystem components and stories might be useful. Also, a clear systemized view on **responses of the public, citizens and consumers can be supported.**

- **Agriculture and Eutrophication:** The key story is lowly covered in terms of different target groups, the variety of messages, and in terms of the content. The effect of the pressure eutrophication is barely explained, the actual ecosystem effects as well as welfare effects are not explained. The key story has a **huge potential** to broaden the understanding of the relation between a globalized economic segment and a local environmental feature, the Baltic Sea, with its complex ecological relations. A broad increase of the **understanding of relations between the globalized segment of the economy and ecosystem components, the impacts on the environment and welfare aspects is recommended.** A clear and systemized view on the **responsibilities of citizens and consumers can be supported.**
- **Ballast Water and Invasive Species:** The key story is **highly covered in terms of different target groups.** The variety of messages is relatively low. The coverage of content is activity and pressure focused, also welfare aspects are covered. **Responses are limited to regulative and economic aspects. Social responses are absent.** The key story has the potential to connect a highly-globalized segment of the economy to very local environmental and welfare impacts. Local information campaign connecting the two dimensions would be a welcome step to bridge a very distant pressure exerting activity with the local environment of people near to the sea.
- Analysis and classification of types of knowledge that need to be communicated to increase ocean literacy in Europe showed that a move beyond the classic 'scientific' ocean literacy principles as developed in the USA is needed. In order to support a behaviour change in Europe we must move towards **responsible ocean literacy, which includes knowledge on individual, social and political responsibility as well as reflections, emotions and actions in addition to the environmental and economic knowledge.**