Collective Impact Assessment Framework

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Executive summary

Ocean literacy has been broadly defined as 'understanding the ocean's influence on you and your influence on the ocean' (Ocean Literacy Network, 2015). The current level of ocean literacy within society presents serious social and environmental challenges, both in complexity and scale.

A number of guidance documents from both sides of the Atlantic have considered what a successful assessment framework should include, most notably the National Science Foundation in America. These documents, as well as a range of existing practical toolkits have provided a useful starting point to develop this framework document.

This document provides a framework for evaluating the successful contribution of the Sea Change project as a whole, as well individual project activities, to the advancement of ocean literacy in Europe. The assessments carried out under this framework includes both the more traditional gathering, and learning from, user feedback on individual project level activities (i.e. events and resource outputs), as well as the use of social innovation indicators to measure project level changes in knowledge, networks, system dynamics and intangible values such as trust, commitment and learning.

Project activities will be measured on a continuous basis, using simple step by step templates, as and when they occur through the project life-cycle. Social innovation surveys will be carried out on an annual basis through online surveys. In addition, dissemination efforts by work package 7 will be captured through quarterly dissemination records to provide information on how project resource outputs are being accessed and where.

The Collective Impact Assessment Framework may need to be adapted over time as the Sea Change project evolves. It will need to be flexible enough so that feedback can be collected in an appropriate way for the varied events and resource outputs that make up the project. As the Sea Change project draws to a close, findings from both project level and activity level assessments will be evaluated to produce a final impact assessment report, and contribute to legacy recommendations under work package 6.

It is hoped that the framework outlined here will provide a valuable tool for future ocean literacy projects, and that the Sea Change assessment findings will play a constructive role in the future success of ocean literacy in Europe.

Contents

1. Context

Ocean literacy has been broadly defined as 'understanding the ocean's influence on you and your influence on the ocean' (Ocean Literacy Network, 2015). The current level of ocean literacy within society presents serious social and environmental challenges, both in complexity and scale. Globally, when individuals or organisations attempt to tackle environmental issues such as the damage and degradation to our marine ecosystems, long term success stories, with lasting effects have been all too rare. Countless collaborative initiatives have been tried but very few have sustained their pro-environmental actions to deliver wider impacts on society. Kania and Kramer (2011) in the Stanford Social Innovation Review believe that traditional campaigns or interventions tackling environmental change measure what is termed 'isolated impact'. Isolated impact is a measurement approach that looks at finding and funding a single solution at an individual level, such as one single community group or priority group in a specific location, with the hope that the most successful intervention will scale-up or replicate to extend its impact more widely (Kania and Kramer, 2011). One such example of individual-led change would be rubbish dumping on our beaches, where isolated impact only deals with or assesses the symptoms of the problem. It responds by providing an immediate and visible 'fix' to rubbish dumping by asking families to place their litter in the bins provided or authoritative agencies impose fines on those individuals who dump household waste under the cover of darkness (Domegan *et al*., in prep.).

However, problems related to ocean literacy have escalated from simple, localised area issues to complex, 'blue' challenges such as marine habitat destruction. Pollution, coastal development, inland dams, logging, destructive fishing, dredging, draining of wetlands, tourism and climate change, in addition to individual human behaviour across different cities, regions, countries and continents all contribute to marine habitat destruction. With this in mind, no single individual or organisation can possibly be charged with the responsibility of decreasing marine habitat destruction through the creation of an ocean literate society. Kania and Kramer's (2011) isolated impact measurement approach, on its own, will not suffice in creating systemic change as solutions for ocean literacy are not known or obvious. At the individual-level, no single person or entity has the resources or expertise to bring about lasting social change. For ocean literacy, reaching effective systemic resolutions requires learning on the part of each stakeholder and citizen audience group, by providing insights into their current values, attitudes, behaviours and actions to co-design, co-create and co-deliver solutions for social and collective action (Kania and Kramer, 2011). As Sea Change partners, we then ask ourselves how do we go about empowering stakeholders and citizens beyond the individual, isolated impact level to bring about real positive change in protecting the marine environment.

Such an effort requires new thinking and a shift from isolated impact only measurements to isolated impact measurements 'plus' a collective impact measurement. Domegan *et al.* (under review) outline that collective impact measurement considers who-to-engage with, what-to-work-on together and how-change happens on a large scale. A Collective Impact Assessment Framework supports and reinforces the ocean literacy co-creation principles (Figure 1) as it moves ocean literacy towards a "systemic approach to social impact that focuses on the relationships between organisations and the progress toward shared objectives" (Kania and Kramer, 2011, p. 39).

A Collective Impact Assessment Framework for ocean literacy ensures there will be a good understanding of what the ocean literacy co-creation principles can achieve and how this can be done, both efficiently and effectively. The Collective Impact Assessment Framework in this project acknowledges that to contain and reduce harmful 'me-values' (e.g. leaving your rubbish on the

beach because you don't want to bring it in your car), we need to connect and co-create new 'our-values' (e.g. taking your rubbish home from the beach so as not to harm the ocean and its resources). This requires modifications to the way we measure and assess successful change.

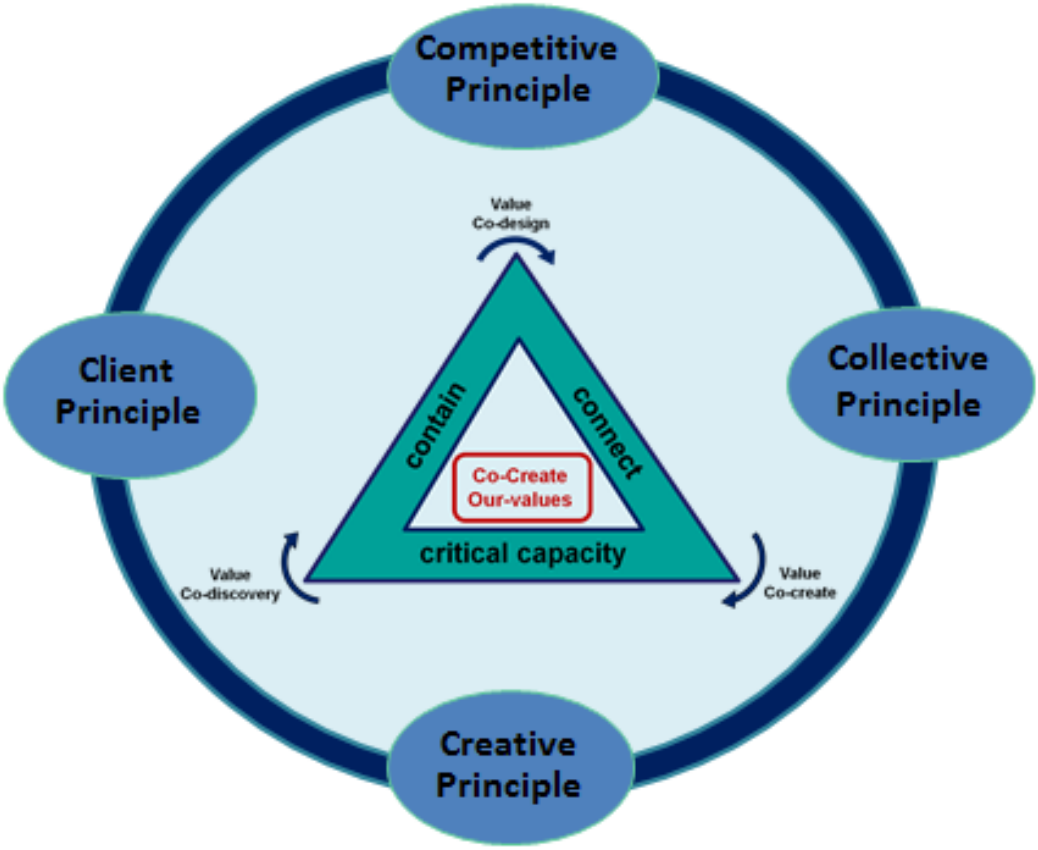

Figure 1: Ocean Literacy Co-Creation Principles. Source: Hastings and Domegan (2014), Hastings (2015) and Domegan et al. (2015)

Since the 1950s, innovation assessments and collective impact research, and more recently social innovation studies, have largely measured collective action and innovation through inputs (e.g. staff, skills and resources) and outputs (e.g. patents, products and GDP). Such measurements and metrics assess tangible human and structural capital that is identifiable in nature and can be numerically assessed. A collective impact assessment is much more difficult to measure, as information circulates in multiple directions through interactive and iterative social processes - which in and of themselves are abstract, harder to observe and predominantly intangible in nature as a result of their relational and experiential basis.

For this project, a Collective Impact Assessment Framework (Figure 2) is a timely and fitting model as it emphasises the systemic measurement of ocean literacy – measuring activities and processes, in addition to traditional measurements such as inputs and outputs – producing a, bigger picture, systems view of ocean literacy. Isolated impact or snapshot in time measurements assess impact at both the macro (project) and micro (activity) levels. The collective impact dimension stems from the interaction and connectivity between the macro and micro level measurement dynamics over the duration of the project.

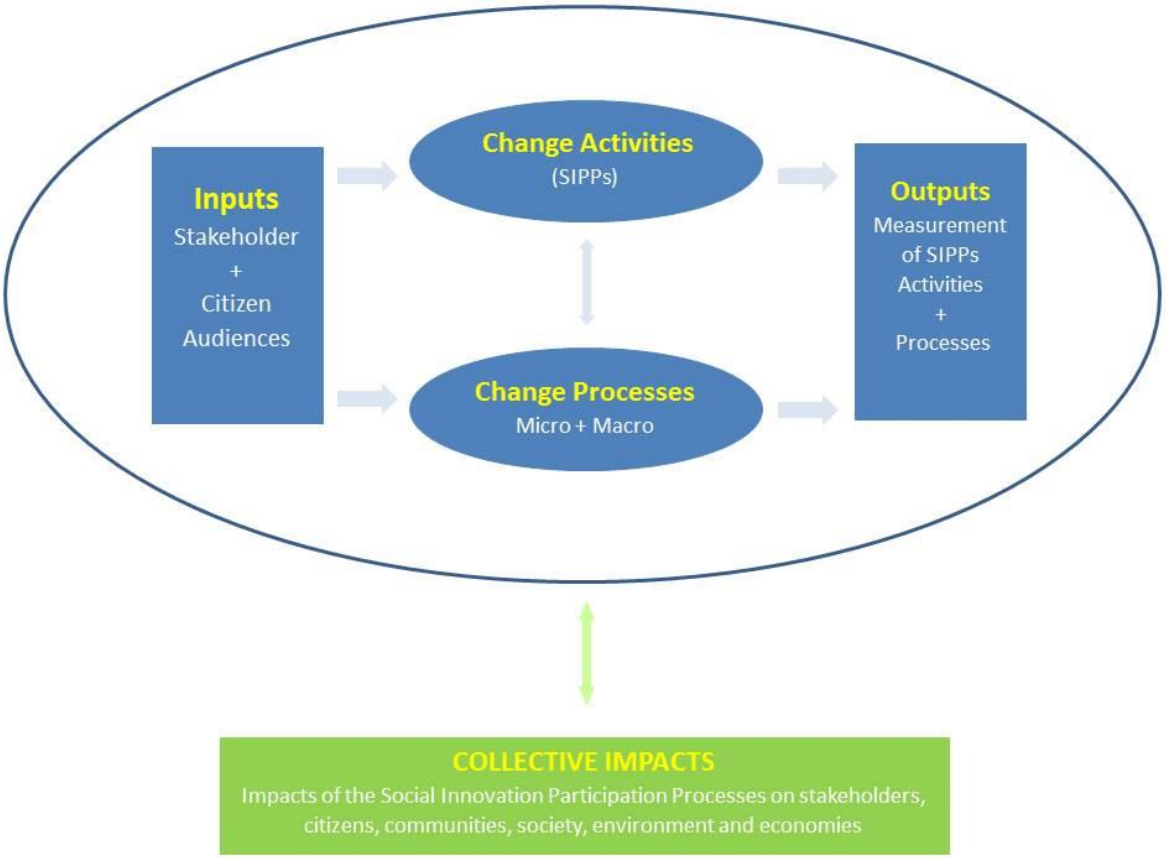

Figure 2: A Collective Impact Assessment Framework for Ocean Literacy. Adapted from: Ertl et al. *(2006)*

1.1 The importance of measuring impact

As the Public Interest Research Centre in the UK (PIRC, 2012, p.1) emphasises, "to build a more sustainable, equitable and democratic world, we need an empowered, connected and durable movement of citizens". To facilitate this movement of citizens towards ocean literacy, our Collective Impact Assessment Framework serves a pluralistic role in measuring social change and social action as the framework:-

- Monitors and evaluates activities, events and tasks
- Shows linkages between programmes, events and activities
- Determines if activities are being implemented as planned
- Determines if activities are meeting their stated 'our values'
- Allows for benchmarking and comparative assessment
- Provides a trigger to modify efforts if they are not adequate
- Promotes continuous learning
- Encourages collaborative relationships
- Provides feedback loops for continuous communication
- Systematically monitors progress and
- Identifies future legacy issues

The Collective Impact Assessment Framework for Ocean Literacy is a forward moving assessment of the ocean literacy co-creation principles. Measuring impact is not always easy, but it should not be treated as an after-thought, a last line of defence, or a snapshot in time; impact measurement for this project assesses isolated impact metrics in addition to collective impact metrics to better understand ocean literacy attitudes, knowledge, behaviours, values and actions. For Jungmann *et al.* (2015), to truly measure change activities and change processes requires the continuous monitoring and measurement of inputs, activities, processes and outputs, to create an overall picture of ocean literacy, and grasp the social and cultural implications of collective impact.

Furthermore, acknowledging the power of learning and feedback is essential to the proficient measurement of collective impact. The ocean literacy co-creation principles facilitate multiple interactions between people, communities and their oceanic environments. The inclusion of feedback loops between ocean literacy change agents (e.g. such as the sea change project, other marine environmental education groups, teachers, conservationists and national bodies) allows for reflection points throughout the lifetime of this project - to monitor the effectiveness of the ocean literacy structures and processes, assess the way in which relational systems and activities are operating and judge the degree of progress toward the shared goal for ocean literacy. To this end, it is paramount for partners to monitor and track the Collective Impact Assessment Framework through three distinct stages as set out in Table 1. At a basic level, developmental front-end assessment, formative assessment and summative remedial assessment allow for a combined and tracked measure of collective impact, providing answers to 'what-is-happening' and 'how-and-why-change-is-happening' in the ocean literacy system. The inclusion of these 'how' and 'why' questions speaks directly to the assessment of collective impact as it determines and observes the project's lifetime progress, provisioning for developmental changes to efforts, activities and processes, if necessary, to improve the behavioural and social impacts of this project on EU stakeholders and citizens.

Table 1: Three approaches to assessment. Adapted from Friedman (2008) and Parkhurst and Preskill (2014)

	Developmental Front-end Assessment	**Formative Assessment**	**Summative Remedial Assessment**
Ocean Literacy Co-Creation Principles	Co-design	Co-create	Co-deliver
Collective Impact Assessment Framework	SIPPs is exploring and in development.	SIPPs is evolving and being refined.	SIPPs is stable and well-established.
What's happening?	• Partners are assembling the core elements of their SIPPs initiatives, developing action plans and exploring different strategies and activities. • There is a degree of uncertainty as to what will work and how. • New questions, challenges, and opportunities are emerging.	• SIPPs core elements are in place and partners are implementing agreed upon strategies and activities. • Outcomes are becoming more predictable. • The SIPPs initiative's context is increasingly well-known and understood.	• SIPPs activities are well-established. • Implementers have significant experience and increasing certainty about "what works". • SIPPs is ready for a determination of impact, merit, value, or significance.
Strategic question	What needs to happen?	How well is it working?	What differences did it make?

1.2 Why focus on impact, why the shift and why now?

The major challenges surrounding the achievement of ocean literacy, as outlined in the context section, have not yet been overcome; in fact experts predict they will continue to grow in number, in complexity and in scale. The application of the Collective Impact Assessment Framework to Sea Change is an approach that facilitates a dynamic and collective movement towards achieving large-scale movement to ocean literacy. Instead of focusing solely on isolated impact approaches, ocean literacy emphasises the methods by which strong interventions, campaigns, activities and policies fit together to co-create a united front in taking direct and sustainable action towards healthy seas and oceans, healthy communities and ultimately – a healthy planet.

2. Learning from the experience of others

Having established why it is important to measure impact, it is critical to understand how others have approached this task in order to develop an effective framework for this project. This short review draws on advice and guidance from selected framework documents whose focus is on measuring the impact of publicly-funded research in Europe, the United States and at national levels. To provide a broader perspective, this review also considers an impact guidance document produced for the charity sector to see what lessons can be learnt from outside of the public sphere.
For social innovation indicators, which are still in their infancy, building on the foundations established through the EU FP7 funded 'Sea for Society' project is key to their successful application to this project.

2.1 Relevant frameworks used by others to measure impact

The United States National Science Foundation (NSF) has produced a detailed framework for evaluating impacts of informal science education projects (Friedman, 2008) based on the informal science education professional literature, and wider educational research. It is particularly appropriate for this project as it includes guidance on complex projects with multiple deliverables.

At a basic level, the NSF framework describes five impact categories based around awareness, engagement, attitude, behaviours and skills and provides theoretical guidance throughout the project life cycle on impact evaluation. At the outset of a project, it emphasises the need to be clear on *why* and *for whom* project activities are being undertaken, before activities take place, in order to have clearly defined project goals.

For projects with multiple deliverables, the use of 'logic' models at the start of the project is strongly advised in order to show the role each activity plays within a project, and how different activities collectively contribute to overall project goals.

The challenges of working between the macro (project) and micro (activity) level is noted by the European Science Foundation in their report on 'challenges of impact assessment' (ESF, 2012). The ESF report states that the 'obvious drawback with a macro approach is the difficulty of determining if the consequences observed really are impacts of the action assessed. A correlation is easier to establish with a micro approach, but the drawback of this approach lies in the difficulty of aggregating the results from a micro approach to a general level.'

For Sea Change, the sheer diversity and number of activities and outputs present significant challenges to impact evaluation, including what should be evaluated, and how to demonstrate synergies at the macro level. These issues will need to be resolved early in the project life cycle if a coherent and effective assessment programme is to be established.

Within the constraints of this project, the PROOF approach outlined in a UK report on assessing (and evaluating) government activity (GCN, 2012) is useful to help manage expectations around what can realistically be achieved with a limited budget for impact assessment. PROOF stands for 'Pragmatic' (best available within budget, not best ever); 'Realistic' (prove what you can, acknowledge what you can't), 'Objective' (approach your assessment with an open mind), 'Open' (record and share as much as possible) and 'Fully integrated' (integrate assessment into activity planning and delivery). The need to interpret findings 'cautiously and modestly' is emphasised by the EU PLACES project as part of their toolkit, again emphasising the need to be pragmatic in approach and not over-stating what impact one project can realistically have on an entire discipline.

Looking outside of the research sector, lessons from the experiences of others can help provide a wider perspective. The charity, New Philanthropy Capital, have produced a guidance document for practitioners in this sector (Kazimirski and Pritchard, 2014). They note similar challenges to the NSF around assessing impact in a complex working space and describe a 'four pillars' approach', by i) mapping theory of change (i.e. to establish a coherent framework to underpin measurement efforts and move away from ad hoc, opportunist data collection), ii) prioritising what to measure, iii) choosing the right level of evidence and iv) selecting the relevant sources and tools. In the context of the complex, and resource limited, assessment programme for Sea Change, consideration of these four pillars would seem appropriate to build an effective measurement framework that is understood, and embraced, by all.

The 'hierarchy' of anticipated outcomes described in the National Science Foundation (NSF) framework (Figure 3) neatly summarises the desired progression from initial information gathering, through to the realisation of impacts and benefits.

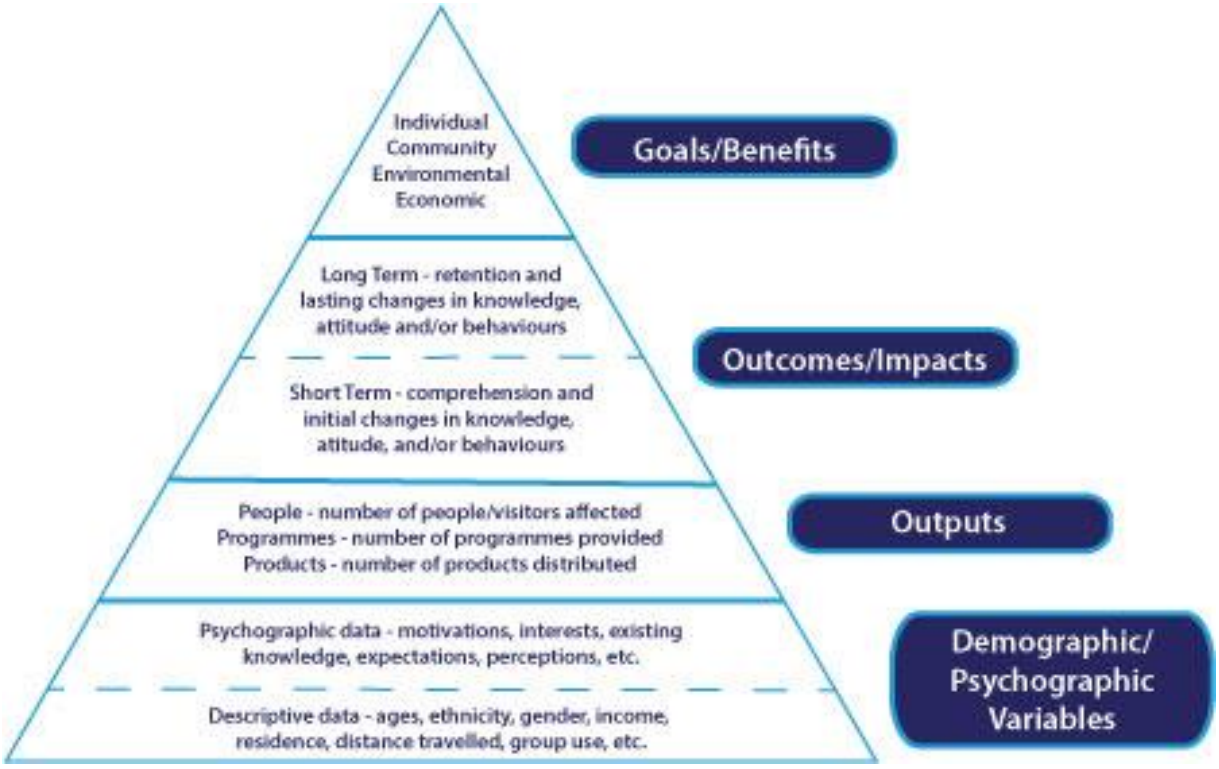

Figure 3: Hierarchy of anticipated outcomes (Friedman, 2008)

2.2 Activity-level assessment – Impact of events and resources

As we move from considering the assessment process as a whole, to thinking about individual project activities, three stages of assessment (Developmental Front end, Formative and Summative Remedial, see Table 1) are identified in the NSF framework. This is important for the Sea Change project as adopting this approach will help to:-

- Establish what our target audience knows and cares about before an activity (Front-end or developmental assessment)
- Provide iterative learning through exposure to real audience members to discover what actually works, and for whom (Formative assessment).

- Reflect on the success of "finished" products, investigate how audience members experience them, and make [hopefully] minor adjustments to improve the end results (Remedial or summative assessment).

The need for "reflection" as an integral part of all activities being assessed is particularly emphasised as being of critical importance, in the NSF report as well as in the wider impact assessment literature.

As we start to think about the practical development of simple step-by-step for measuring impact, the Environmental Protection Agency resource kit developed by Aqua TT in 2015 provides an up-to-date, user-friendly guide that is directly applicable to this project (Ní Cheallacháin *et al*., 2015). Developed to improve communication between researchers and policymakers, it provides simple prompts around setting out a knowledge output pathway, collecting information and measuring success that can be applied across different project activities (which is similar to the NSF 3-stage approach for front end, formative and remedial assessment, laid out as a simple user friendly guide with suggested question 'prompts' to use at each stage). Importantly, it emphasises the need for activity leads to reflect on what has, and hasn't gone well and consider what action is needed as a result.

The toolkit produced by the EU PLACES project (PLACES, 2011), as well as the steps outlined in the UK government communication network (GCN, 2011) also provide useful practical advice on undertaking impact assessment that will be applied to this project. The PLACES toolkit in particular goes into a high level of detail on how to frame questionnaires that is highly relevant for this project, especially given its focus on a range of societal groups, encompassing all Sea Change mobilisation work packages (i.e. educators, the general public and political actors). The PLACES toolkit also notes that project activities could have multiple impacts so it is important to agree on exactly what is being measured, e.g. attitudes, engagement, participation in science, staff acquisition of skills etc...

Given the diverse range of events and project outputs covered in this project, spanning multiple countries and designed for different end-users (public, policy, industry and educators), a simple consistent approach that can be easily adopted, and applied across work packages is essential, especially given resourcing constraints.

The measures described so far relate to assessing impact of specific project activities and outputs. The following section discusses the development of social *innovation* indicators to measure the exchanges, interactions and interconnection between our project partners in Sea Change.

2.3 Project-level assessment – Social innovation indicators

The measurement of progress in innovation for policy makers, academics, and business organisations alike is through indicators. Indicators came to prominence in the 1930s, through economic measures such as growth, employment, productivity and inflation. In line with economic indicators, social indicators were also developed but their prevalence did not emerge until the 1960s (Godin, 2001). Benoit Godin (2001), a renowned indicator analyst, considers indicators to be warnings about change, which are recurrent; hence their ability to measure significant changes in our society.

"Indicators are statistical time series that measure changes in significant aspects of society" (Godin, 2001, p.5).

In conventional terms, innovation indicators measure progress towards a particular direction, or away from a desired direction. For example, input and output indicators in the Oslo Manual, the

Community Innovation Scorecard and the European Innovation Scorecard frameworks outline progress in the form of R&D, new doctorate graduates, scientific publications, patent applications, community trademarks and venture capital investments. However, innovation and its measurement are progressing beyond input-output metrics, capturing the participative and collective aspect to innovation through a fourth generation of indicators - process indicators (Table 2).

Table 2: Evolution of innovation Indicators. Source: Milbergs and Vonortas (2004), Stone et al.*, (2008) and Rose* et al.*, (2009)*

1st Generation Input Indicators (1950s-60s)	**2nd Generation Output Indicators (1970s-80s)**	**3rd Generation Innovation Indicators (1990s)**	**4th Generation Process Indicators (2000 + emerging focus)**
• **R&D expenditures** • **S&T Personnel** • **Capital** • **Tech Intensity**	• Patents • Publications • Products • Quality Change	• Innovation surveys • Indexing • Benchmarking innovation capacity	• Knowledge • Intangibles • Networks • Demand • Clusters • Management techniques • Risk/Return • System dynamics

Milbergs and Vonortas' (2004) process indicators measure interactive and iterative methods of deliberation among citizens, and between citizens and influential stakeholders such as government officials, policy makers, regulators and decision makers with the purpose of contributing meaningfully and in transparent and accountable ways to specific public policy decisions (Powell and Colin, 2008). In order to capture these dynamic and deliberative interplays in society, process indicators shift impact measurement beyond input-output metrics to the measurement of processes – measuring wherever and however values, relations and networks between stakeholders and citizens are connected (Powell and Colin, 2008; Roberts, 2011).

Process indicators; reflect the changing nature of people's values and behaviours in society, where the boundaries between stakeholders and citizens have blurred. Reducing top-down, hierarchical boundaries paves the way for change in our society, as the size of our social and environmental systems have greatly increased; linkages and complementarities between stakeholders and citizens now co-exist; and the social and environment problems facing our society are growing in number and complexity.

As Milbergs and Vonortas' generations of indicators continue to emphasise the dynamic nature of innovation, social innovation now highlights the importance of assessing and measuring "future value, the potential social impact of new ideas, ventures and programmes, and more broadly the socially innovative capacity of different societies" (Mulgan *et al*., 2013, p. 420). The intangible attributes of social innovation: new solutions, meeting social needs, improved capabilities, improved relationships, better use of resources, enhancing society's capacity to act (Davies and Simon, 2013) complicate the process of measurement, as there is a lack of consensus as to what social innovation means and there is no universally agreed set of indicators to assess the impact of social innovation in society.

In this project, social innovation and the Collective Impact Assessment Framework embrace the fourth generation of indicators – process indicators - to bring about a fundamental change in the

way European citizens view their relationship with the sea. This means ocean literacy will be measured through its inputs, outputs and most importantly the activities and processes underpinning the ocean literacy co-creation principles. In the Collective Impact Assessment Framework, change activities are monitored and reviewed at a micro/individual level using event, uptake, resource and task assessment templates. Change processes are monitored and analysed at a macro/project-wide level through social innovation indicators and a co-creation assessment checklist. The combination of efforts to measure social innovation at micro and macro levels contributes to our enhanced understanding of ocean literacy and the value it creates for individuals, communities and society over time.

3 The framework

The Collective Impact Assessment Framework is made up of two parts: (i) Task Leader-led framing of success, information gathering and analysis of project activities including events and resource outputs (Section 3.1) coordinated by Cefas; and, (ii) project level social innovation impact assessments, led by partners based at the National University of Ireland, Galway (Section 3.2).

3.1 Assessing Sea Change activities - events and resources

For the Sea Change project to demonstrate it has had a successful impact on its target audience(s), it is ***critical*** that all lead beneficiaries **identified in table 3 as being responsible for delivering project events or resource outputs** (e.g. animations and e-books) take ownership of gathering, and learning from, user feedback in a time-bound and consistent manner. Lead beneficiaries will report findings back to the WP8 leads, both for collation and sharing with partners on this project, and to help others learn from our experiences beyond this project.

This part of the Collective Impact Assessment Framework provides all lead beneficiaries responsible for delivering measurable events or resource outputs (see table 3) with a simple, standardised step-by-step procedure to help them:

- Follow an assigned assessment process relevant to each resource output or event
- Identify a baseline and "impact targets" for each resource output or event
- Track and record the impact of each resource output or event over time
- Reflect on and learn from successes and challenges and
- Use the processes outlined in this framework to support their own activity assessments (i.e. where some form of impact assessment has already been built into their activities)

The assessment process and templates

All lead beneficiaries responsible for delivering a resource output or event (Table 3) will be required to assess impact using the templates provided. The Lifetime Impact Pro-forma (LIP), provided in Annex 1, should be completed by the lead beneficiaries, before, during and after each resource or event is delivered. The lead beneficiaries will be required to complete the following sections:

Step 1. Pre-activity assessment: Firstly, the lead beneficiary will need to provide some general information on the activity (Section 1.1). To help frame how an event or resource output could be best approached, it is important to understand the level of the targeted audience's knowledge and interests. As such, lead beneficiaries are then asked to provide some evidence for the baseline level of ocean literacy of the targeted audience prior to the task (Section 1.2). In the first instance, this should make use of the various baseline reviews being generated through this project (as tasks under WPs 1 and 2), as well as drawing on findings from other relevant projects, most notably ResponSEAble and Sea for Society. The Sea Change IAG and other relevant EU / US networks could also provide some useful information to help create a baseline. In the absence of any useful information from existing sources, some engagement with representatives(s) from the target user community may be required to provide a baseline for that audience. Where no baseline understanding is apparent this should be stated. The lead beneficiary will be expected to provide *some* evidence for baseline measurement of the knowledge, attitude, behaviour and value of their target audience.

In addition, the lead beneficiary will need to clearly articulate what they think success would look like for their event or resource output by setting out clear expectations through impact targets and

indicators (Section 1.3). Three standard impact targets have been provided and there is space for the lead beneficiary to add a further three targets (although more can be added, if necessary). It is critical that the lead beneficiaries are clear on what they hope to achieve from their resource outputs and events before they happen in order to achieve a successful outcome. These targets will be used as a marker of success later in the LIP process.

Step 2: Resource / event assessment: This second stage of the LIP allows the lead beneficiary to record various direct measures around dissemination of a resource output or participation levels, and profiles, at events. Separate pro-formas are provided at this stage depending on whether a resource output or an event is being assessed. If an event is being assessed, the lead beneficiary must complete Sections 2.1-2.3. If a resource output is being assessed, the lead beneficiary must gain user feedback from appropriate target audiences for each product (e.g. using the Sea Change Stakeholder database, EMSEA or any networks related to mobilisation WPs, e.g. for the policy community etc…), using the User Feedback Form in section 2.4.

At this stage, lead beneficiaries will be required to gather direct user feedback. For events, feedback will be gathered at the event itself, and where appropriate, follow up interviews will need to take place to track progress post-event 3-6 months later (e.g. for summer schools, to see what action the target audience have taken to put learnings into practice with wider audiences).

Where multiple events or resources are being produced as part of a single activity (e.g. a range of e-books) or events are taking place in multiple countries, separate event and user feedback forms will needs to be completed.

The dissemination of all resource outputs submitted to Work Package 7 will be reported via Quarterly Resource Dissemination Records. A template for this is provided in Annex 2 and is to be completed by WP7 leads (AquaTT). Lead beneficiaries and WP7 will agree on appropriate communication strategies for resource outputs across the project.

Step 3: Reflection and improvement: The final section of the LIP will allow the lead beneficiary to reflect on the successes and challenges that were experienced, learnings from which can be used to improve future impact.

List of measureable activities and assigned assessment processes

Table 3 provides a list of proposed measurable activities (resource output production or events) under the Sea Change project. These will be agreed with WP leads as the exact nature of activities are finalised.

Any activities not being assessed are greyed out below, please see notes under table for reasons why these are out of scope for the assessment framework. Please also note that WP7 will report on communication and dissemination through the quarterly resource dissemination reports (see annex 2), so WP7 activities are not included in the table below.

Table 3. List of work package resource outputs (blue) and events (yellow) covered by the impact assessment.

Work package	Resource output (R) or event (E) description	Lead beneficiary	Delivery (month)	Evaluation already built in to task description *	Requires follow up with participants 3-6 months after event to measure uptake
WP1: Sea Change fundamentals baseline review	Ocean literacy animation (Deliverable 1.1) (R)	EMB	9	No	No
	Ocean literacy booklet (Deliverable 1.1) (R)	EMB	9	No	No
	Ocean and human health animation (Deliverable 1.2) (R)	EMB	11	No	No
	Ocean and human health factsheet(s) (Deliverable 1.2) (R)	EMB	11	No	No
WP2: Social innovation participation processes	A Sea Change Ocean Literacy Guiding Principles Collaborative Learning Workshop (Deliverable 2.3) (E)	NUIG	6	Yes	N / A (will have annual social innovation surveys)
	Review of ways of achieving societal change (Deliverable 2.1) (R)	NUIG	9	No	No
	A set of Sea change OL guiding principles (Deliverable 2.2) (R)	NUIG	10	No	No
WP3: Mobilisation: Education and lifelong learning	Review of marine formal education (Deliverable 3.1) (R)	UGOT	9	No	No
	Online directory for marine best practices (Task 3.2 / Deliverable 3.4) (R)	VLIZ	12	No	No
	E-learning books (Task 3.3 / Deliverable 3.5) (R)	NUIG	14	Yes	No
	Gaming development (Task 3.3) (R)	NUIG	TBC	Yes	No
	Consultation with Education Stakeholders (Task 3.1) (E)	UGOT	By month 18	Yes	Yes
	National reports on the consultation protocol with Education Stakeholders (Deliverable 3.2) (R) – LINKED TO TASK 3.1 ABOVE	NUIG	18	Yes	No
	Meta-analysis of the consultation protocols (deliverable 3.3) (R)	UGOT	23	No	No
	Blue Schools (Task 3.4) (E)	HCMR	TBC	No	Yes
	Teacher training (Task 3.5) (E)	UNESCO	TBC	No	Yes
	Online seminars (Task 3.6) (E)	VLIZ	TBC	No	Yes
	Report on WP3 activities (Deliverable 3.6) (R)	UGOT	36	Yes	No
	Peer review publication on the implication of WP3 on students and teachers OL (Deliverable 3.7) (R)	UGOT	36	No	No
WP4: Mobilisation: Sea action – where society and science meet	Review of ways to engage citizens in OL (Deliverable 4.1) (R)	VLIZ	9	No	No
	Citizen science project on GES and app / database (Task 4.3) (R)	MBA	24	No	No
	Science cafés and intergenerational events (Task 4.4) (E)	Ecsite	24	No	Yes
	Consultation/events with citizens and ocean SIPPs (Task 4.1) (E)	VLIZ	Months 24-36	No	Depends on timing of events

Work package	Resource output (R) or event (E) description	Lead beneficiary	Delivery (month)	Evaluation already built in to task description *	Requires follow up with participants 3-6 months after event to measure uptake
WP4 (cont.): Mobilisation: Sea action – where society and science meet	Platform with information/testimonies on dangers/goods of the sea (Task 4.2/ Deliverable 4.2) (R)	VLIZ	34	No	No
	App / database for results of citizen science project (Deliverable 4.3) (R)	MBA	36	No	No
	Digital report on output / lessons learnt from science cafes and intergenerational events (Deliverable 4.4) (R)	AEESTI / Ecsite	34	Yes	No
WP5: Mobilisation: Marine governance	Review of ocean literacy in governance (Deliverable 5.1) (R)	UNESCO	9	No	No
	Report on science-policy interfaces in international and European marine policy (Deliverable 5.2) (R)	UNESCO	10	No	No
	Consultation with key actors in marine governance system, in seas and human health (Task 5.2) (E)	UNESCO	16	No	Yes
	Case study workshops / brokerage events for 4 countries (Task 5.3) (E)	UNESCO	18-36	No	Yes
	Policy briefs on ocean health and human health (Deliverables 5.3) (R)	EMB	34	No	No
	Roadmap for effective science-policy interface in the field of ocean governance (Deliverable 5.4) (R)	UNESCO	36	Yes	Yes
WP6: Legacy**	Thematic days (Task 6.1) e.g. linked to European Maritime day (May 20th) and World Ocean Day (June 8th) (E)	WON	Annually	No	No
	Science centres, museums and aquaria (Task 6.2) (E)	Ecsite	TBC	No	No
	Engagement with other initiatives and programmes (Task 6.3) (E)	Ciencia Viva	TBC	No	Yes
	Engagement with private sector actors (Task 6.4) (E)	WON	TBC	No	Yes
	First report on networking for legacy (Deliverable 6.1) (R)	Ciencia Viva	18	Yes	No
	Second report on report on networking for legacy (Deliverable 6.2) (R)	Ciencia Viva	24	Yes	No
	Revised ocean literacy co-creation principles (Deliverable 6.3) (R)	NUIG	36	No	No
	Guidance documents in best practice (Task 6.5, deliverable 6.4) (R)	Ciencia Viva	36	No	No

**Where an event or resource output already has evaluation built in as part of the DoW task description (e.g. Task 3.1) then lead beneficiaries will still be required to complete Parts 1 and 2 of the LIP providing information on, and demonstrate reflection on the three standard impact targets (provided in Section 1.2 in Annex 1) and show that they have followed up with event participants after the event. However, given that the evaluation requirements are likely to be in-depth and highly specific to these activities, lead beneficiaries will be free to consider any further measures of success they deem appropriate to that task.*

***as the legacy WP covers a wide range of events for a broad spectrum of mass participation activities that are undefined at present, agreement on how to assess impact will need to be developed as the project progresses to ensure that this is targeted in a sensible way.*

Note: It will not be appropriate to assess some Sea Change outputs through this framework, most notably the various review, and some report documents, that will be produced (e.g. review of marine formal education). As they are fundamentally an academic exercise, based on a standard literature search (which will have been through some form of peer review process, with limitations and recommendations inherently discussed within them) little insight would be gained from any

further formal assessment. However, these review documents do have an external role to play (as well as helping to guide the direction of this project), and it will be valuable for WP7 to record if external parties are accessing these review documents, and if they are being cited elsewhere. These review documents will also provide useful insights, where available in time, regarding the baseline state of OL at the pre-event or resource production stage for other measurable activities and should be used, where possible.

In addition, we will be unable to retrospectively assess project start-up tasks that took place before, or at the same time as, the adoption of this framework at month 6 (such as project branding, although these activities were extensively tested across the Sea Change project partners) as well as tasks that take place right at the end of the project (M36), as the project will have closed.

3.2 Assessing the Sea Change project - social innovation

This part of the Collective Impact Assessment Framework requires partners to take part in annual social innovation assessments. Studies to be completed by NUIG will inform these assessments through the use of social innovation indicators and ocean literacy co-creation guideline checklists.

3.2.1 The Social Innovation Indicators

Specifically, the social innovation indicators in this project acknowledge the complex and non-linear nature of Sea Change by focusing on "what is being coordinated; the system parts and their unique attributes and how coordination is occurring; the mechanisms that forge the integration of system parts and sustain them over time as a coherent whole" (Roberts, 2011, p.677). The social innovation indicators examine the interrelationships and interconnections between people, processes and the systems of which they are part.

Four social innovation indicators from McHugh (2013) are relevant to this project - knowledge, networks, intangibles and system dynamics (Figure 4). The first layer of the social innovation indicator model highlights the four indicators. Knowledge speaks to the skills, experience and abilities of partners in Sea Change (Bellavista and Sanz, 2009). Networks represent partner relations with external stakeholders and the perceptions that they all hold (Kong, 2010). Intangibles such as trust, commitment, learning and reciprocity are viewed as antecedents to, and outcomes of Sea Change partner relationships (Hunt and Morgan, 1994), while system dynamics relate to the alignment of individual and collective partner values, which are linked together through webs of relationships in Sea Change (Roberts, 2011).

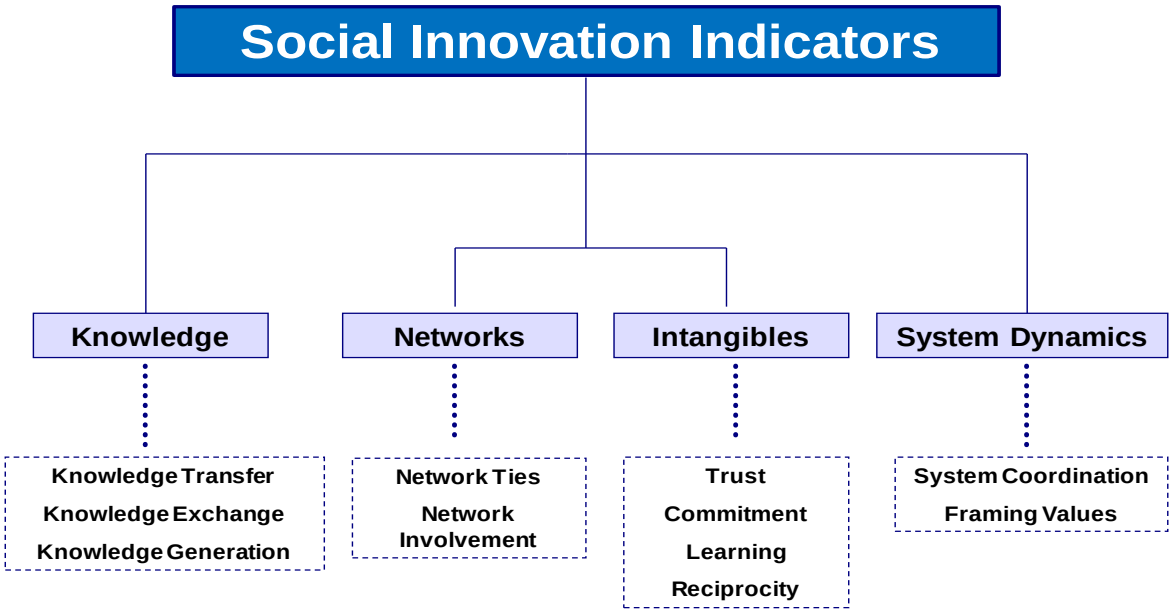

Figure 4: Sea Change Social Innovation Indicators. Adapted from McHugh (2013); Hastings and Domegan (2014)

Knowledge

Knowledge indicators will comprise knowledge transfer, exchange and generation (Table 4). The aim of measuring knowledge processes will be to ascertain what processes are in place to create knowledge and to better understand how information and expertise is exchanged between partners in Sea Change.

Networks

Network indicators comprise network involvement and network ties (Table 4). The aim of measuring network processes will be to understand how Sea Change partners and associated partners network and collaborate with one another and to ascertain the types of relationships and connections that co-exist.

Intangibles

Intangible indicators comprise trust, commitment, learning and reciprocity (Table 4). The aim of measuring intangible(s) is to understand the relational processes that are occurring between partners in Sea Change.

System Dynamics

System dynamic indicators comprise system coordination and the framing of collective values (Table 4). The aim of the system dynamic indicators is to understand the system in which partners operate as well as understanding both the individual and collective values of the Sea Change partners.

3.2.2 How will Social Innovation Indicators be assessed?

Social Innovation indicators will be annually assessed through an online survey. Each contact interval will correspond to the three approaches to impact assessment - developmental front-end, formative and summative remedial impact assessments. Sea Change partners and associated partners will be contacted directly by NUI Galway by email. First, partners and associated partners will receive a pre-notification email which notifies all participants that the online survey will be going live and that partners need to watch for subsequent emails coming from NUI Galway. Following this pre-notification period, NUI Galway will then email all partners again with a link to the online survey. The online surveys will be in English and will be administered through Survey Monkey; to ease completion on behalf of the partners and to strengthen the analysis for WP8 assessors. Partners that do not respond to the online survey will continue to receive reminder emails until completed.

Table 4: Indicators of knowledge, networks, intangibles and system dynamics. Adapted from McHugh (2013)

Indicator	Definition
Knowledge Transfer	Knowledge transfer is a unidirectional and logical flow of information from knowledge creators to knowledge users (Jacobson, 2007)
Knowledge Exchange	Knowledge exchange means interactivity, engagement and a propensity to act on both sides. Knowledge exchange is more than listening, it implies shared learning and communication (Prahalad and Ramaswamy, 2004)
Knowledge Generation	Knowledge generation is a continuous process whereby individuals and groups share tacit and explicit knowledge (Choi and Lee, 2002)
Network Involvement	Network involvement investigates the make-up of a network – the actors, status, resources, access and other characteristics (Gulati *et al*., 2000)
Network Ties	Network ties are connections between people which can be relatively tenuous (weak) or intensive (strong) depending on the frequency, intensity, intimacy and reciprocity of the interaction and connection (Kramer and Wells, 2005)
Trust	Trust occurs when people share similar values, when communication in their relationship is healthy and when their relationship history is not characterised by one person taking advantage of the other (Hunt and Morgan, 1994)
Commitment	Commitment creates strong links through direct connections and on-going relationships which are built through repeated, sequential forms of interaction (Kramer and Wells, 2005)
Learning	Learning is a complex, multi-dimensional construct occurring at different cognitive level and encompasses information acquisition, information dissemination and shared interpretation (Hult and Ferrell, 1997)
Reciprocity	Reciprocity occurs when a partner is willing to share the benefits of good economic opportunities and to bear the possible risks and costs involved in collaboration. This willingness becomes a fundamental basis of trust and a long term relationship between partners (Chung *et al*., 2000)
System Coordination	System values relate to how authority is exercised and how actor relationships are organised to overcome the resistance of actors to participate in coordination (Braun, 2008)
Framing Values	Value frames are both mental structures that order our ideas; and communicative tools that evoke these structures and shape our perceptions and interpretations over time (PIRC, 2012)

Knowledge Indictors

Network Indicators

Intangible Indicators

System Dynamic Indicators

The online, social innovation indicator survey comprises five sections. The first section details five to seven demographic questions for each partner and associated partner. The next 4 sections of the online survey contain four to five questions each on knowledge, networking, relational and system dynamic processes. The majority of questions are closed-ended, emphasising a 'tick the most relevant box' mentality. Open-ended questions are also included, but kept to a minimum in order to preserve time and ensure high response rates from Sea Change partners. The annual online survey is designed to be answered in 15 to 20 minutes.

3.2.3 Ocean Literacy Co-Creation Principle Checklist

The five ocean literacy co-creation principles will be assessed annually through a checklist. The checklist will be in English and will be sent out online through Survey Monkey. The first checklist will take into consideration the design stage of the project, exploring each partner's understanding of and intentions for the ocean literacy principles. The second assessment will reflect the formative stage of the project, assessing each partner's progressive thinking of the ocean literacy co-creation principles given their implementation. The third and final assessment, takes into account the summative remedial stage detailing the success of the ocean literacy co-creation principles. The checklists comprise closed and open-ended questions and are designed to be competed in less than 15 minutes.

In isolation, each of the above assessments (indicators and checklists) captures a snapshot in time but comparatively analysed over the lifetime of the project, these assessments create a collective, big picture impact assessment of the processes contained in Sea Change.

3.3 Practical support and feedback

As outlined in Section 3.1, the assessment process requires the lead beneficiary with responsibility for delivering events and resource outputs to:

1. Submit one Lifetime Impact Pro-forma (LIP) for each activity within 6 months of the activity being completed (sooner in year 3, depending on time to project close).
2. Distribute User Feedback Forms (UFFs in Step 2 of LIP) to all product users/event attendees and submit completed forms to Work Package 8, within three months of the activity being completed (or as soon as practically possible).
3. Inform Work Package 8 when a product has been passed to Work Package 7 for dissemination.

The following assessment processes will also be in place:

4. The assessment process requires the Work Package 7 team to submit a Quarterly Dissemination Record (see annex 2).
5. As discussed in Section 3.2, all partners and associated partners will take part in two Social Innovation Assessment Surveys (SIAS) on an annual basis (SIAS; see Section 3.3.3).

3.3.1 Lifetime Impact Pro-forma (LIP) and User Feedback Forms (UFF)*

The LIP form should be completed by, and is the responsibility of, the lead beneficiary. A lead beneficiary should:

- Complete the Pre-Activity Assessment (Step 1) at the point of planning their activity.
- Complete the Resource/Event Assessment (Step 2) immediately after an activity
- Distribute the appropriate UFF forms, sitting within Step 2, to the targeted audiences.
- Complete the Reflection and Improvement Assessment (Step 3) within three to six months of an activity.
- Submit the completed LIP* to Work Package 8 within 6 months of activity completion (sooner in year 3, depending on time to project close).

3.3.2 Quarterly Dissemination Record*

The dissemination record should be completed by, and are the responsibility of, Work Package 7. Work Package 7 should:

- Complete Section A on a quarterly basis.
- Complete Section B to track impact of all products over time.
- Submit all forms to Work Package 8 on their completion.
- Submit additional Google Analytics to Work Package 8 on an annual basis.

3.3.3 Social Innovation Assessment Survey (SIAS)

As outlined in Section 3.2, the assessment process requires each partner and associated partner to:

- Complete one online social innovation indicator survey every 12 months
- Complete one ocean literacy co-creation principle checklist every 12 months.

Cefas and NUIG will be responsible for collating all completed templates and developing the Final Assessment Report (Deliverable 8.2). If any EU Sea Change partner has any queries about the processes or templates contained in this framework, they should contact the leader of Work Package 8.

*User feedback forms are currently being created in Survey Monkey and will need to be submitted on-line through this system. Other forms should be completed in the word templates and returned to the work package 8 leader as requested.

3.4 Collective reporting by Work Package 8

Using the information gathered above, Work Package 8 will provide an overview of impact across the project at all Sea Change Steering Group meetings and will complete a final assessment report (Deliverable 8.2), drawing on all aspects of the Collective Impact Assessment Framework. The final report will evaluate the overall success of the project in developing ocean literacy in Europe, as well as making future recommendations to feed in to the final legacy report in WP6.

Data capture and learning and improving through shared experiences.

It is intended that user feedback data will be captured electronically through Survey Monkey and extracted for collection. By collating the results this will allow for benchmarking across the project. It will provide an accessible resource that will help project partners to share successes, challenges faced and plans for addressing any issues. This will help individual partners to learn and improve and will provide a shared resource for the collective benefit of the project and its partners.

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Annex 1: Lifetime Impact Pro-forma (LIP)

STEP 1: PRE-ACTIVITY ASSESSMENT

Includes:

Section 1.1: General Pro-forma

Section 1.2: Creating a baseline

Section 1.3: Defining impact targets

IMPORTANT: If there is more than one event taking place (i.e. in multiple countries) or more than one resource being produced under this activity (e.g. books), step 1 should be completed only once by the overall lead beneficiary for the activity.

When creating a baseline, consideration should be given by the overall lead beneficiary to the general level of ocean literacy on the topics being covered by the target audience.

Any particular differences by countries that the overall lead is aware of should be noted (e.g. where a particular country included in the activity is less advanced in knowledge than others) or indeed if a topic being covered in a resource output is likely to be less familiar to their target audience than another (e.g. if multiple books / factsheets are being produced).

All sections to be completed before activity begins

Step 1: Pre-activity assessment

Complete Sections 1.1, 1.2 and 1.3 before a product is released or event occurs

Section 1.1: General Pro-forma

General information

Title of event or resource output:

Work Package: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

Lead beneficiary for delivery of resource output or event:

Email address:

Relevant task: **and / or** **Deliverable number(s):**

Today's date: Click here to enter a date.

Length of time until events take place / resource published:

Information about resource output or event

Type of activity (tick all that apply):

Resource output:		Event:	
Video / film / animation	☐	**Training workshop**	☐
Booklet / leaflet / factsheet	☐	**Consultation**	☐
Electronic book	☐	**Blue School**	☐
Game	☐	**Science café**	☐
Online resource	☐	**Citizen science project**	☐
Website	☐	**Thematic day**	☐
Database / inventory	☐	**Information / social media campaign**	☐

Description of activity:

How do you plan on disseminating any outputs to reach your target audience(s), beyond sending it to WP7?

e.g. sending out to relevant mailing lists; social media; making available on other websites etc…

Are more than one events or products being created under this activity? **Yes** ☐ **No** ☐

(e.g. in multiple countries or a range of books / factsheets).

If you answered "Yes" to the question above, Steps 2 – 3 of the assessment will need to be completed separately for each event or product. Please see p33 for more information.

Total number of events/products under this task: Enter number

Section 1.2: Creating a baseline

Q1.1.1 Description of intended audience for product/event:

Q1.1.2 Level of intended audience's ocean literacy:
Tick which box applies

Low: Little or no knowledge of the topics being covered ☐

Medium: Developing interest with some knowledge of the topics being covered ☐

High: Actively engaged in these topics, including developing other people's knowledge . ☐

Q1.1.3 What evidence have you collected to support this statement?* Please add any further available information on knowledge, attitudes, behaviours and values of the intended audience

*Please go through the following stages:

1. In the first instance, you should consider findings from relevant Sea Change WP baseline reviews (completed as tasks under WPs 1 and 2), which should all have been finalised before your activity / resource is due to start. ResponSEAble and Sea for Society should also be used as primary sources of information, as well as any useful insights from the Sea Change IAG and other relevant EU / US networks. Also consider any other work you are aware of related to your specific activity (e.g. any recent reports on levels of ocean literacy or marine science education in schools?).

2. Where no evidence has been identified through stage 1, the lead beneficiery should attempt to provide *some* evidence for the baseline state of OL amongst the target audience (e.g. by contacting a small number of representative(s) of their target audience and asking them about the level of engagement they / their colleagues have previously had on the main themes to be covered). The lead benefiery should use any responses received to decide which of the categories in Q1.1.2 the audience sits best.

3. If after stages 1 or 2 there is still no evidence for a baseline level of understanding, then it should be assumed that there is little / or no knowledge

Please note that completing this section is not meant to be a time intensive task, a few key points in the box above, demonstrating some level of awareness about your target audience, is all that is required. You will be asked later (in step 3) to reflect on what progress has been made against this general baseline after your event has taken place or resource has been published.

Section 1.3: Defining impact targets

All outreach activities will be measured against three standard impact targets:

Standard impact targets	
Impact target	***Impact indicators***
• Increasing number of beneficiaries utilising Sea Change products/events	• Quantitative data on use of products/event attendance • Media coverage and social media metrics
• Sea Change products/events are highly valued by the target audience (and others)	• Satisfaction ratings and qualitative feedback
• Methods and approaches are being adopted by the target audience (and others)	• Qualitative examples of uptake of approaches

Q1.2.1 Lead beneficiaries to add up to three additional impact targets (and indicators) in the form below. You should think about what a successful outcome would look like for you, and how you would measure this.

If you do not wish to add any impact targets, please write "n/a" in the cells to show that this section has been considered and state why no further targets and indicators were added.

Open-choice, additional impact targets	
Impact target	***Impact indicators***
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

Q1.2.2 Further comments:

STEP 2: EVENT / RESOURCE ASSESSMENT

Includes:

Section 2.1: Assessment Form: Event

Section 2.2: User Feedback Form: Event (at event)

Section 2.3: User Feedback Form: Event (3-6 months later)

Section 2.4: User Feedback Form: Resource output

If you are leading an event, complete Sections 2.1 and get attendees to complete section 2.2 at, or immediately after, the event. For some events, section 2.3 will need to be completed by attendees 3-6 months after to measure uptake (see table 3).

If you are leading a resource output complete Sections 2.4 immediately after publication.

IMPORTANT: If there is more than one event taking place (i.e. in multiple countries) or more than one resource being produced (e.g. books) under this activity, feedback from each country or resource output will be required.

Overall lead beneficiaries for an activity should notify each in-country event, or resource lead, that they need to complete step 2 and return back to them so they so they can complete Step 3.

Step 2: Event / Resource assessment

To be completed immediately after a product is released or after an event.

- If you are assessing an event please complete sections 2.1, 2.2 and 2.3 (where a follow up interview 3-6 months later is required, see table 3).
- If you are assessing a resource please complete sections 2.4

Section 2.1: Assessment Form: Event

Event name (including county conducted in) Enter name.

Event date Click here to enter a date.

Venue type Enter name.

Date of data entry: Click here to enter a date.

Completed by: Enter name.

Q2.2.1 How many people attended your event, (i) in person? Enter number
(ii) remotely? Enter number

Q2.2.2 Did this exceed the expected turnout? Yes ☐ No ☐

Q2.2.3 What was the gender split of the group? Enter number M
Enter number F

Q2.2.4 Have you retained a contact list / added the attendees to a database? Yes ☐ No ☐

Q2.2.5 If so, where is this information being stored?

Click here to enter text.

Q2.2.6 What was the general profile of the attendees?

General public	☐	**Children**	☐
Teachers	☐	**Other educational professionals**	☐
Scientists	☐	**Other academic backgrounds**	☐
Business owners	☐	**Other industrial partners**	☐
Families	☐	**Students (high school / undergrad)**	☐
Government officials	☐	**Other**	☐

If other, please provide details:

Q2.2.8 Did this profile broadly match your intended target audience? If not, why not?

Q2.2.9 Were there any limiting factors that could have affected the level of attendance?
(e.g. distance to travel, prior commitments, late notice)

Section 2.2: User Feedback Form (at / immediately after an EVENT).

The event organiser needs to encourage all participants at small organised events to complete this form preferably at the end of the event (or if this is not possible, immediately after the event by email). For larger events (e.g. at museums / science centres) exit interviews should be conducted. These could be self-administered and put in a box on completion.

Date of event:	Click here to enter a date.
Title of event:	Enter name
Your name:	Enter name
Country:	Enter name
Gender:	**Male** ☐ **Female** ☐
Job role:	Click here to enter text.
Organisation:	Click here to enter text.

Are you willing to be contacted regarding activities relating to this project? **Yes** ☐ **No** ☐

If so, please provide your email address: Click here to enter text.

QA1 Why did you attend this event?

Business ☐ **Education** ☐ **Personal interest** ☐

QB2 Giving a score from 1 to 10, where 1 is very poor and 10 is excellent, what is your overall opinion of:

a)	**The purpose of the event (and whether this purpose was met)**	Enter number
b)	**The content / structure of the event**	Enter number
c)	**The quality of presenters at the event**	Enter number
d)	**The relevance of the event to you**	Enter number

QA3 How do you think this event could be improved?

Click here to enter text.

QA4 Please state how much you agree with the following statements using the scale provided:

a)	**I have learned a lot from this event**	Choose an item.
b)	**I will tell my friends and family about what I have learned**	Choose an item.
c)	**I will tell my colleagues or students about what I have learned**	Choose an item.
d)	**I will look at the Sea Change website to find out more about this project**	Choose an item.
e)	**I will attend future events like this**	Choose an item.
f)	**This event has changed the way that I behave**	Choose an item.
g)	**I will recommend this event to others**	Choose an item.
h)	**I value the oceans more since attending this event**	Choose an item.
i)	**This event met my expectations**	Choose an item.

QA5 I plan to use the information from this event in my home, school or work life by…

Click here to enter text.

Section 2.3: User Feedback Form (3-6 months after an EVENT).

To be completed by participants at small organised events 3-6 months after the event has taken place (where indicated in table 3 that this is a requirement).

This follow up interview is intended to see what learnings from the events have / or are intended to be put into action by the participant.

This should be followed up with all participants where consent has been given and a contact email address supplied.

User information

Date of event:	Click here to enter a date.
Title of event:	Enter name
Your name:	Enter name
Country:	Enter name
Gender:	**Male** ☐ **Female** ☐
Job role:	Click here to enter text.
Organisation:	Click here to enter text.

QA6 What action have you already taken, or do you plan to take, as a result of attending this event?

QA7 If you haven't already taken any action as a result of this event, or don't intend to in the future, why not?

QA8 Is there anything specific you would like to feedback to the event organisers that might make you, or others, more likely to take action as a result of this type of event?

Section 2.4: User Feedback Form – RESOURCE OUTPUT

To be distributed to your target audiences (e.g. relevant networks / mailing lists identified) via Survey Monkey within three months of a product being released.

Date: Click here to enter a date.

Title of resource Enter name

Name: Enter name

Gender: **Male** ☐ **Female** ☐

Job role: Click here to enter text.

Organisation: Click here to enter text.

Are you willing to be contacted regarding activities relating to this project? **Yes** ☐ **No** ☐

If so, please provide your email address: Click here to enter text.

QB1 Why did you view this resource?

Business ☐ **Education** ☐ **Personal interest** ☐

QB2 Giving a score from 1 to 10, where 1 is very poor and 10 is excellent, what is your overall opinion of:

a) **The purpose of the resource (and whether this has been met)** Enter number
b) **How easy the resource was to use/follow** Enter number
c) **The quality of the resource** Enter number
d) **The relevance of the resource to you** Enter number

QB3 How do you think this resource could be improved?

Click here to enter text.

QB4 Please state how you agree with the following statements using the scale provided:

a) **I have learned a lot from this resource** Choose an item.
b) **I will tell my friends and family about what I have learned** Choose an item.
c) **I will tell my colleagues or students about what I have learned** Choose an item.
d) **I will look at the Sea Change website to find out more about this project** Choose an item.
e) **I will use this resource in the future** Choose an item.
f) **I will change the way that I behave as a result of this resource** Choose an item.
g) **I will recommend / give this resource to others** Choose an item.
h) **I value the oceans more since viewing this resource** Choose an item.
i) **This resource met my expectations** Choose an item.

QB5 I plan to use the information from this resource in my home, school or work life by…

Click here to enter text.

STEP 3: REFLECTION AND IMPROVEMENT

Includes:

Section 3.1: Reflection

Section 3.2: Forward Look

IMPORTANT: If there is more than one event taking place (i.e. in multiple countries) or more than one resource being produced under this activity (e.g. books), step 3 should only be completed only once by the overall lead beneficiary for the activity.

It should include reflections on what went well/ didn't go well when comparing across different country events or resource outputs.

<u>All sections</u> to be completed within 3-6 months of activity

Step 3: Reflection and improvement

To be completed within three months of a product being released or six months of an event taking place (Note: In the final year of the project this form must be completed within 3 months for all activities in order to be captured within the project lifetime).

The results of step 1 and 2 should be used to inform your responses to this section. Where follow-up interviews were conducted (section 2.3), please complete this form after you have considered the responses to the follow up interviews.

Resource /Event name (including county conducted in) Enter name.

Date of event / resource publication Click here to enter a date.

Date of data entry: Click here to enter a date.

Completed by: Click here to enter text.

Section 3.1: Reflection

Q3.1.1 Describe the successes of your activity (in relation to the impact targets described in the pre-activity pro-forma (Step 1) and the baseline level of OL amongst the target audience).

You may wish to consult with WP7 about product dissemination figures or social media activity.

Q3.1.2 What did not go to as well as expected?

Q3.1.3 Which of the following impacts has your event / product supported? (Tick all that apply)

Enhancing the knowledge economy - new knowledge/scientific advancement ☐
Delivering and training highly skilled researchers and educators ☐
Enhancing cultural enrichment, quality of life, health and well-being ☐
Contributing towards evidence-based policy-making ☐
Shaping and enhancing the effectiveness of public services ☐
Transforming evidence based policy in practice and influencing professional practice ☐
Changing organisational culture and practices ☐
Contributing toward environmental sustainability, protection and impact ☐
Increasing public awareness and understanding of science, economic and societal issues ☐
Contribution to regeneration, economic development ☐
The commercialisation and exploitation of scientific knowledge, leading to spin out companies, and the creation of new processes, products and services ☐
Training of skilled people for non-academic professions ☐
Other ☐
If other, please specify: Click here to enter text.

Q3.1.4. How well did collaboration and communication work amongst partners involved in this resource / event? What are the key learnings?

Section 3.2: Forward look

Q3.2.1 Based on your responses to Q3.1.1, what led to this success?

Q3.2.2 Based on your response to Q3.1.2, what could you have done differently to have avoided this outcome?

Q3.2.3 If you were to repeat this activity, what amendments would you make to the original plan to increase its impact, effectiveness and success?

Q3.2.4 Notes on any further lessons learned over the lifetime of this activity; or, follow-up actions that you will be completing.

End of form.

ONCE ALL STEPS ARE COMPLETED PLEASE SEND THIS FORM TO WP8 LEAD (PAUL.BUCKLEY@CEFAS.CO.UK) FOR COLLATION.

Annex 2: Quarterly Dissemination Record – for use by AquaTT only

Quarterly Dissemination Record – AquaTT only

General information

3 month reporting period:

Year of reporting: Choose a year.

Reporting Officer: Click here to enter text.

Section A: Sea Change website and social media

Total number of downloads Enter number. **Quarterly total =** Enter number.

Total number of page visits Enter number. **Quarterly total =** Enter number.

Total number of unique visitors Enter number. **Quarterly total =** Enter number.

Total number of followers Enter number. **Quarterly total =** Enter number.

Was a new product published this quarter? **Yes** ☐ **No** ☐

What product(s) were published (see list of Product codes): Choose a product code
Choose a product code
Choose a product code

Provide an overview of media interest related to Seachange products AND events *(This can include social media activity, the total number of re-tweets, number of press releases, including references in the press, with links where possible):*

Section B: Product specific

For all products that have now been launched please complete the table below (you may need to consult with the relevant WP / activity lead if they have other plans for disseminating their outputs in addition to WP7 dissemination routes).

WP7 to decide which of the products below are appropriate to measure dissemination for. Any activities due to deliver in month 36 are not included.

Product codes:

CODE	WP	Title	Due date	Activity type
D. 1.1_1	1	Ocean Literacy animation	9	Video / film / animation
D. 1.1_2	1	Ocean Literacy booklet	9	Booklet / leaflet / factsheet
D. 1.2_1	1	Ocean and human health animation	11	Video / film / animation
D. 1.2_2	1	Ocean and human health factsheets (split by individual factsheets)	11	Booklet / leaflet / factsheet
D. 2.1	2	Review of ways of achieving societal change	9	Online resource
D. 2.2_1	2	Sea change guiding principles	10	Online resource
D. 2.2_2	2	Participation protocols learning manual	TBC	Booklet / leaflet / factsheet
D. 3.1	3	Review of marine formal education	9	Online resource
D. 3.2	3	National reports on the consultation protocols	18	Online resource

D. 3.3	3	Meta-analysis of the consultation protocol	23	Online resource
D. 3.4	3	Online directory of marine best practice	12	Database / inventory
D. 3.5_1	3	E-learning books (provide breakdown by each book)	14	Electronic book
D. 3.5_2	3	Gaming development	TBC	Game
D. 4.1	4	Review of ways to engage citizens in ocean literacy	9	Online resource
D. 4.2	4	Platform with information/testimonies on dangers/goods of the sea	34	Website
D. 5.1	5	Review of ocean literacy in governance	9	Online resource
D. 5.2	5	Report on science-policy interfaces in international and European marine policy	10	Online resource
D. 5.3	5	Policy briefs on ocean health	34	Booklet / leaflet / factsheet
D. 6.1	6	First report on networking for legacy	18	Booklet / leaflet / factsheet
D. 6.2	6	Second report on networking for legacy	24	Booklet / leaflet / factsheet
D. 7.2	7	Public campaign video	9	Video / film / animation
D. 7.4	7	Key achievement publication	33	Online resource
D. 8.1	8	Impact assessment framework	6	Online resource

Table to be complete on a quarterly basis by WP7:

CODE	Publication date (state if different for online / hard copy)	Is the product being promoted on other websites If so, where?	No. of downloads to date on the sea change site / hard copies distributed	Media activities (what / where etc…)	No. of citations, if relevant (e.g. for review papers)
D. 1.1_1					
D. 1.1_2					
D. 1.2_1					
D. 1.2_2					
D. 2.1					
D. 2.2_1					
D 2.2_2					
D. 3.1					
D. 3.2					
D. 3.3					
D. 3.4					
D. 3.5_1					
D. 3.5_2					
D. 4.1					
D. 4.2					
D. 5.1					
D. 5.2					
D. 5.3					
D. 6.1					
D. 6.2					
D. 7.2					
D. 7.4					
D. 8.1					