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DELIVERABLE 2.2
A Set of Sea Change Guiding Principles and Protocols
www.seachangeproject.eu
Deliverable 2.2  
A Set of Sea Change Guiding Principles and Protocols

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Advice from the Ocean

Advice From The
OCEAN
Be Shore of Yourself
Come Out of Your Shell
Take Time to Coast
Avoid Pier Pressure
Sea Life’s Beauty
Don't Get Tide Down
Make Waves!

1https://www.facebook.com/HostellingInternational1/photos/a.111625892243366.16128.106681866071102/613498932056057/?type=1&fref=nf&pnref=story
‘SEA CHANGE, a big and sudden change, a change effected by the sea: a transformation
(Shakespeare & Merriam-Webster)

What is Sea Change?

Sea Change is designed to bring about a fundamental transformation, a ‘Sea Change’ in the way European citizens experience their relationship with the sea, by empowering them as ‘Ocean Literate’ citizens - to make informed and responsible decisions regarding the ocean and its resources; to take direct and sustainable action towards healthy seas and ocean, healthy communities and ultimately, a healthy planet

The key goals of Sea Change are to:

• Compile an in-depth review of the links between Seas and Ocean and Human health based on latest research knowledge outputs

• Build upon the latest social research on citizen and stakeholder attitudes, perceptions and values to help design and implement successful mobilisation activities focused on education, community, governance actors and directly targeted at citizens. marine education

• Build upon significant work to date, adopting best practice and embedding Ocean Literacy across established strategic initiatives and networks in order to help maximise impact and ensure sustainability

• Ensure that efforts to sustain an Ocean Literate society in Europe continue beyond the life of Sea Change through codes of good practice, public campaigns and other ongoing community activities

• Ensure that all activities of Sea Change are carefully monitored and evaluated to ensure maximum sustainability, effectiveness and efficiency and

• Ensure knowledge exchange with transatlantic partners to bring about a global approach to protecting the planet’s shared seas and ocean.

Sea Change includes a mobilisation phase engaging with citizens, formal education and policy actors. Crucially the legacy of Sea Change, including continuing knowledge sharing with North America, is embedded within the project. Sea Change is funded by EU Horizon 2020 Research and Innovation programme under grant agreement No. 652644.
What is Ocean Literacy?

European citizens are not fully aware of the true extent of the medical, economic, social, political and environmental importance of the sea to Europe and indeed to the rest of the world. Many of us are not aware of how our day-to-day actions can have a cumulative effect on the health of the ocean and seas – a necessary resource that must be protected for all life on the planet earth to exist.

In other words, European citizens lack a sense of ‘Ocean Literacy’ - an understanding of the oceans influence on us and our influence on the ocean. An ocean-literate person:

- understands the importance of the ocean to humankind;
- can communicate about the ocean in a meaningful way; and
- is able to make informed and responsible decisions regarding the ocean and its resources.

The Galway Statement on Atlantic Ocean Cooperation (2013) reinforced this need for Ocean Literacy for Europe. In Galway, top marine scientists from EU, US and Canada identified convergences between their respective scientific agendas. They concluded that together we can build a capacity to understand and predict major Atlantic and Arctic processes, as well as the changes and risks they carry in relation to human activities and climate change. The goals are to better understand the Arctic and North Atlantic and to promote the sustainable management of its resources. The work also studies the interplay of the Atlantic Ocean with the Arctic Ocean, particularly with regards to climate change. Five areas of cooperation were identified as priorities in the policy dialogue both with the US and Canada and are part of the Galway Statement commitments:

- Ocean Stressors (e.g. ocean acidification)
- Aquaculture
- Observing Systems
- Marine Microbial Ecology and
- Ocean Literacy

How does Sea Change Co-Create Ocean Literacy?

By using the concept of Ocean Literacy, Sea Change creates a deeper understanding of how the health of European citizens depends on the health of our ocean. While education and traditional advertising can be effective in creating awareness, numerous studies document that behaviour change rarely occurs as a result of simply providing information, but through initiatives delivered at the community level focusing on removing barriers to an activity while simultaneously enhancing the activity’s benefits. Sea Change brings about real actions using behavioural and social change methodologies. These actions are assessed for their effectiveness over the lifetime of the project which, in turn, allows the project to improve its techniques and spread a ‘Sea Change’ movement across Europe.
An essential feature of Sea Change is the co-creation of Sea Change principles and protocols. This is achieved by the powerful network of change agents who collaborate and cooperate under *Sea Change* to add value, act interdependently, share knowledge and build trust in innovative, scaled-out ideas and solutions to social challenges.

**Sea Change Guiding Principles and Protocols Manual**

The Sea Change training manual combines global best practice and original research on Ocean Literacy, behavioural change and social innovation. The manual begins the process of creating ownership for a new way of Sea Change thinking and behaving. We embrace the power of choice with all its commitment to responsible action and we co-create a willingness to let go of old ways while simultaneously developing new shared values that bring about change, individually and collectively. The aim of the training manual is to elevate and embed five Sea Change Co-Creation Principles and nine Sea Change Co-Creation Protocols within the Sea Change Partnership. Sea Change Co-Creation Guiding Principles and Protocols emphasises who-to-engage; what-to-work-on-together and how-change-happens. This training manual and its corresponding workshops, supporting webinars, videos and materials ensures that the five common Sea Change Co-Creation Principles, as well as the nine Sea Change Co-Creation Protocols are implemented by all Sea Change partners.

This training manual is divided into two parts:

**Part 1** focuses on the five *Sea Change Co-Creation Principles* — the Change Principle, the Client Principle, the Competition Principle, the Collective Principle and the Creative Principle. These five principles are key to guiding successful Sea Change offerings and interventions.

**Part 2** focuses on reinforcing the Sea Change Co-Creation Principles. It identifies nine *Sea Change Co-Creation Protocols* and associated activities and tools that will support the application of the five Sea Change co-creation principles in WP3, WP4 and WP5. When implementing the nine Sea Change Co-Creation Protocols within your organisation, the activities are best completed by a group rather than by an individual. There is also a compendium of checklists to guide project partners in implementing the Sea Change Co-Creation Principles and Protocols.

At this point in Sea Change, the training manual as presented in deliverable 2.2, is at a formative stage. It presents ‘guiding principles and protocols’ for Sea Change. These need to be tested, modified and adapted based on actual use, locality and context. Part of Sea Change’s process is for the training manual to go through a number of re-iterations based on feedback, learnings and implementation from partners over the life course of the project. At the end of Sea Change, an essential feature of the projects legacy is for a final ‘take and implement’ manual to be issued for Ocean Literacy to live beyond Sea Change.

*A 10th Protocol has been developed for Sea Change – The Participation Protocol which uses Collective Intelligence, a specific form of research, to involve target groups in active, direct participation. This protocol is available in another document entitled ‘Sea Change Co-Creation Participation Protocol for Work Package 3’.*
Overview of WP2 Objectives

The objective of Sea Change WP2 is to co-develop and support selected social innovation participation and consultation processes and protocols to be used over the whole duration of the project, supporting all other Work Packages.

Specific Objectives:

Objective 1: Define Co-Creation principles for Sea Change WPs.

Objective 2: Train the Sea Change partnerships to become ‘Sea Change agents’.

Objective 3: Design Sea Change co-discovery, co-design, co-delivery consultations protocols underpinned by co-creation objectives for application in WP3, 4 and 5.

Objective 4: Train WP3, 4 and 5 in Sea Change co-discovery, co-design, co-create consultation protocols for WP3, 4 and 5 activities.

Objective 5: Refine co-creation principles based on test sites and WPs results.

Objective 6: Train the extended Sea Change networks to become ‘Sea Change agents.’

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3 European Commission, Sea Change Description of Work.
Overview of WP2 Activities

Task 2.1
• Define co-creation principles and benchmarks for application and testing in WP3, 4, 5

Task 2.2
• Train the Sea Change Partnership to become "Sea Change Agents"

Task 2.3
• Design co-discovery, co-design and co-delivery consultation protocols for WPs 3, 4 and 5

Task 2.4
• Deliver a participation protocols learning workshop and manual

Task 2.5
• Train the extended Sea Change partner networks to become "Sea Change agents"
What’s inside?

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Part 1: Five Sea Change Co-Creation Principles

To create is to make something happen as a result of one’s own actions.  
To co-create is to make something happen as a result of people working together. 
Co-creation is a collective process that connects and empowers people to manifest Ocean Literacy. 
Co-creation is about people coming together and making Sea Change happen through their everyday choices, decisions and behaviours.

Manifesting Ocean Literacy is the central theme of Sea Change, its co-creation principles and this manual. There are Five Sea Change Co-creation Principles (1) The Change Principle; (2) The Client Principle; (3) The Competition Principle; (4) The Collective Principle and (5) The Creative Principle. The first Sea Change co-creation principle directs you to Value Co-creation to close value-action gaps for Change to occur. The second Client principle of Sea Change co-creation says to know, to really know, your target group(s). The third principle, Competition, leads you to pay attention to other choices and alternatives. The fourth principle – the Collective orientation shows how we cannot separate ourselves from our environment. The fifth and final Sea Change co-creation principle of Creativeness tells us to seek imaginative and innovative solutions. These co-creation principles are the necessary ingredients for Sea Change to bring about an Ocean Literate population. They are mutually aligned and reinforcing principles to generate Sea Change transformation. Figure 1 presents a visual way to highlight these Sea Change Co-creation principles.

Figure 1 – The Five Sea Change Co-Creation Principles

![Figure 1 – The Five Sea Change Co-Creation Principles](image-url)
1. The Change Principle

*Keep your behaviour positive because your behaviour becomes your habits.*
*Keep your habits positive because your habits become your values.*
*Keep your values positive because your values become your destiny*  
(Mahatma Gandhi)

**What is the Change Principle?**

The key principle in Sea Change is the Change Principle. The Change Principle is built around Value Co-creation to close value-action gaps. Value co-creation embraces value co-discovery, co-design and co-delivery.

**Figure 2 – The Change Principle; Value Co-creation**

![Diagram showing the Change Principle with Value Co-discovery, Co-design, and Co-delivery connections.](image-url)

**In Short**

Co-discover, co-design, co-deliver value with your target group.

---

(Mahatma Gandhi)
Why is the Change Principle Important?

By adopting the Change Principle as your prime directive for Sea Change, you work on closing value-action gaps through value co-creation to bring about a more Ocean Literate population. A value-action gap is a mismatch between a person’s values/attitudes and behaviour or put another way, the difference between what people say and what people do. Value co-creation is broken down into value co-discovery + value co-design + value co-delivery.

Value Co-Discovery

Value co-discovery is about genuine in-depth relationships with your target group and going significantly beyond just asking people for their opinions or what might be called ‘participation by consultation’. It gives your target group a voice, ownership and responsibility to influence their welfare through direct interactive participation. Research is ‘with’ and not ‘on’ your target group. As can be seen in Figure 3 below, we are moving towards collaborating and empowering our target group.

Figure 3: Levels of Participation

See Value Co-Creation at Play in the Following Video:

Co-Production for CO-DESIGN
Active, versus passive, participation is more empowering because it reflects values important to active communities for community participation. Value co-discovery empowers your target group in the same way as the co-storyteller of improved ocean literacy. The target group and the Sea Change Partners become dynamic and equal in developing a deep understanding of experiences. Value co-discovery’s essence lies in building relationships with your target group which provides the necessary dialogue, interaction and mutual learning.

**Value Co-Design**

Value co-design takes this full and intensely deep understanding of your target group, worked out in partnership with them, and captures it in jointly designed offerings, products, services, solutions and interventions.

**Value Co-Delivery**

With value co-delivery, the co-ordinating system around shared values comes into operation, which means front-line people are important at this point. Public policy, technology, infrastructure, and media are relevant too. The system has to facilitate the manifestation of the new Sea Change friendly values or they cannot become into being. In its simplest form value co-delivery is about the systems factors beyond the control of the target group that block or facilitate the materialisation of new shared values.

**In the Spotlight**

The Change Principle can be seen at play in the ‘Waves of Freedom’ initiative. ‘Waves of Freedom’ is a non-profit organisation that utilises surfing to empower and transform women and girls into ‘self advocates and empowered changemakers in their community and beyond’

When Easkey Britton and Marion Poizeau travelled to Iran to surf, they wanted to explore how women in Iran could get to the water and surf. They connected with pioneering Iranian sportswomen and co-created, co-designed and co-delivered an initiative to empower women through surfing.

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See the Change Principle at Play in the Following Videos and Links:

- **Sylvia Earle: How to protect the oceans (TED Prize winner)**
- **Mission Blue - Official Trailer for Netflix**
- **Nature is Speaking**
FROM YOU...

See the Change Principle at Play in the Following Videos and Links:

**WP3 - EDUCATION**

Marine Litter – The Impact is Real
Sea for Society Quiz
Doctors in Biarritz Are Prescribing Surfing to Patients Instead of Medication
Doctors prescribe surfing lessons in 'world first' in French seaside town
The End of the Line - Imagine a World without Fish
Ocean Change is happening and we are recognizing how important that is for our Future
The Ocean We Want To Know

**WP4 – WHERE SCIENCE AND SOCIETY MEET**

Irish Sea for Society Blog
Sea for Society Film
The End of the Line - Imagine a World without Fish
Ocean Change is happening and we are recognizing how important that is for our Future
Marine science sets sail to the art world
Championing nature-based solutions
The Ocean We Want To Know
Stopping Marine Litter Together

**WP5 - GOVERNANCE**

A Success Story for Europe: Co-management of fisheries
9 Policy Recommendations for the Ocean at COP21
Blueprint for Protecting the World’s Oceans
Most Important Consequence of Paris COP21 Talks will be Fate of the Ocean
Ocean Change is happening and we are recognizing how important that is for our Future
Arctic Nations Seek to Prevent Exploitation of Fisheries in Opening Northern Waters
Doctors in Biarritz Are Prescribing Surfing to Patients Instead of Medication
Doctors prescribe surfing lessons in ‘world first’ in French seaside town
2. The Client Principle

*Walk a mile in my shoes, then see what I see, feel what I feel, THEN maybe you’ll understand why I do what I do.*

**What is the Client Principle?**

The Client Principle is the simple and unobtrusive idea of **putting your target group at the heart of your Sea Change co-creation**. Attempts to influence behaviour should start with an understanding of the target group you want to do the changing. The activity is to work out **why they do what they do at present**, their values and motivations, and use this understanding to develop an offering that is equally appealing but with positive personal and/or social outcomes. This Client Principle is central for Sea Change co-creation as successful behaviour change is built through a well-grounded understanding of current behaviour and the people engaged in it.

**Why is the Client Principle Important?**

The most immediate benefit of the Client Principle is that it allows for the fact that, time and again, the picture is much more complex than mere ignorance of facts. For example, most people know that littering the beach is a form of pollution and that they shouldn’t do it. They continue to behave ‘badly’ because they see some other benefit in doing so, it is easier to leave their rubbish on the beach or maybe they don’t want to bring it in their car because it will smell. The secret for Sea Change co-creation is to devise a way of enabling them to get the same benefit but in a way that does not harm the ocean.

The Client Principle works because, paradoxically, listening to someone and taking care to understand their point of view makes it **easier to influence their behaviour**. It makes more sense to **work out what your target group need** and want and then set about producing this, rather than developing a product/service and then putting resources into trying to push your target group into engaging with it.

In Short

Identify your target group values and priorities for change.
FROM YOU...

See the Client Principle at Play in the Following Videos and Links:

WP3 - EDUCATION

Sea for Society Film
Upper Secondary Students Meet Scientists (SWEDISH)
The Better Bag Challenge
The Ocean Challenge Badge
Learning Zone for Teachers, Informal Marine Educators and Students
The Youth Guide to the Ocean
Planet Aqua
Titanic Belfast - downloadable resources and activities for the classroom
Oceans and their Coastal Margins - Resources for Geography
My Submarine

WP4 – WHERE SCIENCE AND SOCIETY MEET

Asking Citizens to become Sea Watchers and Collaborate in Scientific Projects
The Ocean Challenge Badge
The Better Bag Challenge
Learning Zone for Parents, Children and the Public
The Youth Guide to the Ocean
Planet Aqua - Portal for Parents and the Public
Stopping Marine Litter Together
Titanic Belfast - downloadable resources and activities for both adults and children
Peeling shrimp and oral history

WP5 - GOVERNANCE

Shark Alliance
3. The Competition Principle

*If you limit your choices to what seems possible or reasonable, you disconnect yourself from what you truly want, and all that is left is a compromise.*

(Robert Fritz)

What is the Competition Principle?

We all have lots of choices. These multiple choices or decision points for your target group represent competition for Sea Change. Competition comes in two forms; passive competition and active competition. Passive competition recognises that our target groups can, and often do, continue with their current behaviour. These are internal barriers to change, which could be in the form of beliefs, feelings, attitudes or intentions. Direct or active competition comes from organisations that are actively pushing in the opposite direction, for example, organisations that focus solely on terrestrial issues.

Why is the Competition Principle Important?

By adopting the Competition Principle, we can ensure that we never forget our target group have a choice. It is very important to look closely at competition in order to understand what benefits it is perceived to bring and how alternative behaviours can be made more attractive for a fruitful exchange.

The diagram in Figure 4 highlights some of the messages that compete for our attention on a daily basis.

Figure 4 – Competing Missions and Messages

In Short

Critically address the competition and their competing values.
FROM YOU...

See the Competition Principle at Play in the Following Videos and Links:

WP3 - EDUCATION

WP4 – WHERE SCIENCE AND SOCIETY MEET

Marine science sets sail to the art world

WP5 - GOVERNANCE
4. The Collective Principle

*Systems thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing ‘patterns of change’ rather than static ‘snapshots’*

(Peter Senge)

A Tale of Two Fish

Two young fish were swimming across the lake one day, when they met an older fish swimming in the other direction. The old fish nodded at the youngsters as he passed and said ‘Good morning, boys, the water is lovely today, isn’t it?’ The two young fish had been well-raised, so politely replied ‘Yes the water is lovely sir, thank you’. They swan on in silence for a couple of minutes, then one young fish looked over at the other and asked: ‘What the heck is water?’

What is the Collective Principle?

The above story was told by David Foster Wallace (2008). Wallace explains that the point of the story is that the most ubiquitous and powerful influences on our behaviours are those closest to us – the ones we take for granted, do not even realize are there and cannot discuss or describe. Our immediate environment and system around us is to us as the water is to the young fish, and it has an equally powerful impact on our lives whether we realize it or not.

Why is the Collective Principle Important?

However deep we dig in our bid to understand our target group, we won’t get a full picture unless we recognise the importance of the system we are living it with all its political, cultural, social, technological and economic characteristics. All of us are influenced by the circumstances in which we find ourselves. Sea Change co-creation has to be multifaceted; often it is as
important to think about **wider-scale change and transformation** as well as individual behaviours.

See the Collective Principle at Play in the Following Video:

**Saving Wild Salmon by Changing the Way We Fish**

In order to become more aware of our immediate environment and the systems surrounding us, we should adopt the habits of a systems thinker as in Figure 5 below.

**Figure 5 – Habits of a System Thinker**
FROM YOU...

See the Collective Principle at Play in the Following Videos and Links:

### WP3 - EDUCATION

- Fishbanks - a multiplayer web-based simulation
- Upper Secondary Students Meet Scientists (SWEDISH)
- The Explorers Education Programme
- Mission Aquarius - Dive into an Underwater Laboratory

### WP4 – WHERE SCIENCE AND SOCIETY MEET

- Mining Disaster- Portal Guandu, Brazil
- Sea for Society - Building a Blue Society
- Stopping Marine Litter Together
- Inside Nature’s Giants with Shark By-Watch UK 2

### WP5 - GOVERNANCE

- Mining Disaster- Portal Guandu, Brazil
- Ocean and Climate Platform - A Healthy Ocean, A Protected Climate
- Sea for Society - Building a Blue Society
- Ocean Energy Forum - Building Ocean Energy for Europe
- Marine Protected Areas in Europe’s Seas
- Marine Litter Watch - Combining Modern Technology and Citizen Engagement to Tackle Beach Litter
- 'Blue Growth' Can Unlock Potential of EU's Coastal Areas
- 5 Reasons We Must Protect Oceans to Fight Climate Change
5. The Creative Principle

What is the Creative Principle?

In addition to the four principles discussed above, we must add elements of imagination and innovation to make our approaches as attractive and motivating as possible. We cannot compel our target groups to do business with us. In Sea Change co-creation the answer is not often the obvious one. We need to put great efforts into understanding and indeed empathizing with our target groups’ behaviour. A very clear fix is needed; not just what they do but why they do it, what motivates and drives them. This is as much about emotion as rationality. Behaviour is not always the perfect product of rational-deductive reasoning; if it were, no one would smoke and drink driving would be a distant memory.

Why is the Creative Principle Important?

When dealing with the problem of Ocean Literacy, we must remember that we are dealing in voluntary behaviour. We must never forget that our target groups have choices. We must therefore make our approaches as attractive and motivating as possible so that they stand out when compared to other competing offers.

The competition principle in Sea Change needs partners to make it fun and dare to dream. The emphasis for the creative principle needs to shift away from approaches that emphasise serious, moralising calls to action and instead adopt compelling and inspiring new visions. As Stephen Dunscombe advocates, dreams can be created and used in creative offerings and interventions to show people alternative futures. Dreams, he suggests are meant to inspire and to guide but creativity must not be allowed to suppress the importance of appealing to Sea Change values.

In the Spotlight

The Creative Principle can be seen in use in the ‘Butts on the Bay’ intervention. The community of Aeries in Virginia noticed that there was a problem in the area with smokers leaving cigarette butts
at the beach. Rather than simply putting up signs asking people to put their cigarette butts in the bins, they created these innovative posters, which had a humorous element to it (see Figure 6).

Figure 6 – Butts on the Bay

Want More Information

For more information on the co-creation principles, see:

FROM YOU...

See the Creative Principle at Play in the Following Videos and Links:

### WP3 - EDUCATION

- Tourist initiative from Artisanal fishermen from the VAR region of France
- An interactive underwater game for children (CATALAN)
- Planet Aqua
- The Irish Sea for Society Compendium
- Black John the Bogus Pirate – Workbook of Marine Beasts
- GeoMap App educational resources and activities for Marine Geosciences
- An Ocean of Story Maps – Education Resources
- Infographic about Microbead Pollution from Personal Care Products
- The World’s Largest Ocean Clean-up Operation is One Step Closer to Launch

### WP4 – WHERE SCIENCE AND SOCIETY MEET

- Farming the Sea: why eating is good for you and good for the environment
- How the Oceans can clean themselves by Boyan Slat
- Viral image of the most dangerous animal in the world
- The Irish Sea for Society Compendium
- Black John the Bogus Pirate – Workbook of Marine Beasts
- GeoMap App for Marine Geosciences
- Blue Mindfulness: How big-wave surfing has taught me to live in the moment
- Peeling shrimp and oral history
- Washed up ‘sea monster’ to challenge young people

### WP5 - GOVERNANCE

- Sea for Society Citizen Promise and Ask to Relevant Political Authorities
- EU ban on shark finning to become reality after EP vote
- Interested in Naming Undersea Features?
See the Creative Principle in Action:

Blue Mindfulness

By Easkey Britton, Ph.D

What is Mindfulness?

"Mindfulness means paying attention in a particular way; on purpose, in the present moment, and non-judgmentally"
- Jon Kabat-Zinn, founder of the Mindfulness-Based Stress Reduction program at the University of Massachusetts Medical Center.

Harvard University psychologist Ellen Langer describes mindfulness as a, “process of actively noticing new things (...) It makes you more sensitive to context and perspective. It’s the essence of engagement” (In: Nichols, 2015, p.186).

What is Blue Mindfulness?

“We must gently prepare to return to where we came from, just as waves quickly dissolve in the ocean. Then there are no more boundaries. Only connections”
– Christophe André.

An emerging body of research shows how proximity to water, especially the sea, can improve creativity, health and professional success and reinforce our connection to ourselves, each other and nature (See: W.J. Nichols, 2015, Blue Mind, Back Bay Books).

Blue mindfulness can help us experience and understand Sea Change’s 6th Protocol – The Theory Protocol - the interconnectedness of ocean health and human wellbeing in a deeply immersive and embodied way.

Why is a Mindful Practice Important?

Mindfulness aids a self-reflective process. Being in constant ‘doing (busy) mode’ means we can forget to check in with ourselves or fail to meaningfully engage with others, and we risk losing the learning and understanding we might take from our experiences. Mindfulness allows us to suspend our judgement, uncover our biases and see below the surface of our experience.

Mindfulness and nature

When it comes to helping people reconnect with nature mindfulness can help us bring an understanding of the world ‘out there’ back home and create a sense of connection with our natural surroundings on a personal level. Nichols (2015, p.138) talks about the need for ‘inner conservation’
as well as conserving what’s ‘out there.’ The need to “conserve our engagement for what’s important, and conserve our acuity for decisions that make a positive difference.”

How do you Practice Mindfulness?

Mindfulness can be integrated into everything that we do on a day-to-day basis. We do not need to sit on a yoga mat to experience mindfulness, or go on a retreat. It’s a scientifically proven technique that we can access in each and every moment, here and now.

Here is an example of an activity that uses mindfulness in different ways (suitable for individuals and groups).

Activity: The 5 minute Mindful Beach Clean

The need to experience moments that reconnect us not only with nature, but our own nature.

This is a very simple exercise you can do every time you visit the beach, for example, before you set off on your walk. Its purpose is two-fold: First, it’s about becoming aware and focusing your attention. Secondly, it’s about taking mindful action based on this new-found awareness.

Part I - 3 minute mindful mediation:

1st minute:
Standing or sitting still, or pausing where you are for a moment, begin to bring your awareness inward, noticing how you are feeling, right now. If you can, close your eyes.

How is your mind - is it busy and full of thoughts or quiet?
How is your body - is there any discomfort or tension, areas that feel more relaxed?
How are you feeling in this moment?

Acknowledge all these sensations, without judgement or trying to change them, you are simply noticing how you are in the moment.

2nd minute:
To help anchor you in the present, begin to focus on your breath. Just breathing naturally, observing how your body feels on the inhalation and exhalation - the natural expansion of your chest and abdomen on each inhalation and the release of the exhalation.

3rd minute:
For the final minute, with your eyes still closed, expand your awareness outward following the flow of your breath. Engage your senses as a means to let your awareness go outward to help you connect with the environment all around you.
What sounds do you hear? Listen not only for the obvious ones but the more subtle sounds in the background.
What do you feel - the earth or sand beneath your feet, the sensation of the wind on your skin?
What do you smell, what do you taste - the salt in the sea air?

Gently open your eyes and slowly look around you, what do you see? It may feel good to take a few deep breaths and stretch your body, lifting your arms up as if reaching for the sky.

**Part II - 2 minute beach clean:**
After your mindful mediation you should feel more grounded and present, as well as more aware of your surroundings and connected to your environment. It’s the perfect opportunity to collect marine litter as you set off on your walk or before you leave the beach. It’s as simple as picking up a few pieces of marine litter, taking it home to recycle or popping it in the bin at the beach.

Learn more by following the #2minutebeachclean hashtag on Twitter/Instagram or visit: [http://cleancoasts.org/ourinitiatives/2minutebeachclean/](http://cleancoasts.org/ourinitiatives/2minutebeachclean/)

You’d be surprised what you can do in just 5 minutes!


vii Waves of Freedom Available at: http://wavesoffreedom.org/#about-us


xiii Aeries on the Bay, Facebook, Available at: https://www.facebook.com/AeriesOnTheBayCivicLeague

PART 2: Making it Happen – Nine Sea Change Co-Creation Protocols

Making Sea Change happen, the second part of the Sea Change Co-Creation manual, sets out a basic ‘how to’ guide about applying our nine Sea Change co-creation protocols. A protocol is an interactive set of rules, guidelines and procedures or a way of conduct to be followed. These practical toolboxes underpin our Five Sea Change Co-Creation Principles. Figure 7 identifies the nine Protocols while Table 1 presents the activities and tools associated with each protocol.

Figure 7 – Sea Change Co-Creation Protocols Framework
### Table 1 – Sea Change Aims, Tasks and Tools

<table>
<thead>
<tr>
<th>I want to...</th>
<th>My tasks are to...</th>
<th>Tools I can use are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify ‘me’ values and co-create ‘Our’ Values in Sea Change</td>
<td>Identify ‘me’ values in Sea Change</td>
<td>Tool 1.1 Identify ‘me’ values</td>
</tr>
<tr>
<td></td>
<td>Identify ‘Our’ Values for Sea Change co-creation</td>
<td>Tool 1.2 Identify ‘Our’ Values</td>
</tr>
<tr>
<td></td>
<td>Map the relative importance of ‘me’ values and ‘Our’ Values</td>
<td>Tool 1.3 and Tool 1.4 Assess the relative importance of your identified ‘me’ values and ‘Our’ Values</td>
</tr>
<tr>
<td></td>
<td>Identify structural issues that encourage common interest ‘me’ values and co-create ‘Our’ Values</td>
<td>Tool 1.5 ‘Our’ Values and Behaviours</td>
</tr>
<tr>
<td>Scope out the current situation in my Sea Change context</td>
<td>Identify the problem and why action is needed</td>
<td>Tool 2.1 Identify the Problem/Opportunity and Why Action is Needed</td>
</tr>
<tr>
<td></td>
<td>Conduct a literature review</td>
<td>Tool 2.2 Literature Review Summary</td>
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<tr>
<td></td>
<td>Describe the problem</td>
<td>Tool 2.3 Problem/Opportunity Description</td>
</tr>
<tr>
<td></td>
<td>Conduct a SWOT analysis</td>
<td>Tool 2.4 SWOT Analysis</td>
</tr>
<tr>
<td></td>
<td>Conduct a PESTLE analysis</td>
<td>Tool 2.5 PESTLE Analysis</td>
</tr>
<tr>
<td>Establish the system I am working in; who the key stakeholders are and what they are doing in relation to my Sea Change offering</td>
<td>Complete a boundary analysis</td>
<td>Tool 3.1 Boundary Analysis</td>
</tr>
<tr>
<td></td>
<td>Identify what a stakeholder is</td>
<td>Tool 3.2 Stakeholder Description</td>
</tr>
<tr>
<td></td>
<td>Create an internal working group</td>
<td>Tool 3.3 Brainstorm Names for Internal Working Group</td>
</tr>
<tr>
<td></td>
<td>Identify specific stakeholders</td>
<td>Tool 3.4 Specific Stakeholder Identification</td>
</tr>
<tr>
<td></td>
<td>Classify stakeholders</td>
<td>Tool 3.5 Stakeholder Classification</td>
</tr>
<tr>
<td></td>
<td>Identify stakeholders interests and resources</td>
<td>Tool 3.6 Identify Stakeholders Interests and Benefits/Barriers to Participation</td>
</tr>
<tr>
<td>Carry out a competition analysis</td>
<td>Identify the competition</td>
<td>Tool 4.1 Identify the competition</td>
</tr>
<tr>
<td></td>
<td>Identify perceived benefits and barriers of my competition</td>
<td>Tool 4.2 Identify perceived barriers and benefits of the competition</td>
</tr>
<tr>
<td></td>
<td>Make my desired Sea Change offering more attractive</td>
<td>Tool 4.3 Making the desired Sea Change offering more attractive</td>
</tr>
<tr>
<td></td>
<td>Identify my active and passive competition</td>
<td>Tool 4.4 Active versus passive competition</td>
</tr>
<tr>
<td></td>
<td>Identify whether to compete or collaborate</td>
<td>Tool 4.5 Compete or collaborate</td>
</tr>
<tr>
<td>Make informed decisions based on research</td>
<td>Design a research plan</td>
<td>Tool 5.1 Stages in developing a research plan</td>
</tr>
<tr>
<td></td>
<td>Identify how much research I should do</td>
<td>Tool 5.2 How much research should I do?</td>
</tr>
<tr>
<td></td>
<td>Use storytelling to connect with other target groups emotions</td>
<td>Tool 5.3 Research and the art of storytelling</td>
</tr>
<tr>
<td></td>
<td>Carry out secondary research</td>
<td>Tool 5.4 Secondary sources of research</td>
</tr>
<tr>
<td></td>
<td>Identify whether qualitative or quantitative research methods are most appropriate</td>
<td>Tool 5.5 Qualitative and quantitative research</td>
</tr>
<tr>
<td>Learn from other</td>
<td>Identify how theory can help my Sea</td>
<td>Tool 6.1 Three questions to get you...</td>
</tr>
<tr>
<td>people's work</td>
<td>Change offering</td>
<td>started</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Assess if your desired Sea Change offering emphasises co-creation</td>
<td>Tool 6.2 Co-Creation Theory</td>
<td></td>
</tr>
<tr>
<td>Identify what stage my target group are at in relation to the desired Sea</td>
<td>Tool 6.3 Stages of Change Theory</td>
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<tr>
<td>Change offering</td>
<td></td>
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<tr>
<td>Look at the whole system</td>
<td>Tool 6.4 Social Ecological Theory</td>
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<tr>
<td>Identify if exchange can happen in my Sea Change offering</td>
<td>Tool 6.5 Exchange Theory</td>
<td></td>
</tr>
<tr>
<td>Segment my population and target a group that is viable, accessible,</td>
<td>Tool 7.1 Identify the segments within your population</td>
<td></td>
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<tr>
<td>responsive and actionable</td>
<td>Tool 7.2 Choosing segmentation criteria</td>
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<tr>
<td>Segment and describe my chosen population</td>
<td>Tool 7.3 Segmenting the target group</td>
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</tr>
<tr>
<td>Choose a target group that is viable, accessible, responsive and actionable</td>
<td>Tool 7.4 Describe each segment</td>
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<tr>
<td>Set SMART change goals and objectives</td>
<td>Tool 7.5 Choosing a target group</td>
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<tr>
<td>Design an offering that appeals to my target group</td>
<td>Tool 7.6 Setting change objectives</td>
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<tr>
<td>Describe the product benefits</td>
<td>Tool 8.1 Description of product benefits</td>
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<tr>
<td>Analyse product attributes</td>
<td>Tool 8.2 Sea Change intervention product attributes</td>
<td></td>
</tr>
<tr>
<td>Identify costs of engaging with the desired Sea Change offering</td>
<td>Tool 8.3 Costs and benefits</td>
<td></td>
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<tr>
<td>Identify the when and where</td>
<td>Tool 8.4 Identify the when and where</td>
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</tr>
<tr>
<td>Identify potential Sea Change partnership</td>
<td>Tool 8.5 Potential Sea Change partners</td>
<td></td>
</tr>
<tr>
<td>Identify mutual benefits and shared values</td>
<td>Tool 8.6 Identify mutual benefits and shared values</td>
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<tr>
<td>Assess the impact of my intervention</td>
<td>Tool 9.1 Identify isolated impact dimension and collective impact dimensions to</td>
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<td>my intervention</td>
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<tr>
<td>Outline the role of a development, front-end assessment</td>
<td>Tool 9.2 Outline your developmental front-end assessment</td>
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<tr>
<td>Identify the importance of a formative assessment</td>
<td>Tool 9.3 Outline your formative assessment</td>
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<tr>
<td>Recognise the concept of a summative remedial assessment</td>
<td>Tool 9.4 Outline your summative assessment</td>
<td></td>
</tr>
</tbody>
</table>
1. The Values Protocol

What is the Values Protocol?

When talking about value, we discuss what we value and don’t value. We equate value with money, price, quality, and cost. In the plural, ‘values’ take in high-minded principles – as in ‘the values of a civilised society’.

We know value is individualised and subjective, based upon experiences, actual and perceived. For example, the subjective nature of value is reflected when we talk about physical activity as fun for young children, exercise for the 30+, fitness for the 40+, and wellness for the 50+.

Value also presents complexity for anyone working in Sea Change because target groups, policymakers, stakeholders, competitors, and funders all have different values. Moreover, these diverse outlooks can seem like chalk and cheese. Think of the doctor who sees surfing as a valuable health advantage and the teenager who uses surfing to have fun, to impress, to be accepted and to “be cool” or as a way to rebel against the establishment and parents. This highlights one last important aspect of value—its collective generation within families, friendship groups, communities and societies.

Tie the notion of value/values to our Collective Principle with its system thinking and we are saying people need to get directly involved in their own futures. The values we hold and put on things are vital to this process. It will come as no surprise that Sea Change offerings understand existing values and then work to develop mutually acceptable new values and ways of realising Sea Change.

Why is the Values Protocol Important?

Values are universal and explain motivations behind attitudes, actions and behaviour. The failure to convert values into actions represents the value-action gap. It underlies most environmental behaviours, including Ocean Literacy. Simply put, Ocean Literacy and Sea Change are about closing different value-action gaps.

Learning Outcomes

By the end of this session you should be familiar with the idea of Values. Specifically you should understand:

- The difference between ‘me’ values and ‘Our’ Values
- The importance of identifying ‘me’ Values that suppress ‘Our’ values
- The importance of co-creating ‘Our’ Values and
- How to build critical capacity into your Sea Change work.

In Short

Identify ‘me’ values; co-create ‘Our’ Values for Sea Change and your Sea Change offering.
<table>
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<td></td>
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**Activity 1.1 – Identify ‘me’ values and ‘Our’ Values**

The first step within the Values Protocol is to identify ‘me’ values and ‘Our’ Values relevant to your Sea Change work. ‘me’ values benefit an individual and are dependent upon the perceptions of others. ‘me’ values reflect self-interested only goals such as personal status, material wealth or power. ‘me’ values are self-enhancing and importantly within the context of your Sea Change work, can suppress common interests. ‘Our’ Values take into consideration the outcomes of our actions and can sometimes be viewed as the opposite of, or an extension of ‘me’ values. ‘Our’ Values integrate common interests such as a “sense of community, affiliation to friends and family, and self-development”iii. Figure 8 below identifies ten universal groups of Values relevant to your Sea Change work.

**Figure 8 – Valuesiv**
‘Our’ Values reflect **common interests**, where individuals are concerned with themselves AND with others. These motivations and values cannot be fully expressed in economic terms. ‘me’ values, on the other hand, place less emphasis on common interests, displaying lower levels of motivation and **responsibility** for change that results in societal and environmental well-being. ‘me’ values are normally expressed in economic terms.

For your Sea Change work, it’s important to reflect upon ‘me’ and ‘Our’ Values that can act in direct **opposition** with one another as seen in Figure 9. For instance, if an individual considers community feeling to be important, they are less likely to emphasise self-interested values such as wealth and authority.

**Figure 9 – Opposing Values**

Self-enhancement values such as the attainment of wealth, personal status and success are directly opposed to or **suppress** self-transcendence type values such as the wellbeing of others. Openness to Change which emphasises independence and readiness for change suppresses conservation values such as order, honour and the preservation of the past. The identification of ‘me’ and ‘Our’ values in Sea Change is critical in **motivating collective action and responsibility**. In Sea Change, some values will tend to occur together e.g. hedonism, achievement and power while others will tend not to occur at the same time e.g. conformity and stimulation.

Sea Change is addressing a bigger-than-self problem with Ocean Literacy, so individuals and communities that “attach greater importance to self-enhancement and conservation values (particularly power and security) are found to be less concerned about environmental damage, less
likely to behave in environmentally friendly ways, and less likely to engage politically\textsuperscript{vi}. You have two take away messages here (1) the strength of ‘me’ values, relative to ‘Our’ values, can speed up or slow down Sea Change work and (2) be a disciplined thinker about values; do value inquiry work for Sea Change!

**Exercise 1 – ‘me’ values and ‘Our’ Values**

Jot down 1 me-value you are confronted with in your current Sea Change work.

Jot down 1 Our-Value you would like to co-create in your current Sea Change work.

An example of a self-interested ‘me’ value is leaving rubbish on the beach after a visit to the seaside. An example of a common interest ‘Our’ Value would be taking your rubbish home from the beach so as not to pollute the ocean and its resources.

**A Word of Caution**

We all have ‘me’ and ‘Our’ Values at work in our daily lives, for example, a financial incentive (‘me’ value) to purchase a bike to cycle to work (‘Our’ Value). What’s important to Sea Change is the relative importance and motivations behind the ‘me’ values and ‘Our’ Values. For example, short term financial rewards reinforce ‘me’ values at the cost of long term sustainable ‘Our’ Values. So, it is critical that Sea Change offerings identify ‘me’ values whilst also co-creating strong ‘Our’ Values.

Use **Tool 1.1** to identify the ‘me’ values that are relevant to your Sea Change work.

Use **Tool 1.2** to identify the ‘Our’ Values relevant to your Sea Change work.
Use **Tool 1.3** to assess the relative importance of your identified ‘me’ values.

Use **Tool 1.4** to assess the relative importance of your identified ‘our’ values.

**Activity 1.2 – Values and Behaviour**

What we are seeing is a link between ‘me’ and ‘Our’ Values and how we behave. However, ‘people do not always act in line with the values that they hold to be important – the often fail to practise what they preach’\(v\). For example, Mary may be concerned with environmental issues; (‘Our’ Values, Universalism) but she may still dump her rubbish at the beach because she doesn’t like the smell in her car (‘me’ value, conformity); John might be concerned with the depleting fish stocks (‘Our’ Values, Universalism), but he may still eat unsustainably caught fish because it’s cheaper to buy (‘me’ value, achievement).

One of the reasons why people do not always act in accordance with their values is due to structural constraints. In the above examples, Mary might also have left the rubbish at the beach because there are no immediate litter bins, while John is concerned with the depleting fish stocks; he still eats unsustainably caught fish because this is what is available in his local fishmongers.

Use **Tool 1.5** to get you thinking about potential structural constraints that may restrict people from acting in accordance with their values and how these blockages may be overcome. Also jot down a few ideas about the system and suppressing self-interested ‘me’ values.

**Activity 1.3 – Build Critical Capacity**

This is all about the need to build critical capacity in the population and specifically for Sea Change, with our policy makers, regulators, media, educators and target groups around values and behaviours. For critical capacity to occur, Sea Change offerings must engage in ‘value co-discovery’ to understand target groups and their lived experiences, analysing their subjective values through attitudes, beliefs, knowledge, motivations and current behaviours (recall our Change Principle). Together, Sea Change partners, their chosen target groups and stakeholders carry out ‘value co-design’ to capture new meanings relevant to the problem through jointly devised product, service, price, place, partnership, policy and promotion offerings (fast forward to our Intervention Protocol). In ‘value co-delivery’, both the target group and Sea Change partner factor in the system’s role in the new potential behaviours and associated values. The system either blocks or empowers individuals to alter their behaviours.

The Value Protocol 3Cs of co-creation, “critical capacity building and connecting, are mutually dependent: regulation without public support is severely weakened, whilst a politician’s inclination to regulate is greatly increased by popular demand – and both are aided and abetted by effective co-created offerings” (see Figure 10).
Figure 10 – The 3 C’s Model

See the Values Protocol at Play in the Following Videos:

What a Wonderful World by David Attenborough

Home Waters with Dave Witherow
Want More Information

For more information on the Values Protocol, see:

FROM YOU...

See the Values Protocol at Play in the Following Videos and Links:

WP3 - EDUCATION

WP4 – WHERE SCIENCE AND SOCIETY MEET

The Cove: The Hard Truth about Mercury Poisoning from Oceanic Preservation Society
Marine Litter Watch: Combining Technology and Citizen Engagement to Tackle Beach Litter

WP5 - GOVERNANCE

National Oceanic and Atmospheric Administration (NOAA) Marine Debris-to-Energy Project
Fishbanks: A Multiplayer Web-based Simulation with Policy Options
me-values and Our-Values: Why is it funny or entertaining to use an animal in captivity for a show?
Tool 1.1 – Identify ‘me’ values

How and Why: Use this tool to identify ‘me’ values faced by your Sea Change work.
Tool 1.2 – Identify ‘Our’ Values

**How and Why:** Use this tool to identify ‘Our’ Values faced by your Sea Change work.
Tool 1.3 – Assess the relative importance of your identified ‘me’ values

How and Why: Having identified ‘me’ values faced by your Sea Change work, now assess the relative importance of your identified ‘me’ values to your Sea Change work.

‘me’ values:

- **POWER**: Social status and prestige, control or dominance over people and resources.
- **ACHIEVEMENT**: Personal success through demonstrating competence according to social standards.
- **REDONISM**: Pleasure and sensuous gratification for oneself.
- **CONFORMITY**: Restraint of actions, inclinations and impulses likely to upset or harm others and violate social expectations or norms.
- **UNIVERSALISM**: Understanding, appreciation, tolerance and protection for the welfare of all people and for nature.
- **BENEVOLENCE**: Preservation and enhancement of the welfare of people with whom one is in frequent personal contact.
- **TRADITION**: Respect, commitment and acceptance of the customs and ideas that traditional culture or religion provide the self.
- **STIMULATION**: Excitement, novelty and challenge in life.
- **SECURITY**: Safety, harmony, and stability of society, of relationships, and of self.
- **SELF-DIRECTION**: Independent thought and action — choosing, creating, exploring.
Tool 1.4 – Assess the relative importance of your identified ‘Our’ Values

How and Why: Having identified ‘Our’ Values faced by your Sea Change work, now assess the relative importance of your identified ‘Our’ Values to your Sea Change work.

‘Our’ values:
### Tool 1.5 – ‘Our’ Values and Behaviour

**How and Why:** Use this tool to identify structural barriers that block the co-creation of new ‘Our’ Values.

<table>
<thead>
<tr>
<th>Co-creating ‘Our’ Values</th>
<th>Structural Barriers to co-creating ‘Our’ Values</th>
<th>Ways to overcome these structural barriers</th>
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# Values Protocol Checklist

<table>
<thead>
<tr>
<th>Values Protocol Activities</th>
<th>Completed</th>
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<tbody>
<tr>
<td>Identify ‘me’ values in your Sea Change work</td>
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<tr>
<td>Identify ‘Our’ Values for Sea Change co-creation</td>
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<tr>
<td>Build critical capacity</td>
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MY NOTES
2. The Situation and Scoping Analysis Protocol

What is the Situation and Scoping Analysis Protocol?

Constructing a successful offering or event to close a Value Action gap and change behaviour is like climbing a Himalayan peak. You need to acquire or devise a map, take careful compass bearings, check your equipment and ensure you have the skills and resources to reach the top. Sea Change must therefore put great emphasis on planning, which begins with a situation analysis.

You must set actions within a broader context. To return to our Himalayan metaphor, before choosing your mountaineers and getting them equipped, you need to check out some bigger issues: has the mountain been climbed before? What are the weather conditions at different times of the year? Do you have to get permission from the necessary authorities to undertake the expedition? Without this advance thinking, you are not only less likely to succeed, but you will also put your resources and the lives of your team in unnecessary jeopardy – you will be behaving unethically as well as unprofessionally.

Why is the Situational and Scoping Analysis Protocol Important?

The success of any Sea Change offering is dependent on what is going on in our surrounding environment. By carrying out a situation analysis, you can identify potential strengths, weaknesses, opportunities and threats that may support or hinder the creation of an Ocean Literate society.

Learning Outcomes

By the end of this session you should be familiar with the idea of a Situation and Scoping Analysis and the benefits it can bring to your Sea Change work. Specifically you should understand:

- That the success of any offering is dependent on what is going on in our surrounding environment
- The importance of clearly defining the problem faced by Sea Change
- How to conduct a literature review
- How to complete a SWOT analysis
- How to complete a PESTLE analysis and
- The situation more clearly.
Table 3 – Aims, Tasks and Tools

<table>
<thead>
<tr>
<th>I want to...</th>
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</tr>
<tr>
<td></td>
<td>Conduct a PESTLE analysis</td>
<td>Tool 2.5 PESTLE Analysis</td>
</tr>
</tbody>
</table>

**Activity 2.1 – Identify the Problem/Opportunity and Why Action is Needed**

The first activity within the Situation and Scoping Analysis is to identify **what the problem/opportunity is and why action is needed**. Firstly, you should explain what the problem/opportunity is. For example, the problem faced by partners in WP3 might be lack of marine education in primary schools. The next step is to identify the scope of the problem, i.e. is the problem local, regional, national, European or global. Finally, you must identify the consequences of the problem. For example, a consequence of the lack of marine education in primary schools might be a shortage of marine biologists in the future. Use Tool 2.1 to explain identify what the problem/opportunity is in relation to your Sea Change offering and why action is needed.

**Activity 2.2 – Conduct a Literature Review**

A literature review involves analysing all of the **secondary data** that relates to Sea Change. The aim of the literature review is to identify what information is already available on the topic of ocean Literacy. When completing your literature review, the first step involves **looking internally** at all of the data your organisation may have on Ocean Literacy. This should be followed by a **simple internet search** on the topic. A Google search will result in a wide range of articles, videos, news stories and pictures relating to the search. All of the results will be available for free.

**Fast forward**

Secondary research is discussed in more detail in the Research Protocol.
The third step involves reviewing peer-reviewed journals. If you do not have access to academic databases, a search on Google Scholar may also identify relevant information. The fourth step in the literature review involves contacting people working in the field to see if they can recommend any other articles, papers or reports that relate to your Sea Change work. The final stage involved in conducting a literature review involves writing a summary of the key information which you have found. Use Tool 2.2 to summarise the key findings from your literature review.

An example of an excellent marine literature review is John Joyce’s Sea for Society ‘perceptions and expectations on key issues for stakeholders and citizens/youth related to Marine Science in Society’.

**Activity 2.3 – Problem/Opportunity Description**

The knowledge gained from completing the literature review will help you to define your problem or opportunity more clearly. We are all aware that the problem and opportunity that the Sea Change project is aiming to tackle is Ocean Literacy, however, we need to gain a deeper insight into this. The problem/opportunity activity will start the process of answering questions such as how bad is the problem? How useful is the opportunity? What are the causes and consequences of the problem? What factors are contributing to the opportunity? And what target groups are most affected by the problem/opportunity? Use Tool 2.3 to describe in more detail the problem or opportunity faced by Sea Change in creating an Ocean Literate society.

**Activity 2.4 – SWOT Analysis**

A SWOT analysis involves looking at the micro-environment (internal forces and external forces) in order to gain a better understanding of the problem or opportunity you are facing in Sea Change (see Figure 11). By looking at the micro-environment in relation to the problem or opportunity identified in Activity 2.3, you can identify your internal strengths and weaknesses. These strengths and weaknesses are internal to your organisation and may include factors such as resources, funding and expertise. By looking at the micro-environment, you will also be able to identify potential opportunities and threats that may help you or hinder you in implementing your Sea Change offering or event. Opportunities and threats are external to the organisation and are beyond your control, but nonetheless they must be considered.
By conducting a SWOT analysis, thinking is influenced not just by what is out there, but also by our capacity to respond. To stick with our Himalayan metaphor, the weather conditions, physical environment and sheer scale of the peaks have been tackled in two distinct ways over the years. Some have chosen to invest large enormous funds in very large parties of climbers and porters who effectively lay siege to the mountain. They succeed almost by a process of attrition. Others, who lack – or disapprove of using – such extensive resources opt for a much quicker in and out approach with a small, lightly equipped team. It is not that either is intrinsically wrong or right, just that two sets of factors – the external and the internal – need to be taken into account. Use Tool 2.4 to complete a SWOT analysis. Table 4 below identifies some key questions to consider when completing the SWOT Analysis.

### Table 4 – Useful Questions to Consider When Completing the SWOT Analysis

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What advantages do you have?</td>
<td>What could you improve?</td>
</tr>
<tr>
<td>What do you do better than anyone else?</td>
<td>What should you avoid?</td>
</tr>
<tr>
<td>What unique or lowest-cost resources can you</td>
<td>What are people in your sector likely to see as</td>
</tr>
<tr>
<td>draw upon that others can’t?</td>
<td>a weakness?</td>
</tr>
<tr>
<td>What do people in the sector see as your strength?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPPORTUNITIES</th>
<th>THREATS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What good opportunities can you spot?</td>
<td>What obstacles do you face?</td>
</tr>
<tr>
<td>What interesting trends are you aware of?</td>
<td>What are your competitors doing?</td>
</tr>
</tbody>
</table>

### Activity 2.5 – PESTLE Analysis

While a SWOT analysis involves looking at the micro environment, a PESTLE analysis focuses solely on the macro-environment (the external environment). A PESTLE analysis involves tracking the environment in which your Sea Change work will be operating in, in order to identify the various macro-environmental problems that you will have to take into consideration. PESTLE is a mnemonic.
that stands for: P – Political, E – Economic, S – Social, T – Technological, L – Legal, E – Environmental. Use Tool 2.5 to complete a PESTLE analysis.

Want More Information

For more information on the Situation Analysis and Scoping Protocol, see:

FROM YOU...

See the Situation and Scoping Analysis Protocol in the Following Videos and Links:

WP3 - EDUCATION

- Video explaining Ocean Acidification in 2 Minutes
- Scientists Are Mapping the Ocean's Plastic Because 99% of it is Missing
- Healthy Oceans - Productive Ecosystems
- Ocean Acidification Puts Norway in a Pickle
- Sustainable Development Goals Could Be a Game-Changer for Water
- Why the ocean?
- Planet Ocean

WP4 – WHERE SCIENCE AND SOCIETY MEET

- How the Oceans can clean themselves by Boyan Slat (2012)
- Philomena Cunk's Moments of Wonder - Climate Change
- Inside Nature's Giants with Shark By-Watch UK 2
- Living Oceans Foundation Learning Resources
- Scientists Are Mapping the Ocean's Plastic Because 99% of it is Missing
- Every Ocean has a Massive Swirling Plastic Garbage Patch
- Ocean Acidification is Good News for Invasive Species (and bad news for the ocean)
- El Niño Rains for Dry California but Scientists Fear for Coral Reefs

WP5 - GOVERNANCE

- Sustainable Development Goals Could Be a Game-Changer for Water
Tool 2.1 – Identify the Problem/Opportunity and Why Action is Needed

**How and Why:** Use this tool to identify the problem/opportunity and to describe the scale of your Sea Change issue and its consequences.

1. **What is the Problem or Opportunity?**
   
   

2. **Scale of the Issue (Local, Regional, National, European, Global)**
   
   

3. **Social Consequences**
   
   

4. **Health Consequences**
   
   

5. **Environmental Consequences**
   
   

6. **Cost Consequences**
   
   

7. **Other Consequences**
   
   


**Tool 2.2 – Literature Review Summary**

**How and Why:** Use this tool to summarise the key findings from your literature review.

<table>
<thead>
<tr>
<th>Source</th>
<th>Topic</th>
<th>Key Points</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Tool 2.3 – Problem/Opportunity Description

**How and Why:** Use this tool to define the social issue faced by Sea Change.

**What is the problem/opportunity?**

**How bad is the problem? How useful is the opportunity?**

**What factors are contributing to the problem/opportunity?**

**What effects is this problem/opportunity having on society?**

**What groups are most at risk? What groups will benefit?**
**Tool 2.4 – SWOT Analysis**

**How and Why:** Use this tool to identify the strengths and weaknesses of your organisation in relation to your defined social issue and then identify the potential opportunities and threats facing your social issue from your Sea Change work.
Tool 2.5 – PESTLE Analysis

**How and Why:** Use this tool to list the political, economic, social, technological, legal and environmental influences that may impact on your Sea Change offering. This will help identify the macro-environmental factors that you will have to take into consideration.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political</td>
<td></td>
</tr>
<tr>
<td>Economic</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>Technological</td>
<td></td>
</tr>
<tr>
<td>Legal</td>
<td></td>
</tr>
<tr>
<td>Environmental</td>
<td></td>
</tr>
</tbody>
</table>
## Situation and Scoping Analysis Protocol Checklist

<table>
<thead>
<tr>
<th>Situation and Scoping Analysis Protocol Activities</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the problem/opportunity and why action is needed</td>
<td></td>
</tr>
<tr>
<td>Conduct a literature review</td>
<td></td>
</tr>
<tr>
<td>Describe the problem/opportunity</td>
<td></td>
</tr>
<tr>
<td>Conduct a SWOT analysis</td>
<td></td>
</tr>
<tr>
<td>Conduct a PESTLE analysis</td>
<td></td>
</tr>
</tbody>
</table>


Adapted from: Mind Tools, SWOT Analysis. Available at: http://www.mindtools.com/pages/article/newTMC_05.htm

3. The Boundary and Stakeholder Analysis Protocol

What is the Boundary and Stakeholder Analysis Protocol?

In order to assess what is currently happening in the environment, you need to establish the system you are working in; who the key stakeholders are and what they are doing in relation to your Sea Change offering. Boundary and Stakeholder Analysis is the **systematic mapping of potentially influential actors**, who can affect or be affected by your offering. These might include suppliers, trade unions, charities, policy makers, commercial firms, special interests groups, governments, banks, the media and many others.

Why is the Boundary and Stakeholder Analysis Protocol Important?

Systems and Stakeholders control assets, information, communications, networks and influence what your target group value or do not value. In many cases their **support is needed** to implement change, and occasionally, they are the problem or barrier to the Sea Change transformation you want to achieve. They can also represent **direct opposition to change**.

Bryson argues that stakeholder analysis has never been more important due to the **increasingly interconnected nature of the world**. Many complex problems, including the problem faced by Sea Change in creating an Ocean Literate society, ‘encompasses or affects numerous people, groups and organizations...no one is fully in charge...instead many individuals, groups and organizations are involved or affected or have some **partial responsibility to act**.’ A boundary and stakeholder analysis will therefore ensure that **all potential groups and individuals** who may be affected by creating an Ocean Literate society are considered.

Learning Outcomes

By the end of this session you should understand:

- The importance of carrying out a **boundary and stakeholder analysis**
- How to complete a **boundary analysis**
- The importance of **identifying** a wide variety of stakeholders
- The stakeholder classifications of **incumbents, challengers and regulating agencies** and
- The importance of gaining a deep insight into **stakeholders’ interests and benefits/barriers to participation**.
Table 5 – Aims, Tasks and Tools

<table>
<thead>
<tr>
<th>I want to...</th>
<th>My tasks are to...</th>
<th>Tools I can use are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish the system I am working in; who the key stakeholders are and what they are doing in relation to my Sea Change offering.</td>
<td>Complete a boundary analysis</td>
<td>Tool 3.1 Boundary Analysis</td>
</tr>
<tr>
<td></td>
<td>Identify what a stakeholder is</td>
<td>Tool 3.2 Stakeholder Description</td>
</tr>
<tr>
<td></td>
<td>Create an internal working group</td>
<td>Tool 3.3 Brainstorm Names for Internal Working Group</td>
</tr>
<tr>
<td></td>
<td>Identify specific stakeholders</td>
<td>Tool 3.4 Specific Stakeholder Identification</td>
</tr>
<tr>
<td></td>
<td>Classify stakeholders</td>
<td>Tool 3.5 Stakeholder Classification</td>
</tr>
<tr>
<td></td>
<td>Identify stakeholders interests and resources</td>
<td>Tool 3.6 Identify Stakeholders Interests and Benefits/Barriers to Participation</td>
</tr>
</tbody>
</table>

Activity 3.1 – What are Your System Boundaries?

Setting **boundaries** is inherent in an attempt to initiate and/or manage change and so you will have to consider the idea carefully. The Collective Principle challenges you to **see the system** you are part of; to identify and map how causal dynamics work at the individual, community and national level and to see the interactions between levels. One of the critical issues in this process is where to start – where to **specify an initial set of boundaries**. Sea Change and most marine challenges tend to spill over into adjacent systems. For example, educational systems are often linked to health systems while transport systems are associated with food systems. These spill-overs can be central to an effective analysis of the causal dynamics involved and for this reason boundary definition and analysis is an iterative process repeated over time as Sea Change and action takes place.

Activity 3.2 – Boundary Analysis

For now, begin with your chosen system, drawing a map of who is involved. A system is a set of components interacting together to operate as a whole. A system is made up of structures, stakeholders, behaviours, motivations, values, activities and actions that have social, cultural, political and psychological characteristics. Importantly, different systems produce their own patterns of behaviour over time. Although systems mapping looks and is complex, you’ll discover that a few factors account for much of what is happening. Your first step is to identify and map the individual, community and policy bigger picture. Then look at adjacent systems that might impact your one of interest.

Revisit this map after you have completed your Stakeholder analysis below. A boundary analysis involves identifying what is **realistically achievable** and what is not achievable within your Sea Change offering. For all of us working within the Sea Change project, we hope to see a lot of change.
However, no one offering or organisation can do it all. This exercise (Tool 3.1) will allow us to begin thinking about what is possible and what is not possible within the Sea Change project.

**Activity 3.3 – What is a Stakeholder?**

Freeman defined a stakeholder as: ‘any group or individual who can affect or is affected by the achievement of the organization’s objectives’. In the case of Sea Change, a stakeholder may be defined as **any group of individual who can affect or is affected by creating an ocean literate population**. It is clear from this definition that your boundary and stakeholder analysis takes a very inclusive approach. By taking this collective approach to defining a stakeholder and boundaries for your offering, you will be moving further towards identifying the root cause of your Sea Change problem/opportunity. Use Tool 3.2 to begin thinking about Sea Change stakeholders.

**Activity 3.4 – Create an Internal Working Group**

An internal working group consisting of **three to five members** must be created by each partner in order to complete the stakeholder analysis activities. The working group would best include some of the following people: a marine expert, a sectoral or topic expert, a relevant Sea Change work package individual, government and NGO agencies. This diverse group of people will ensure that a **wide variety of stakeholders** from different backgrounds will be considered and discussed. Use Tool 3.3 to begin brainstorming potential names for your internal working group.

When contacting potential members to participate in the internal working group, make sure they are committed to completing **ALL** of the stakeholder tasks.

**Activity 3.5 – Specific Stakeholder Identification**

**Brainstorm** – At this stage of the boundary and stakeholder analysis, the working group should identify **all groups or individual** who can affect, or is affected by your Sea Change offering. The group should work together listing potential stakeholders relevant to your Sea Change offering. After some time, the group should stop and discuss each suggestion, adding more stakeholders as they arise. **Tool 3.4** should be used to assist with this activity. Each member of the working group should be given a copy of **Tool 3.4** when completing the stakeholder identification activity. One member of the working group should be tasked with integrating a list of stakeholders based on the groups’
suggestions. You may want to get more ideas from stakeholders as you identify them – you could contact some of the stakeholders who are on your list and ask them to identify any stakeholders that the group may have overlooked.

Activity 3.6 – Classify Stakeholders

For the purpose of your Sea Change offering, the identified stakeholders are divided into three groups – incumbents, challengers and regulating agencies. **Incumbents** are the dominant organisations within your Sea Change defined system context, they are happy with the way things are and wish to preserve the status quo. **Challengers** are less privileged than the incumbents. They often conform to the prevailing order, but are awaiting new opportunities to challenge the structure of the existing system. **Regulating agencies** are in the system to defend the status quo and to facilitate the smooth running of it.

<table>
<thead>
<tr>
<th>Incumbents</th>
<th>Challengers</th>
<th>Regulating Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominant your system</td>
<td>Entrepreneurial or innovative groups and individuals</td>
<td>Responsible for overseeing compliance with system rules</td>
</tr>
<tr>
<td>Highly influential and powerful in your system</td>
<td>Have very little influence and power over the operation of your system</td>
<td>Facilitate the smooth running of the system</td>
</tr>
<tr>
<td>Interests and views are heavily reflected in your system</td>
<td>Less privileged than the incumbents</td>
<td>Internal to your system and distinct from external state structures</td>
</tr>
<tr>
<td>Have claims to a large proportion of resources within your system</td>
<td>Recognise the dominant logic of incumbents</td>
<td>They are there to reinforce the dominant logic and safeguard the interests of incumbents</td>
</tr>
<tr>
<td>The rules and regulations favour them</td>
<td>Can often describe another vision for the system and their position in it</td>
<td>Defenders of the status quo</td>
</tr>
<tr>
<td>They have a privileged position in your system</td>
<td>Not in open revolt or aggressive purveyors of oppositional logics</td>
<td>Form in response to pressures by incumbents or challengers</td>
</tr>
<tr>
<td>Benefit from the current situation</td>
<td>Often conform to the prevailing order (possibly grudgingly)</td>
<td></td>
</tr>
<tr>
<td>Wish to preserve stability</td>
<td>Awaiting new opportunities to challenge the structure of your system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May strive for a crisis or shift opening up the incumbents to entrepreneurial and innovative initiatives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will work to bring external and internal changes to the point where stability is in danger</td>
<td></td>
</tr>
</tbody>
</table>
Use **Tool 3.5** to begin classifying stakeholders within your system as Incumbents, Challengers or Regulating Agencies.

**Activity 3.7 – Identify Stakeholders Interests and Benefits/Barriers to Participation**

The aim of this step is to gain a **deeper insight**, to ‘understand the nature of these stakeholders and why they should be further considered in the analysis’xi This involves a description of the stakeholders who will either help or block your Sea Change offering, in terms of their goals, motivations and interests, the benefits they may perceive in participating in your Sea Change offering, as well as barriers to participation. Opportunities to overcome the barriers to participation will also be identified by the working group (see **Tool 3.6**).

---

**Want More Information**

For more information on the Stakeholder Analysis and Boundary Protocol, see:

FROM YOU...

See the Boundary and Stakeholder Analysis Protocol in the Following Videos and Links:

WP3 - EDUCATION

WP4 – WHERE SCIENCE AND SOCIETY MEET

Shark By-Watch UK
Inside Nature’s Giants with Shark By-Watch UK 2

WP5 - GOVERNANCE

The Severn Estuary Partnership
The Establishment of a Marine Protected Area (MPA) in Santorini
Tool 3.1 – Boundary Analysis

**How and Why:** Consider the system you are working within (e.g. WP3 – Education; WP4 - Where Science and Society Meet or WP5 - Governance). Jot down and map the individual, community and macro players in your system, drawing upon the results from your Situation and Scoping Protocol work. Then look at adjacent systems that might impact your one of interest.

**System I am working in is**

- Individual Level
- Community Level
- National Level

**Adjacent system(s) are**

- Individual Level
- Community Level
- National Level
Tool 3.2 – Stakeholder Description

How and Why: Use this Tool to begin thinking about what a stakeholder is.

Keeping your Sea Change offering in mind, describe, for you, in one or two sentences what a stakeholder is?

Share your description of a stakeholder with the group in the room

Note any similarities and differences in your descriptions

Reach a group consensus on the description of a stakeholder
Tool 3.3 – Brainstorm Names for Internal Working Group

How and Why: Use this Tool to begin brainstorming names for your internal working group.

Marine Expert

Sectoral or Topic Expert

Relevant Sea Change Work Package Individual

Government and NGO Agencies
**Tool 3.4 – Specific Stakeholder Identification**

**How and Why:** Use this Tool to begin brainstorming stakeholders to participate in your Sea Change offering. Based on your conversation, are there any stakeholders that are missing from your list?

<table>
<thead>
<tr>
<th>Individual</th>
<th>Stakeholder Organisation</th>
<th>Contact Details</th>
<th>Connection to Sea Change Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Remember a stakeholder can be any group of individuals who **CAN** affect or **IS** affected by the achievement of your Sea Change offering. When brainstorming around who to include and what stakeholders are important to your Sea Change offering, try to consider stakeholders who may not normally be associated with marine and Sea Change issues.
Tool 3.5 – Stakeholder Classification

How and Why: Use this Tool to begin classifying your stakeholders as Incumbents, Challengers or Regulating Agencies.

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Reasons why this stakeholder is considered an Incumbent</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Reasons why this stakeholder is considered a Challenger</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Reasons this stakeholder is considered a Regulating Agency</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Reminder: Stakeholder Definitions

Incumbents are the dominant groups within the system. They wish to preserve the status quo.

Challengers are entrepreneurial groups that work to bring about change in order to challenge the status quo.

Regulating Agencies facilitate the smooth running of the system.
Tool 3.6 – Identify Stakeholders Interests and Benefits/Barriers to Participation

**How and Why:** Use this Tool to gain a deeper insight into stakeholders individual interests, benefits and barriers to participation in your Sea Change offering.

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Goals/Motivations / Interests</th>
<th>Benefits of Participation</th>
<th>Barriers to Participation</th>
<th>Solutions to Barriers</th>
</tr>
</thead>
<tbody>
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</table>
# Boundary and Stakeholder Analysis Protocol Checklist

<table>
<thead>
<tr>
<th>Boundary and Stakeholder Analysis Protocol Activities</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a boundary analysis</td>
<td></td>
</tr>
<tr>
<td>Identify what a stakeholder is</td>
<td></td>
</tr>
<tr>
<td>Create an internal working group</td>
<td></td>
</tr>
<tr>
<td>Identify specific stakeholders</td>
<td></td>
</tr>
<tr>
<td>Classify stakeholders</td>
<td></td>
</tr>
<tr>
<td>Identify stakeholders interests and resources</td>
<td></td>
</tr>
</tbody>
</table>
4. The Competition Analysis Protocol

Learning from the Competition

Uggina had woken up with a simple but brilliant idea in her head. Her man Ugg was the strong silent type. He had once killed a grizzly bear with only his hands, but he did not have Uggina’s skill for tracking animals. Nor had he mastered the spear, like Nugg who lived nearby. As a result they had not eaten meat for nearly three weeks. Uggina set about preparing another breakfast of unappetising wild millet porridge and, predictably enough, Ugg returned soon after empty-handed from yet another unsuccessful hunting trip.

She had noticed that the tribe at the other side of the valley did things differently; they hunted in groups. It was this that had given her the brilliant idea, which she now put to Ugg. She suggested that they combine their talents: she would track the animals and Ugg could use his strength to kill them. Now for the tricky bit she thought, as she continued: ‘But if the animal we track is a deer or a wild ox it will run away before you can get your great hands and powerful arms on it’. Ugg glowed with pride at this reference to his strength. ‘So why didn’t they approach Nugg and see if he would help them with his spear’. ‘Why should he?’ asked Ugg, who didn’t like Nugg much and envied his weapon-handling skills ‘and anyway who would get the meat’. ‘He might do it because he needs my tracking skills to find the deer, and your strength to protect him from any roving bears’ she replied – ‘and we can all share the meat’.

Ugg thought hard about Uggina’s idea; thinking was not his forte but he could see the sense in it. No one was taking advantage of anyone else - this was a fair exchange from which all three of them would benefit. Furthermore, the alternative was another day of the awful millet porridge which Uggina managed to burn every time she made it. Maybe he should suggest to her another exchange: he would do the cooking if she would stick to thinking and see if she could come up with some more revolutionary ideas.

What is the Competition Analysis Protocol?

The competition analysis underpins Sea Change’s Competition Principle, reflecting its pivotal role in creating an Ocean Literate society. The competition protocol goes beyond the situation/scoping and stakeholder protocols, to identify what stakeholders are potential competitors, their barriers and benefits and whether we should compete or collaborate with these competitors.

In Short

Identify the competition and whether you should compete or collaborate with them.
Why is the Competition Analysis Protocol Important?

Uggina’s story tells us a great deal about the benefits of critically analysing the competition. In protocol two, we noted the importance of looking at our own personal or organisational strengths and weaknesses. Paradoxically, our appreciation of these is honed by looking around us at what our rivals are doing. Our boundary and stakeholder analysis protocol broadens our critical thinking about our rivals. Uggina’s analysis of her local community helps her to identify the importance of her own tracking ability and Ugg’s strength. It also revealed a crucial factor in spear-throwing ability – the benefits of which are apparent from Nugg’s successes. Assessing our competition can also sharpen our overall performance: it was Uggina’s observation of the competing tribe that gave her revolutionary idea for cooperation.

Learning Outcomes

By the end of this session you should be familiar with the idea of competition analysis and the benefits it can bring to Sea Change. Specifically you should understand:

- That we can learn from the strengths of others – even when those others are operating in direct competition to us
- The importance of identifying our competition and their perceived barriers and benefits
- How to make the desired Sea Change offering more appealing
- The difference between active and passive competition and
- When a collaborative strategy is appropriate.

Table 7 – Aims, Tools and Tasks

<table>
<thead>
<tr>
<th>I want to...</th>
<th>My tasks are to...</th>
<th>Tools I can use are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry out a competition analysis</td>
<td>Identify the competition</td>
<td>Tool 4.1 Identify the competition</td>
</tr>
<tr>
<td></td>
<td>Identify perceived benefits and barriers of my competition</td>
<td>Tool 4.2 Identify perceived barriers and benefits of the competition</td>
</tr>
<tr>
<td></td>
<td>Make my desired Sea Change offering more attractive</td>
<td>Tool 4.3 Making the desired Sea Change offering more attractive</td>
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<tr>
<td></td>
<td>Identify my active and passive competition</td>
<td>Tool 4.4 Active versus passive competition</td>
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<tr>
<td></td>
<td>Identify whether to compete or collaborate</td>
<td>Tool 4.5 Compete or collaborate</td>
</tr>
</tbody>
</table>
Exercise 2 – What Customer Needs Does McDonald’s Meet?ii

Think for a few minutes about what needs the fast food outlet is satisfying for a father and two small children.

The obvious answer you are likely to get is food; McDonald’s has to satisfy their hunger – but it is very likely that this is only part of the picture. Competition analysis suggests questions specifically about what they consider to be the alternative – the competing options can usefully extend your research.

Questions like:

(i) Where might you have gone today if not McDonald’s?
(ii) What other places do you like going together?
(iii) How good are the alternative offerings?

The answers may produce predictable responses such as KFC or Burger King (because they have better free toys). A little more unsettlingly, but still reasonably predictably, the answer may be a new juice bar (because the food is healthier). However, the father and his children may also suggest less obvious alternatives, like a picnic in the park (because you can also feed the ducks and try out the swings) or a trip to the cinema to see the latest Disney (because it has been trailed on children’s television and all their friends have seen it.

Activity 4.1 – Identify the Competition

Competition in Sea Change Co-Creation can be defined as:

- ‘Offerings our target audience would prefer over the ones we are promoting’iii (e.g. preference for swimming in a pool versus the sea)
- ‘Offerings they have been doing ‘forever’, such as a habit that they would have to give upiv (e.g. eating unsustainable fish)
- ‘Organisations and individuals who send messages that counter or oppose your desired Sea Change offering’v (e.g. land transportation is easier and more economical than sea transportation)

Use Tool 4.1 to begin identifying the competition faced by your desired Sea Change offering.

Activity 4.2 – Identify Perceived Barriers and Benefits of the Competition

In order to further understand the competition, it is useful to look at the perceived benefits and the perceived barriers or costs of engaging with the competing offering. We can then compare this to the perceived benefits and perceived barriers/costs of engaging in your desired Sea
**Change offering** (offerings which encourage Sea Change). Table 8 below illustrates the benefits and barriers of a) using a litterbag in the car and b) leaving rubbish at the beach.

**Table 8 – Identifying Perceived Barriers and Benefits of the Competition Example**vi

| Target Group Perceptions | Desired Sea Change Offering: Use a Litterbag in the Car | Competing Offering(s): Leaving Rubbish at the Beach |
|--------------------------|--------------------------------------------------------|------------------------------------------------|---|
| Perceived Benefits       | • It’s good role modelling for my kids.                | • It’s easier.                                     |---|
|                          | • I am doing my part for the environment.              | • I avoid the smell of old food in my car.         |---|
|                          | • I help save tax Euros.                               | • I avoid having rubbish all over my car.          |---|
|                          | • I don’t feel as guilty.                              |                                                 |---|
| Perceived Barriers/Costs | • Having to find a litterbag and remember to put it in | • I might have to do community service and pick up |---|
|                          | the car.                                               | litter.                                           |---|
|                          | • Having liquid spill out of the bag.                   | • I could get caught and fined.                    |---|
|                          | • Looking like a nerd with a white plastic bag in my   | • I’m contributing to litter on the roads that     |---|
|                          | black leather interior car.                            | looks bad and has to be picked up.                 |---|

Use **Tool 4.2** to identify perceived barriers and benefits of engaging in your desired Sea Change behaviour and the competing offering(s).

**Activity 4.3 – Making your Desired Sea Change Offering More Attractive**

In order for people to engage in your desirable Sea Change offering, it has to be seen as **more attractive** than engaging in the competition’s offering(s). McKenzie-Mohr and Smith (1999)vii identify four ways in which we can make your desired Sea Change offering seem more attractive than the competing offering(s):

- Increase the benefits of your desired Sea Change offering
- Decrease the barriers/costs of your desired Sea Change offering
- Decrease the benefits of the competing offering(s)
- Increase the barriers/costs of the competing offering(s)

Use **Tool 4.3** to identify how you can make your desirable Sea Change offering seem more attractive to your target group than the competing offering(s).
Activity 4.4 – Active versus Passive Competition

As previously noted in the Competition Protocol, competition comes in two forms; passive competition and active competition. Passive competition recognises that our target group have choices. They can, and often do, compete with current offering(s). These are internal barriers to change, which could be in the form of beliefs, feelings, attitudes or intentions. Direct or active competition comes from organisations that are actively pushing in the opposite direction. Use Tool 4.4 to identify passive forms of competition and active forms of competition to your desired Sea Change offering.

Activity 4.5 – To Compete or Collaborate

Once you have identified the competition, the perceived barriers and benefits of the competition, you must decide on a strategy – to compete or to collaborate. When faced with a direct competitor, some form of collaborative response is a possibility.

For collaboration to work, two conditions have to be present:

1. There must be some capacity to find mutual benefit.
2. The partners must have roughly equal power.

Use Tool 4.5 to identify whether a ‘compete or collaborate’ strategy is most appropriate with each stakeholder.

Want More Information

For more information on the Competition Analysis Protocol, see:

FROM YOU...

See the Competition Analysis Protocol in the Following Videos and Links:

WP3 - EDUCATION

Doctors in Biarritz Are Prescribing Surfing to Patients Instead of Medication
 Doctors prescribe surfing lessons in 'world first' in French seaside town

WP4 – WHERE SCIENCE AND SOCIETY MEET

WP5 - GOVERNANCE

Oil and gas industry has developed a programme that support research on how underwater noise affect marine mammals
## Tool 4.1 – Identify the Competition

**How and Why:** Use this tool to identify the competition faced in your Sea Change work.

<table>
<thead>
<tr>
<th>Offering(s) our target group would prefer over your desired Sea Change offering.</th>
<th>Offering(s) that your target group have been doing ‘forever’</th>
<th>Organisations or individuals who send messages that counter or oppose your desired Sea Change offering</th>
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**Tool 4.2 – Identify Perceived Barriers and Benefits of the Competition**

**How and Why:** Use this tool to identify the perceived benefits and perceived barriers and costs of your desired Sea Change offering and that of the competing offering(s).

<table>
<thead>
<tr>
<th>Target Group Perceptions</th>
<th>Your Desired Sea Change Offering</th>
<th>Competing Offering(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived Benefits</td>
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<tr>
<td>Perceived Barriers/Costs</td>
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</table>
Tool 4.3 – Making your Desired Sea Change Offering More Attractive

**How and Why:** Use this tool to identify how you can make your desirable Sea Change offering seem more attractive to your target group than the competing offering(s).

**How can you increase the benefits of your desired Sea Change offering?**

**How can you decrease the barriers/costs of your desired Sea Change offering?**

**How can you decrease the benefits of the competing offering(s)?**

**How can you increase the barriers/costs of the competing offering(s)?**
## Tool 4.4 – Active versus Passive Competition

**How and Why:** Use this tool to identify your active and passive forms of competition.

<table>
<thead>
<tr>
<th>Active Competition</th>
<th>Passive Competition</th>
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**Remember!**

Active Competition – those actively pushing in the **opposite direction**.

Passive Competition – **internal barriers** to change.
Tool 4.5 – Compete or Collaborate

**How and Why:** Use this tool to identify which strategies will be used with which each stakeholder.

<table>
<thead>
<tr>
<th>Competitor</th>
<th>Compete or Collaborate</th>
<th>Reason for this Strategy</th>
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</table>
# Competition Analysis Protocol Checklist

<table>
<thead>
<tr>
<th>Competition Protocol Activities</th>
<th>Completed</th>
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</thead>
<tbody>
<tr>
<td>Identify the competition</td>
<td></td>
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<tr>
<td>Identify perceived benefits and barriers of my competition</td>
<td></td>
</tr>
<tr>
<td>Make my desired Sea Change offering more attractive</td>
<td></td>
</tr>
<tr>
<td>Identify my active and passive competition</td>
<td></td>
</tr>
<tr>
<td>Identify whether to compete or collaborate</td>
<td></td>
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</tbody>
</table>
MY NOTES
Anita’s Christmas Tradition

Holidays and birthdays during their first year on welfare were particularly traumatic for them. For months prior to Christmas, the television paraded an endless series of programs and commercials before her children’s eyes that showed Santa Claus and loving families enjoying the holiday season. These scenes typically contained beautifully adorned trees, brightly coloured seasonal decorations, and individually selected gifts that demonstrated either their love for one another or the fact that they had been good all year long. Anita’s children anxiously asked for her reassurance that they had behaved properly during the year so that Santa would come to their house with his bag full of toys. They also were concerned that the small tree and meagre decorations in their home didn’t display the proper Christmas spirit. Anita told them they were all good boys and that Santa Claus came without regard for the quality of the decor in a home.

Inevitably the day was a disappointment for everybody. All three children rose early, with her eldest son leading the charge. As they looked at the meagre gifts under the tree, Anita could sense the drop in their enthusiasm level. The children had two items each to open, but neither gift was very exciting or desirable. The holiday meal was similarly uninspiring, with few additions beyond their ordinary evening meals. As Anita expected, her eldest son asked what happened and why Santa had ignored the Christmas list he had so carefully prepared and mailed to the North Pole. She responded that Santa wasn’t able to make it to their apartment this year, but he promised to bring them extra gifts next time around. This reply satisfied his curiosity for the moment, but Anita wondered what she would tell him if things failed to improve by the following holiday season.

What is the Research Protocol?

In Sea Change Co-Creation, research is a strategic tool: it guides your planning process and helps maintain the Creative, Competitive, Collective and Client Principles. Research plays a key role in Sea Change and informs all of the other protocols. The intention here is to look at the thinking that underpins research; the purpose it serves; the potential and pitfalls it presents.

Why is the Research Protocol Important?

As we discussed in the Situational and Scoping Protocol (2), building successful change offerings and programmes is like climbing Himalayan peak – with a resulting need for maps, compasses and careful route planning. Research; exploratory as opposed to scientific data research, helps you to get your bearings, establish achievable objectives and staging posts towards these, check on progress, adjust your route and determine when you have achieved our summit.
Furthermore, because your ultimate goal is relative rather than absolute (an Ocean Literate society, not an idyll); your Everest is infinitely higher and our planning has to be continuous.

**Learning Outcomes**

By the end of this session, you should be able to:

- Discuss the importance of exploratory *research* in Sea Change Co-Creation
- Develop a research plan.
- Discuss the role of *storytelling* in Sea Change research
- Identify the different uses for qualitative and quantitative research and
- Understand the dangers of an *over-reliance* on research, hindering decision making and progress.

**Table 9 – Aims, Tasks and Tools**

<table>
<thead>
<tr>
<th>I want to...</th>
<th>My tasks are to...</th>
<th>Tools I can use are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make informed decisions based on research</td>
<td>Design a research plan</td>
<td>Tool 5.1 Stages in developing a research plan</td>
</tr>
<tr>
<td></td>
<td>Identify how much research I should do</td>
<td>Tool 5.2 How much research should I do?</td>
</tr>
<tr>
<td></td>
<td>Use storytelling to connect with other target groups emotions</td>
<td>Tool 5.3 Research and the art of storytelling</td>
</tr>
<tr>
<td></td>
<td>Carry out secondary research</td>
<td>Tool 5.4 Secondary sources of research</td>
</tr>
<tr>
<td></td>
<td>Identify whether qualitative or quantitative research methods are most appropriate</td>
<td>Tool 5.5 Qualitative and quantitative research</td>
</tr>
</tbody>
</table>

**Activity 5.1 – Steps in Developing a Research Plan**

There are nine steps to take when designing a research strategy.

1. *Purpose*: What decisions will this research help inform? What questions do you need this research to help answer?
2. *Audience*: For whom is the research being conducted? To whom will it be presented?
3. *Informational objectives*: What specific information do you need to make your decision and/or answer your questions?
5. *Technique*: What is the most efficient and effective way to gather your information?
6. *Sample size, source and selection*: How many respondents should you survey, given your desired statistical confidence levels? Where will you get the names of potential respondents? How do you select (draw) your sample from the population to ensure that your data are representative of your target group?
7. ‘Pretest: With whom will the research instrument (e.g. questionnaire, focus group discussion guide) be pretested? Who will conduct the research, and when?’
8. ‘Analysis: How and by whom will data be analysed to meet the project’s needs?’
9. ‘Report: What information should be included in your report, and what format should be used for reporting?’

Use Tool 5.1 to answer these questions.

Activity 5.2 – How Much Research Should I Do?

Research rarely gets everything right but ‘the more of it you do, the less likely you are to make mistakes’\textsuperscript{vii}. Research can however be costly and time consuming so it is advised to do ‘as much as you can afford’\textsuperscript{iv}. Smith and Strand’s (2008) advice is to identify everything within your Sea Change offering which you can control and to carry out research on them. They note that ‘finding out facts that you have no control over is a fruitless pursuit’\textsuperscript{v}. For example, if the target group has been predefined as teachers, there is no point gathering information on other segments and your time should be spent learning more about teachers.

Use Tool 5.2 to identify the things you have control over in your Sea Change work and the things in which you have no control over.

Activity 5.3 – Research and the Art of Storytelling

One powerful way to empathize with others is to listen to their story and connect to their emotions. At the beginning of this section, hearing about Anita, her family and their lives makes it easier for us to empathize with their circumstances and begin to understand how welfare is altering her behaviour, thinking and feelings.

We all have a story to tell, a narrative that encapsulates what we think is important in our lives, past, present and future. Harnessing these stories is a potentially invaluable Sea Change Co-creation tool, but doing so requires careful research and systematic methods.

Kruger\textsuperscript{vi} reminds us that there are three key steps in what he terms storytelling research. Having identified the practice or desired Sea change offering, you have to (a) capture the story of those engaged in it using pictures, words and dialogue (b) present the story by identifying themes, patterns or contradictions; and (c) uncover a lesson or moral. These correspond with the three core stages of any research project: data collection, analysis and presentation.
Exercise 3 – Telling a Polished Story

From your experience of the marine sector, choose a target group which you are involved with it. Now follow Krueger's three steps:

1. Capture the story (through quotes, pictures, words, dialogue).
2. Present the story (as told or re-scripted?). What are the main themes, patterns and differences?
3. End with the message (the moral, point being made, lesson or key take away).

Use Tool 5.3 to capture your Sea Change Story.

Activity 5.4 – Secondary Research

All research should begin by looking at what is already known about the topic. In the Situation Analysis and Scoping Protocol, we discussed the importance of carrying out a literature review. A literature review, even a rapid one, will give you an insight into work which others have done in the area. It may also give you an insight into things that worked well and things that may not have worked so well. When carrying out research, it is important to 'list the five or ten ideas you get... and identify what actually matters to your specific program'\textsuperscript{xvii}. Use your literature review to stimulate your thinking about your Sea Change offering. Remember WP1 supplies much needed secondary research results.

Use Tool 5.4 to list the top five ideas from each secondary source.

Activity 5.5 – Primary Research: Qualitative and Quantitative

Secondary desk research may need to be supplemented by primary research. There are two type of primary research: qualitative and quantitative. Quantitative research includes techniques such as surveys. Quantitative research methodologies involve a much larger sample as the aim is to identify how many people behave in a certain way.

Figure 12 – Quantitative Data
Qualitative research includes techniques such as focus groups, interviews, ethnography, case studies and participatory research. Qualitative research methodologies involve less people than quantitative methods and the aim is to identify why people behave the way they do. Table 10 below compares qualitative and quantitative research.

**Table 10 – Purposes of Qualitative and Quantitative Research**

<table>
<thead>
<tr>
<th>Qualitative Research (such as a focus group)</th>
<th>Quantitative Research (such as surveys)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provides depth</td>
<td>- Measures occurrence</td>
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<tr>
<td>- Asks ‘why?’</td>
<td>- Asks ‘how many?’</td>
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<td>- Studies motivation</td>
<td>- Studies action</td>
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<tr>
<td>- Is subjective</td>
<td>- Is objective</td>
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<tr>
<td>- Is exploratory</td>
<td>- Is definitive</td>
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<tr>
<td>- Provides insights</td>
<td>- Measures levels</td>
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<tr>
<td>- Interprets</td>
<td>- Describes</td>
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</table>

If the aim of your research was to identify how many people dump rubbish at the beach, then quantitative research methodologies are suitable. However, if you wanted to identify why people dump rubbish at the beach then qualitative research methodologies would be more appropriate.

Use **Tool 5.5** to identify whether qualitative or quantitative research methods would be more appropriate.

**The Dangers of Overdoing it**

It is important to recognize that research does not make decisions for us; it is not a matter of delegating the tough choices to the focus group or a survey. There are also times when decisions have to be made without any research. We have to be able to cope when there is no data. All research can do is lessen the risk that we get things wrong. It can reduce uncertainty; it cannot produce certainty.

See the Research Protocol at Play in the Following Video:

*Failure is Fun and Fascinating*
Want More Information

For more information on the Research Protocol, see:

- Centre for Disease Control and Prevention (2007) *CDCynergy Social Marketing Edition* Available at: [http://www.orau.gov/cdcynergy/soc2web/Content/phase02/phase02.htm](http://www.orau.gov/cdcynergy/soc2web/Content/phase02/phase02.htm)
FROM YOU...

See the Research Protocol in the Following Videos and Links:

WP3 - EDUCATION
Living Oceans Foundation Learning Resources
Scientists Are Mapping the Ocean's Plastic Because 99% of it is Missing
Marine Protected Areas in Europe's Seas
Fukushima Radiation Aids Study of Ocean Currents
Atlantic Circulation Weakens Compared to Last Thousand Years
Is Ablation from the Greenland Ice Sheet Slowing the Gulf Stream?
When an Antarctic Iceberg the Size of a Country Breaks Away, What Happens Next?
Great Barrier Reef Protecting Against Landslides and Tsunamis
Scientists Identify Climate 'Tipping Points' before 2 Degrees Warming
Thematic Mapping Blog: Mapping the Arctic Sea Ice
Sound Argument - Research Advises Quiet Marine Areas

WP4 – WHERE SCIENCE AND SOCIETY MEET
Sea for Society - Building a Blue Society

WP5 - GOVERNANCE
Ocean Energy Forum - Building Ocean Energy for Europe
UN Report Confirms that Biodegradable Plastics Don't Break Down in Ocean and Most Composters
Tool 5.1 – Stages in Developing a Research Plan

How and Why: Use this tool to develop your research plan.

1. What decisions will your research help inform? What questions do you need your research to help answer?

2. For whom is the research being conducted? To whom will it be presented?

3. What specific information do you need to make your decision and/or answer your questions?

4. From whom do you need information? Whose opinions matter?

5. What is the most efficient and effective way to gather your information?
6. How many respondents should you survey or include in your focus groups? Where will you get the names of potential respondents?

7. With whom will your research instrument (e.g. questionnaire or focus group script) be pretested? Who will conduct the research, and when?

8. How and by whom will the data be analysed to meet your decision making needs?

9. What information should be included in your report, and what format should be used for reporting?
Tool 5.2 – How Much Research Should I Do?

**How and Why:** Use this tool to identify the things you have control over in your Sea Change offering and the things in which you have no control over.

**IMPORTANT:**
Your research efforts should be focused on those things that you can control.
Tool 5.3 – Research and the Art of Storytelling

How and Why: Use this tool to capture your Sea Change story.

1. List any quotes, words or dialogue that captures your Sea Change story.

2. Where might you source pictures that capture your story?

3. What are the main themes, patterns and difference in your story?

4. What is the moral of your story?
**Tool 5.4 – Secondary Sources of Research**

**How and Why:** Use this tool to list the top five ideas from your key secondary sources.

<table>
<thead>
<tr>
<th>Source</th>
<th>Top Five Ideas</th>
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Tool 5.5 – Qualitative and Quantitative Research

How and Why: Use this tool to identify whether qualitative and/or quantitative research would be more appropriate for your Sea Change offering.

1. What is the purpose of your research?

2. Do you want to identify how many people engage with a particular offering?

3. Do you want to identify why people engage with a particular offering?
<table>
<thead>
<tr>
<th>Research Protocol Activities</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify how much research I should do?</td>
<td></td>
</tr>
<tr>
<td>Use storytelling to connect with other target groups emotions</td>
<td></td>
</tr>
<tr>
<td>Carry out secondary research</td>
<td></td>
</tr>
<tr>
<td>Identify whether qualitative or quantitative research methods are most appropriate</td>
<td></td>
</tr>
<tr>
<td>Design a research plan</td>
<td></td>
</tr>
</tbody>
</table>
6. The Theory Protocol

Theory: Always a Good Bet

Harry likes a bet on the horses (or, as he puts it, the gee-gees). He has just driven his invalid trike four miles (eight miles there and back) to the next village because the local bookie is closed in a Tuesday. After much pondering, he puts 10 Euros on Agamemnon to win in the 3.30 at Wincanton. The odds were 10 to 1, so he stands to make 100 Euros.

He decided on Agamemnon because the filly comes from good stock—her sire (father) won the Grand National in his youth and her dam (mother) was also a well-regarded racer. He also took into account Agamemnon’s form to date—one win, and three times placed in the first three. Finally, he thought about ‘the going’ (the condition of the race course, which is typically rated on a six-point scale: heavy—soft—good to soft—good—good to firm—firm) and calculated that Wincanton’s firm all-weather track would suit the young filly.

Harry was now back home with the telly on and waiting eagerly for the outside broadcast from Wincanton to begin.

Harry is an experienced bettor and well versed in horse-racing wisdom. He is rightly proud of his skills. But he would be astonished to discover that he is also an accomplished user of theory. Indeed, his Wincanton punt harnessed three theories: that lineage will influence a horse’s performance; that past performance is predictive of future outcomes; and that different horses are suited to different conditions. These theories have emerged because generations of race-goers have observed recorded and analysed results to try to work out how they can anticipate winners. In short, a legion of past experience has been neatly and economically turned into theories with which Harry has been able to improve his chances of winning.

What is the Theory Protocol?

The English scientist Sir Isaac Newton famously remarked that he had achieved so much, not on his own, but by ‘standing on the shoulders of giants’, a reference to all the hard work done by fellow scientists that formed the basis for his ideas about gravity. So, regardless of whether the change is sought in the area of education, citizen science or governance; whether it is in city a northern country or in a southern Mediterranean village, the starting point for Sea Change is with previous thinking—or what we call theory.

Theory is the distillation of previous endeavours in a particular field. Simply put, theory is a way of learning from other people’s work. It enables us to follow suit and codify past efforts so
that we too can build on solid foundations. It also helps us avoid the duplication of error and the reinvention of solutions. In addition, theories aim to simplify the world in order to better explain it. Theories model, or provide, a systematic generalised framework, of what are typically much more complex phenomena in the real world, and thereby help us to get a grip on them. And it works: ‘offerings that are based on social and behavioural science theories are more effective than those lacking a theoretical base’.ii

**Why is the Theory Protocol Important?**

Ultimately, in order to create an Ocean Literate society, we are interested in people – in understanding and responding to their needs. Theories are one important way of helping us think about them and how we might engage them in the co-creation of values. They do this by explaining some of the behaviour we see or don’t see. They direct us to possible change options. They also have us guard against ourselves and the habits we fall into.

**Theories are guides** but that is all they are. Theories don’t design programmes or offerings. Theories don’t do the co-listening or co-learning needed for mutually beneficial ‘Our’ Values. Theories are no substitute for research and planning, critical reflection or creative thinking. They can inform our decision making about the needed co-creation processes – about the plans we devise and the activities we engage in, but so do other tools and techniques.

### 6.3 Learning Outcomes

By the end of this session, you should be able to:

- Explain why and how theory is important for Sea Change Co-Creation
- Discuss the importance of various theory and its underlying values
- Make an informed decision regarding theory and
- Understand the limitations of theory.

#### Table 11 – Aims, Tasks and Tools

<table>
<thead>
<tr>
<th>I want to...</th>
<th>My tasks are to...</th>
<th>Tools I can use are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn from other people’s work</td>
<td>Identify how theory can help my Sea Change offering</td>
<td>Tool 6.1 Three questions to get you started</td>
</tr>
<tr>
<td></td>
<td>Assess if your desired Sea Change offering emphasises co-creation</td>
<td>Tool 6.2 Co-Creation Theory</td>
</tr>
<tr>
<td></td>
<td>Identify what stage my target group are at in relation to the desired Sea Change offering</td>
<td>Tool 6.2 Stages of Change Theory</td>
</tr>
<tr>
<td></td>
<td>Look at the whole system</td>
<td>Tool 6.3 Social Ecological Theory</td>
</tr>
<tr>
<td></td>
<td>Identify if exchange can happen in my Sea Change offering</td>
<td>Tool 6.4 Exchange Theory</td>
</tr>
</tbody>
</table>
Activity 6.1 – Three Questions to Get You Started

In essence, Sea Change’s focus on transformation begs three questions:

1. Where are people in relation to your Sea Change offering?
2. What factors cause this positioning?
3. How can they be moved towards your desired Sea Change offering?

Theory can help us to answer these questions. Use **Tool 6.1** to get a better understanding of the situation.

Some Theories

This section discusses five theories that could potentially be used in your Sea Change offering. This is by no means an exhaustive list of theories and these are not the only theories that you could use.

Activity 6.2 – Values Theory

When we think of ‘me’ values and ‘Our’ Values, we think of what is important to us in our lives (e.g. status, security, independence, tradition, respect, kindness). Each person holds numerous values with varying degrees of importance. A particular value may be very important to one person, but unimportant to another (recall Activity 1.1 for the identification of values). Value theory displays six main features which are outlined below:

1. “Values are **beliefs**. But they are beliefs tied inextricably to emotion, not objective, cold ideas. As a value becomes activated, they become infused with emotion.

2. Values **motivate action**. They refer to the desirable goals which people strive to attain.

3. Values transcend specific actions and situations. They are **abstract goals**. The abstract nature of values distinguishes them from concepts like norms and attitudes, which usually refer to specific actions, objects, or situations.

4. Values guide the selection or evaluation of actions, policies, people, and events. That is, values **serve as standards, benchmarks or criteria**.

5. Values are **ordered by importance** relative to one another. People's values form an ordered system of value priorities that characterize them as individuals. This hierarchical feature of values also distinguishes them from norms and attitudes.

6. The relative importance of multiple values **guides action**. Any attitude or behaviour typically has implications for more than one value”.

7. Values theory defines values as abstract desirable goals which vary in importance and serve as guiding principles in our lives. Value theory tells us that the strength of ‘me’ values, relative to ‘Our’ values, can speed up or slow down your Sea Change work.
Recall **Tool 1.1** and **Tool 1.2** from the Values Protocol.

**Activity 6.3 – Co-Creation Theory**

To create is to make something happen as a result of one’s own actions. To co-create is to make something happen as a result of people working together. Co-creation is a collective process that connects and empowers people to manifest Ocean Literacy. Co-creation is about people coming together and making Sea Change happen through their everyday choices, decisions and behaviours.

Co-Creation theory is important for Sea Change because it emphasises:

- “Creativity – co-creation is a form of collaborative creativity that enables groups to innovate with, rather than simply for their target groups,”
- A rich mix – co-creation draws on a combination of approaches, interactions and processes related to co-design, co-discovery and co-delivery.
- A facilitated process – co-creation thrives on stories, fantasy, play and creativity.
- Relationships – we stress the importance of focusing on the quality of the interactions between people rather than the technologies per se,
- A learning process – we need to intertwine knowledge and processes in an overall co-creation framework, rather than just enabling co-creativity, if we want to achieve wider societal impact

Use **Tool 6.2** to assess if your desired Sea Change offering emphasises co-creation.

**Activity 6.4 – The Stages of Change Theory**

The stages of change theory is based on Prochaska and DiClemente’s (1983) basic idea that we do not make and carry through decisions, especially complex behavioural ones, in a simple binary fashion. So, the decision to give up eating unsustainably caught fish does not happen overnight. It is much more likely they will spend a long time considering the possibility of giving up eating unsustainably caught fish, thinking of ways to do it, give the new behaviour a go and then spend months adjusting to the change.

Prochaska and DiClemente suggest that we move through five stages, from ignorance of or indifference towards the idea of changing through trial to becoming committed to the new behaviour.

1. **Precontemplation**: you may be aware of the new behaviour (e.g. only eating sustainably caught fish) but are not interested in it, at least at this point of your life.
2. **Contemplation**: you are consciously evaluating the personal relevance of the new behaviour.
3. **Preparation**: you have decided to act and are trying to put in place measures needed to carry out the new behaviour (e.g. identifying local fishmongers that sell sustainably caught fish).

4. **Action**: you give it a go.

5. **Maintenance**: you are committed to the behaviour and have no desire or intention to regress.

At each stage of the model, the target group may relapse and revert to their original behaviour.

**Figure 13 – The Stages of Change Theory**

![Diagram of the Stages of Change Theory]

The stars in the above diagram represent relapses. At any stage an individual may revert to their previous behaviour. Use **Tool 6.3** to identify what stage your target group are at in relation to your desired Sea Change offering.

**Activity 6.5 – Social Ecological Theory**

Social ecological theory adopts a wide perspective on change, looking at the system: recall our Collective Principle, Value, Boundary and Stakeholder Protocols. It recognises what is called ‘the butterfly effect’, a phrase coined by meteorologist Edward Lorenz to convey how tiny seemingly unrelated events, such as butterfly wings flapping in Brazil, could become magnified by the world’s essential interconnectedness and have potentially huge effects on the other side of the world – causing, for instance, tornado weather in Texas. In essence, the butterfly effect describes the coordinated and interactive links; individuals and groups are loosely bonded in the system, permitting it to operate as a whole, while at the same time allowing for alterations and modifications in parts by some of the individuals or groups. It explains individual/environment interactions as dynamic and active processes.
Figure 14 – A Social Ecological Model

Remember, you are working your way through the complex and interconnectedness of Sea Change and how to utilise our Sea Change co-creation protocols. For the moment let us just note that we need equally sophisticated and far-reaching solutions – Social Ecological Theory helps us to appreciate this complexity. Use Tool 6.4 to build upon your systems mapping from Tool 3.1.

Activity 6.6 – Exchange Theory

Exchange theory is the fifth theory helping you in moving your target group towards the desired ‘Our’ Values direction. Exchange theory and associated Values Protocol is central to Sea Change Co-Creation. Exchange theory posits that given behavioural options, people ascribe values to the alternatives and select the one that offers greatest benefit – or enhancement – to
themselves. This process assumes that we are need-directed beings with a built-in inclination to try to improve our lot. In Sea Change offerings, strong co-created ‘Our’ Values must underlie the exchange whilst suppressing self-interested ‘me’ values.

In order to increase readiness to change, therefore, Sea Change must provide people with something beneficial in return. Kotler\(^*\) suggests five prerequisites are required for exchange to take place:

1. There are at least two parties
2. Each party has something that might be of value to the other party
3. Each party is capable of communication and delivery
4. Each party is free to accept or reject the offer
5. Each party believes it is appropriate or desirable to deal with the other party.

Use Tool 6.5 to identify the exchange aspects to take place in your Sea Change offering. For more information on different theories that operate in tandem with Exchange Theory, see Table 12 below and the ‘More Information’ box at the end of this section.

**Table 12 – Seven Useful Theories**

<table>
<thead>
<tr>
<th>Theory</th>
<th>Key Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stages of Change Theory</td>
<td>Behaviour change is a gradual multi-stage process</td>
</tr>
<tr>
<td>Social Cognitive Theory</td>
<td>Social context matters</td>
</tr>
<tr>
<td>Social Norms Theory</td>
<td>What other people do around us matters</td>
</tr>
<tr>
<td>Social Epistemology Theory</td>
<td>Knowledge has a social as well as a personal dimension</td>
</tr>
<tr>
<td>Social Ecological Theory</td>
<td>Everything is connected so the smallest act can have massive repercussions</td>
</tr>
<tr>
<td>Social Capital Theory</td>
<td>A sense of belonging to and trust in our communities is vital</td>
</tr>
<tr>
<td>Anticipatory Systems Theory</td>
<td>Social systems are typically complex and involve multiple perspectives, viewpoints and challenges to be coped with locally or more globally at environmental, political, cultural or technological levels</td>
</tr>
</tbody>
</table>

**Activity 6.7 – Choosing Your Theory**

Having established that theory matters, the key skill is that of selecting the particular theory or theories that will help you with your Sea Change challenge. To this end, we suggest the following six rules:

1. Theory is essential
There has to be a theoretical basis to any Sea Change strategy. Without theory, there is no reliable basis upon which to explain or predict human behaviour. Without theory, there’s no building upon past experience or past knowledge.

2. **Exchange is at the core of Sea Change**
   Exchange theory lies at the heart of Sea Change Co-Creation. Exchange theory does not replace or supersede other behavioural theories, but its premise of mutually beneficial rewards is central to Sea Change Co-Creation.

3. **Combine theories**
   Behavioural theories can complement each other in Sea Change Co-Creation.

4. **Include social perspectives**
   People don’t live their lives in isolation; the importance in our lives of exchange, values, networks and relationships all testify to this.

5. **Think about the change principle**
   In examining Sea Change Co-Creation principles, there’s been much discussion about changing the individual. Sea Change also considers altering the environment or situation to free or unblock the person to change their behaviour.

6. **Recognise the limits of theory**
   Theory is an attempt to model the complexities of the real world and will inevitably fall short in this activity. It pays, therefore, to be sceptical and to question.

---

**A Word of Caution**

We need to respect theory, but also recognise its limitations. The use of communication theory alone will not generate Sea Change or an Ocean Literate population. Human behaviour is deeply complex, and we need all the theories and models we can get to help us make sense of it. On the other hand, we have to recognise that all these theories and models, will inevitably, be gross over-simplifications that will ultimately be found wanting if we set too much store by them.
Want More Information

For more information on the Theory Protocol, see:

FROM YOU...

See the Theory Protocol in the Following Videos and Links:

WP3 - EDUCATION

WP4 – WHERE SCIENCE AND SOCIETY MEET

WP5 - GOVERNANCE
Tool 6.1 – Three Questions to Get You Started

How and Why: Use this tool to get a better understanding of the situation.

1. Where are people in relation to your Sea Change Offering?

2. What factors cause this positioning?

3. How can people be moved towards your desired Sea Change offering?
Tool 6.2 – Co-Creation Theory

**How and Why:** Use this tool to assess if your desired Sea Change offering emphasises co-creation.

1. **What creative elements do you hope to emphasise in your Sea Change offering?**

2. **What rich mix will you draw upon to co-create your desired Sea Change offering?**

3. **What facilitated processes are you focusing on in your Sea Change offering?**

4. **What interactions do you want to achieve between people in your target group?**

5. **What learning processes are you hoping to achieve in your Sea Change offering?**
# Tool 6.3 – Stages of Change Theory

**How and Why:** Use this tool to identify what stage your target group are at in relation to your Sea Change offering.

<table>
<thead>
<tr>
<th>Q1 During the past 12 months have you, on purpose, given up [behaviour change] for one day or more? (Please tick one box only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes [ ] No [ ] I’m not sure [ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q2 Do you plan to give up [behaviour] in the next 30 days? (Please tick one box only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes [ ] No [ ] I’m not sure [ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q3 Do you think you will try to give up [behaviour] in the next 6 months? (Please tick one box only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes [ ] No [ ] I’m not sure [ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q4 When did you give up [behaviour]? (Please tick one box only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Within the last week [ ]</td>
</tr>
<tr>
<td>(b) Within the last six months [ ]</td>
</tr>
<tr>
<td>(c) Within the last six months [ ]</td>
</tr>
<tr>
<td>(d) Within the last year [ ]</td>
</tr>
<tr>
<td>(e) Within the last 3 years [ ]</td>
</tr>
<tr>
<td>(f) Within the last 5 years [ ]</td>
</tr>
<tr>
<td>(g) Within the last 10 years [ ]</td>
</tr>
<tr>
<td>(h) More than 10 years ago [ ]</td>
</tr>
<tr>
<td>(i) I’m not sure [ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Precontemplation</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘No’ to Qs 1, 2 &amp; 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contemplation</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘No’ to Q1 and ‘Yes’ to Q2</td>
</tr>
<tr>
<td>Or</td>
</tr>
<tr>
<td>‘No’ to Q2 and ‘Yes’ to Q3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Yes’ to both Qs 1 &amp; 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstinent for less than 6 months [Answers 4 (a) – (c)].</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstinent for more than 6 months [Answers 4 (d) – (h)].</td>
</tr>
</tbody>
</table>
Tool 6.4 – Social Ecological Theory

How and Why: Use this tool to further your systems mapping. Revisit your Boundary Analysis at this stage.
Tool 6.5 – Exchange Theory

How and Why: Use this tool to identify where it is possible for exchange to take place in your Sea Change offering.

4. Are there at least two parties involved? List them.

5. Does each party have something of value to offer the other party? What is it? What is the relative importance of the ‘me’ and ‘Our’ Values?

6. Is each party capable of communication and delivery?

7. Is each party free to accept or reject the offer?

8. Does each party believe it is appropriate or desirable to deal with the other party?
## Theory Protocol Checklist

<table>
<thead>
<tr>
<th>Theory Protocol Activities</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify how theory can help my Sea Change offering</td>
<td></td>
</tr>
<tr>
<td>Assess if your desired Sea Change offering emphasises co-creation</td>
<td></td>
</tr>
<tr>
<td>Identify what stage my target group are at in relation to the desired Sea Change offering</td>
<td></td>
</tr>
<tr>
<td>Look at the whole system</td>
<td></td>
</tr>
<tr>
<td>Identify if exchange can happen in my Sea Change offering</td>
<td></td>
</tr>
<tr>
<td>Identify and describe other relevant theories to be used in your offering</td>
<td></td>
</tr>
</tbody>
</table>
MY NOTES
MY NOTES


v Possible, *Stages of Change Theory*. Available at: https://www.its-possible.ca/awareness/.


7. The Segmentation and Targeting Protocol

What is the Segmentation and Targeting Protocol?

We are all unique: we all have different make ups and experiences and live in varied circumstances. This means we also all have **diverse needs**, and, because value co-creation is all about meeting these needs as well as possible the ideal exchange would offer a bespoke service – a unique offering for each and every one of us. This is clearly impractical in most instances. A few (typically expensive) operators – such as tailors and architects – can offer this level of customization, but in most cases, a compromise is necessary. This involves dividing the population into reasonably **homogenous segments** and then choosing **particular target group(s)** to approach with **an offering that better matches their needs** then would one designed for the population as a whole.

Why is the Segmentation and Targeting Protocol Important?

Segmentation can help you to identify the **target groups most suitable** to your Sea Change offering. It can also help you to develop a **target group-centric offering**.

Learning Outcomes

By the end of this session you should be familiar with the idea of Segmentation and Targeting and the benefits it can bring to your Sea Change offering. Specifically you should understand:

- The various **segmentation criteria** that can be used to segment the population
- The importance of **describing the target group** whose behaviour you want to change
- The important principles to keep in mind when **choosing which segment to target** and
- The importance of **setting behavioural objectives**.

**In Short**

Identify your population, divide your population into segments and choose a segment to target.
Table 13 – Aims, Tasks and Tools

<table>
<thead>
<tr>
<th>I want to...</th>
<th>My tasks are to...</th>
<th>Tools I can use are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segment my population and target a group that is viable, accessible, responsive and actionable</td>
<td>Identify the population whose behaviour I want to change</td>
<td>Tool 7.1 Identify the segments within your population</td>
</tr>
<tr>
<td>Segment and describe my chosen population</td>
<td>Tool 7.2 Choosing a segmentation criterion</td>
<td>Tool 7.3 Segmenting the target group Tool 7.4 Describe each segment</td>
</tr>
<tr>
<td>Choose a target group that is viable, accessible, responsive and actionable</td>
<td>Tool 7.5 Choosing a target group</td>
<td></td>
</tr>
<tr>
<td>Set SMART behavioural goals and objectives</td>
<td>Tool 7.6 Setting behavioural objectives</td>
<td></td>
</tr>
</tbody>
</table>

Activity 7.1 – Identify the Population Whose Behaviour You Want to Change

The first activity within the segmentation protocol is to **identify the population** whose behaviour you want to change. When completing this activity, you should record the **main target group** whose behaviour you wish to change, as well as **secondary target groups**, and **potential influencers**.

Secondary target groups may include other groups who you wish to target with your campaign, but who are not as important as the primary target group, or groups who may help change the behaviour of the primary target group. Influencers are groups who have may help or hinder the behaviour change in the primary target group.

In the context of Sea Change, the population of interest might be those individuals within the formal educational system; secondary level teachers (12-19 year old children) may be a **primary target group**, but parents may be a good **secondary target group**, and the government may act as an influencer. Use **Tool 7.1** to record the population for your Sea Change offering.

Revisit

Remember, segmentation is strongly influenced by the boundaries you have chosen to define your system or sub-system (recall our Boundary and Stakeholder Analysis Protocol).
Activity 7.2 – Segmenting and Describing Your Chosen Population

There are a number of criteria which we can use to segment your population into potential target groups. **Personal characteristics** – typically divided into demographic, psychographic and geo-demographic variables present an obvious option. **Demographic segmentation** involves dividing the population into groups based on factors such as age, gender, ethnicity, religion, income, education, family size and marital status. **Psychographic segmentation** involves dividing the population into groups based on their attitudes, values, personality and opinions. Psychographic segmentation involves using the demographic information we have gained to paint a clearer picture of the segment. **Geo-demographic segmentation** combines the geographic location of the segments and the demographic segmentation criteria in order to create segments based on their locations.

**Exercise 4 – Personal Characteristics Segmentation**

| Working with the group in the room, take some time to discuss which demographic, psychographic and geo-demographic segmentation may be relevant to your Sea Change offering. |

**Previous behaviour** also provides a helpful tool for sorting potential target groups. Past Behaviour involves segmenting the population based on how they have acted in the past. For example, a family who has previously participated in a beach clean-up might be an easier target for another beach clean-up, then a family who has never participated in such an activity before.

**The benefits different groups are seeking** can also help with categorisation. Benefits Sought involves segmenting the population based on the benefit they are seeking to achieve. One segment may participate in a beach clean as they see it as a way to give back to the community, while another group may participate in a beach clean because they are passionate about creating a healthier environment.

**Exercise 5 – Previous Behaviour and Benefits Sought Segmentation**

| Working with the group in the room, take some time to discuss which behavioural and benefits sought segmentation may be relevant to your Sea Change offering. |

While demographic, psychographic and geo-demographic segmentation can be very useful when trying to change behaviour, it is often **more useful** to move beyond these segmentation criteria towards **attitudes and behaviours**.
In order to determine which segmentation criteria is the most important, ‘consider which are the most important factors that determine whether a target group member adopts the relevant behaviour. Think about the geographic, demographic, physical/medical, psychographic, attitudinal, and behavioural characteristics that might define subgroups of the target group that would respond differently to your program’ii.

Consider the ‘targets of risk’iii, that is, the target groups that are most affected by problems related to Sea Change. Targeting these groups would have ‘the biggest payoff if they were to adopt the desired Sea Change offering’iv. We must also consider the ‘targets of opportunity’v, that is, the low-hanging fruit which is easier to reach or whose behaviour might be easier to change. One of the advantages of targeting the low-hanging fruit is that ‘you will see results right away, and those people can help you to reach out to others’vi. For example, in some EU counties in Education, if you were to target those individuals who design and assess curriculum and they were to include Marine topics, both teachers and students may be more likely to concentrate on marine issues. In other EU countries, teachers have more flexibility over materials covered in the classroom and you may choose to target these teachers.

Use Tool 7.2 to rank the segmentation criteria which you consider to be the most important for your Sea Change Offering. Use Tool 7.3 to begin describing each target group in terms of the chosen segmentation criteria.

Once you have chosen segmentation criteria, the next step is to describe each segment in more detail. Use Tool 7.4 to describe each segments behaviour, beliefs, benefits and costs to engaging in the new behaviour and their readiness to adopt the new behaviour.

**Activity 7.3 – Choosing Your Target Group**

Once the segmentation criteria have been chosen and the population has been divided into groups, the next step is to **choose which segment will be targeted** with the offering. Four principles guide this decision – the target group must be viable, accessible, responsive and actionablevii.
Table 14 – Principles to Keep in Mind When Choosing a Target

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viable</td>
<td>The target group should be viable — it must have the potential to make an impact on Sea Change.</td>
</tr>
<tr>
<td>Accessible</td>
<td>The target group should be easily accessible — usable channels of communication and service delivery must exist.</td>
</tr>
<tr>
<td>Responsive</td>
<td>The target group should be responsive to your efforts — it must be one that you are capable of serving.</td>
</tr>
<tr>
<td>Actionable</td>
<td>The target group should be actionable — it must have distinct characteristics, allowing you to create a campaign that specifically targets them.</td>
</tr>
</tbody>
</table>

Use **Tool 7.5** to check the viability, accessibility, responsiveness and action ability of the segments which you have identified.

**Activity 7.4 – Setting Behavioural Goals and Objectives**

Once the target group have been determined, the next step is to clarify exactly **what we would like them to do**: to set our behavioural objectives. These objectives can be to avoid, modify or adopt behaviours. There can be a primary objective — an overarching main behavioural goal supported by secondary objectives or aims which break the primary goals into more manageable aims, or a number of main objectives.

It is essential to set goals and objectives in order to *assess the success* \(^viii^\) of the offering. When setting goals and objectives, it is important to follow the **SMART** formula. \(^ix^\)

**Figure 15 – The SMART Formula**

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**elevant
- **T**ime Based
An adaption of the SMART formula is the SMARTER model, which brings in Evaluate and Re-evaluate.

**Specific** – What precise change will occur?

**Measurable** – What metrics will be used to track the change?

**Attainable** – Is the change achievable given the resources you have available and the ability of the people involved in your work?

**Relevant** – ‘Is the objective laser-focused to move you closer to your overall goal?’

**Time Based** – What amount of time is available to achieve your objective?

**Evaluate** – You must then evaluate your objectives to ensure they meet the SMART criteria.

**Re-evaluate** – Finally you must reassess your objectives.

Use **Tool 7.6** to set clear and specific goals and objectives using the SMARTER formula.

**Obstacles to Segmentation and Targeting**

There are two potential problems with segmentation and targeting that we must consider.

1. There is an **assumption** that our target group want what we are offering, and we just have to split them into groups who will want it even more.

2. The second potential obstacle is philosophical and focuses in the face that we are addressing more serious issues. Making segmentation and targeting decisions can be especially fraught as a result. Deciding **which group will get access to the services** (and, by extension, which will not) is much more contentious than who will get a new brand of chocolate bar.

---

**Want More Information**

For more information on the Segmentation and Targeting Protocol, see:


FROM YOU...

See the Segmentation and Targeting Protocol in the Following Videos and Links:

### WP3 - EDUCATION

- The Ocean Challenge Badge
- Educator Zone for Teachers or Informal Marine Educators
- An interactive game for children about underwater canyons (CATALAN)
- NOS Education: Building Ocean, coastal, and climate literacy for students and educators
- Activity Ideas to go outside and explore the shore or underwater world
- The Youth Guide to the Ocean
- Planet Aqua
- The Explorers Education Programme
- Titanic Belfast - downloadable resources and activities for the classroom
- Oceans and their Coastal Margins - Resources for Geography

### WP4 – WHERE SCIENCE AND SOCIETY MEET

- Activity Ideas to go outside and explore the shore or underwater world
- The Youth Guide to the Ocean
- Planet Aqua portal for parents and the public
- Titanic Belfast - downloadable resources and activities for both adults and children
- Peeling shrimp and oral history

### WP5 - GOVERNANCE
Tool 7.1 – Identify the Segments within Your Population

How and Why: Use this tool to list the target groups whose behaviour you want to change.

Potential Segment A

Potential Segment B

Potential Segment C
Tool 7.2 – Choosing Segmentation Criteria

How and Why: Use this tool to choose the segmentation criteria which you think is most important for your Sea Change offering.

1. 

2. 

3. 

4. 


Tool 7.3 – Segmenting the Target Groups

How and Why: Use this tool to define each target group in terms of your segmentation criteria.

Target Group A

Target Group B

Target Group C

Target Group D
# Tool 7.4 – Describe Each Segment

**How and Why:** Use this tool to describe each of the target groups/segments which you have identified in more detail.

<table>
<thead>
<tr>
<th>What is their behaviour?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are their aspirations, beliefs, values?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the benefits of the current/new behaviour to the target group?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the costs e.g. time, money, health etc.?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What competitive offering(s) will need to be addressed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is their level of readiness to adopt to your desired Sea Change offering?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Tool 7.5 – Choosing a Target Group

**How and Why:** Use this checklist before choosing a target group to ensure it is viable, accessible, responsive and actionable.

Segment 1

<table>
<thead>
<tr>
<th>Viable</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessible</td>
<td></td>
</tr>
<tr>
<td>Responsive</td>
<td></td>
</tr>
<tr>
<td>Actionable</td>
<td></td>
</tr>
</tbody>
</table>

Segment 2

<table>
<thead>
<tr>
<th>Viable</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessible</td>
<td></td>
</tr>
<tr>
<td>Responsive</td>
<td></td>
</tr>
<tr>
<td>Actionable</td>
<td></td>
</tr>
</tbody>
</table>

Segment 3

<table>
<thead>
<tr>
<th>Viable</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessible</td>
<td></td>
</tr>
<tr>
<td>Responsive</td>
<td></td>
</tr>
<tr>
<td>Actionable</td>
<td></td>
</tr>
</tbody>
</table>

Segment 4

<table>
<thead>
<tr>
<th>Viable</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessible</td>
<td></td>
</tr>
<tr>
<td>Responsive</td>
<td></td>
</tr>
<tr>
<td>Actionable</td>
<td></td>
</tr>
</tbody>
</table>
Tool 7.6 – Setting Behavioural Objectives

How and Why: Use this tool to define your behavioural objectives.

Are the behavioural objectives focused on avoiding, modifying or adopting behaviours?

Modifying ☐ Avoiding ☐ Adopting ☐

What is the primary objective (overarching main behavioural goal?)

What are the secondary objectives?

Are the objectives:

Specific? ☐ Measureable? ☐ Attainable? ☐

Relevant? ☐ Time-based? ☐ Suitable to Evaluate? ☐

Suitable to Re-evaluate? ☐
## Segmentation and Targeting Protocol Checklist

<table>
<thead>
<tr>
<th>Segmentation and Targeting Protocol Activities</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the population whose behaviour I want to change</td>
<td></td>
</tr>
<tr>
<td>Segment and describe my chosen population</td>
<td></td>
</tr>
<tr>
<td>Choose a target group that is viable, accessible, responsive and actionable</td>
<td></td>
</tr>
<tr>
<td>Set SMART behavioural goals and objectives</td>
<td></td>
</tr>
</tbody>
</table>
MY NOTES
MY NOTES
8. The Intervention Protocol (6 P’s)

What is the Intervention Protocol?

The Intervention Protocol gets down to the nitty-gritty of how Sea Change partners can go about designing and deploying an offering to a particular target group to meet the agreed objectives. The starting point has to be your first target group.

Why is the Intervention Protocol Important?

The Intervention Protocol is where the creative principle comes into play. Elements of imagination and innovation add substance to your intervention. Partners need to look outside the box and consider less conventional approaches to changing behaviour. The creative principle allows us to portray the desired offering in a way that appeals to our target group more than the competing offering(s).

Learning Outcomes

By the end of this session you should be familiar with the Sea Change Co-Creation Intervention Protocol and the benefits it can bring to your Sea Change offering. Specifically, you should understand:

- How to analyse product attributes
- The difference between the core, actual and augmented product
- When and where the target group will perform the behaviour for your desired Sea Change offering
- What promotional tools, including branding, are best suited to the target group
- The importance of creating partnerships and
- The role that regulation and policy can play in Sea Change.
### Table 15 – Aims, Tasks and Tools

<table>
<thead>
<tr>
<th>I want to...</th>
<th>My tasks are to...</th>
<th>Tools I can use are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design an offering that appeals to my target group</td>
<td>Describe the product benefits</td>
<td>Tool 8.1 Description of product benefits</td>
</tr>
<tr>
<td>Analyse product attributes</td>
<td>Tool 8.2 Sea Change intervention product attributes</td>
<td></td>
</tr>
<tr>
<td>Identify costs of engaging with the desired Sea Change offering</td>
<td>Tool 8.3 Costs and benefits</td>
<td></td>
</tr>
<tr>
<td>Identify the when and where</td>
<td>Tool 8.4 Identify the when and where</td>
<td></td>
</tr>
<tr>
<td>Identify potential Sea Change partnership</td>
<td>Tool 8.5 Potential Sea Change partners</td>
<td></td>
</tr>
<tr>
<td>Identify mutual benefits and shared values</td>
<td>Tool 8.6 Identify mutual benefits and shared values</td>
<td></td>
</tr>
</tbody>
</table>
The Sea Change Intervention (6 P’s)

When designing your Sea Change intervention, you need to formulate an offering that will appeal to your target group needs. The Intervention is made up of six variables – Product, Price, Place, Promotion, Partnerships and Policy (see Table 16). These 6 P’s can be co-designed in order to create an attractive offering for your target group.

### Table 16 – The Sea Change Intervention

<table>
<thead>
<tr>
<th>Tool</th>
<th>Definition</th>
<th>Examples</th>
<th>Key Sea Change Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Product</strong></td>
<td>The desired offering made to the target group. Can be a service.</td>
<td>Adoption of idea (belief, attitude, value)</td>
<td>How appealing is the offer? Or What behaviour does the product/service enable?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adoption of offering (one-off), sustained</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distance from current offering</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-adoptions of future offerings</td>
<td></td>
</tr>
<tr>
<td><strong>Price</strong></td>
<td>The costs that target groups have to bear and barriers they have to overcome</td>
<td>Psychological, Emotional, Cultural, Social, Behavioural, Temporal, Practical, Physical, Financial Costs</td>
<td>How affordable is it? Or On what basis is the target group empowered?</td>
</tr>
<tr>
<td><strong>Place</strong></td>
<td>The channels by which the change is promoted and places in which the change is supported and encouraged</td>
<td>Media channels Distribution channels Interpersonal channels Physical places Non-physical places (e.g. social and cultural climate)</td>
<td>How readily available is it? Or Where does engagement occur?</td>
</tr>
<tr>
<td><strong>Promotion</strong></td>
<td>The means by which the change is communicated and positioned to the target group</td>
<td>Advertising, flyers Public relations Media Advocacy Direct Mail Websites Branding Social media</td>
<td>How well known and appreciated is it? Or How is the desired offering exemplified?</td>
</tr>
<tr>
<td><strong>Partnerships</strong></td>
<td>Building partnerships in order to help bring about the desired Sea Change offering.</td>
<td>Shared Values Mutually Beneficial Communication Trust Commitment</td>
<td>What potential partnerships could be formed as part of your Sea Change offering?</td>
</tr>
<tr>
<td><strong>Policy</strong></td>
<td>Regulating a behaviour through legislation</td>
<td>Regulation Governance</td>
<td>Is there a need to constrain the problem through regulation or governance?</td>
</tr>
</tbody>
</table>
Product

Product in Sea Change Co-Creation refers to the offering, activity, event, service, attitude, belief, value to facilitate the desired Sea Change offering.

Activity 8.1 – Describe Product Benefits

When describing the product benefits, it is useful to think of the product in terms of core product, actual product and augmented product. The core product or service is intangible; it is the benefit that target group will get from engaging with the desired Sea Change offering, e.g. providing a better education for your children. The actual product is the physical product or service, e.g. a book of sea stories and songs. The augmented product is everything that is associated with the product that adds value to it, e.g. a website that provides downloadable sheet music as additional information and support.

Use Tool 8.1 to describe the core product, actual product and augmented product offered by your Sea Change intervention.

Activity 8.2 – Analysing Product Attributes

Sea Change products or services are frequently intangible and complex offerings, which makes it difficult to formulate, simple meaningful product conceptsiv. To take an example, ‘eating sustainably caught fish’ might involve a change in food choice, menu design, shopping behaviour, food preparation, personal habits, family routines, wider social values and so on. Furthermore, it is an offering which needs to be practiced not just once but repeated and sustained over a long period of time. As a first step towards formulating product concepts, Sea Change partners must identify and clarify their product attributes.

Table 17 – Sea Change Co-Creation Product Attributes

<table>
<thead>
<tr>
<th>Trialability:</th>
<th>Can the offering be tried out beforehand before permanent or full adoption (eating sustainably caught fish in a restaurant before buying sustainably caught fish for the household)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease:</td>
<td>How easy or difficult is it to adopt the offering (giving up sustainably caught fish versus learning more about the marine environment)?</td>
</tr>
<tr>
<td>Risks:</td>
<td>What are the risks of adopting the offering (you don’t like the taste)?</td>
</tr>
<tr>
<td>Image:</td>
<td>Is the offering attractive or unattractive?</td>
</tr>
<tr>
<td>Acceptability:</td>
<td>Is the offering socially acceptable (what will your family and friends say)?</td>
</tr>
<tr>
<td>Duration:</td>
<td>Is the offering to be practiced once or repeatedly? Is it to be sustained over the short or long term?</td>
</tr>
<tr>
<td>Cost:</td>
<td>Does the offering have a financial psychological, emotional, cultural, social, behavioural, temporal, practical, physical cost (eating sustainably caught fish might involve more expense)?</td>
</tr>
</tbody>
</table>
Analysing product attributes in this way helps us to formulate **meaningful and communicable offerings**. Use **Tool 8.2** to begin formulating a meaningful Sea Change offering.

**A Word of Caution - Product Positioning**

The danger with co-designing a product and indeed with the other P’s, especially Promotion, is that we can get too focused on the minute and in the process crowd out the big picture – not being able to see the woods for the trees. We can avoid this with the idea of ‘**positioning**’ our products. A combination of well targeted, down to earth advertising, accessible point of sale material, a pocket guide with supporting website can help position your product in your target group’s mind, thereby widening appeal. Positioning is guided by two things: how the target group see the product and how it measures up to the competition. Positioning simply provides a reminder that, in co-designing your Intervention protocol, you have to retain a strategic view of where you want to be in your target group’s mind and relative to the competition.

**Price**

Price in Sea Change Co-Creation refers to the **costs** associated with **engaging in the desired Sea Change offering**. It is important to remember that price is not always monetary.

**Activity 8.3 – Identify Costs of Engaging in the Desired Sea Change Offering**

Price has a wider meaning in Sea Change; there are almost always **costs** associated with behaviour change. These may be to do with **time, embarrassment, effort, inertia, pain, perceived social stigma**, among other variables. These costs are balanced against the **benefits of engaging in the desired offering(s)** – and both costs and benefits vary for different offerings. If the benefits outweigh the costs, then people will take action. If the costs outweigh the benefits, then people won’t take action.

Use **Tool 8.3** to identify potential costs and benefits which your target group will face.

**Place**

The main aim of Place is to ensure **easy access** to your product. When designing your Sea Change intervention, it is imperative that the offering is **accessible** to the target group.

**Activity 8.4 – Identify the When and Where**

Place in Sea Change covers where and when the target group:

- Is located or gathers
• Accesses products or services
• Performs the desired Sea Change offering
• Thinks or hears about the issue or desired offering

Use Tool 8.4 to identify when and where the target group might perform the desired Sea Change offering, where they are located, where they might access your product or service and where they think about the offering. Draw upon your systems thinking.

Table 18 – Strategies to Develop the Place Element of Your Sea Change Intervention

| 1. Extend hours |
| 2. Be there at the point of decision making |
| 3. Make the location more appealing |
| 4. Overcome psychological barriers associated with place |
| 5. Be more accessible than the competition |
| 6. Make access to the competition more difficult or unpleasant |
| 7. Be where your target group shops |
| 8. Be where your target group hangs out |
| 9. Work with existing distribution channels |

Promotion

Promotion is about communication with your target group. Promotion is often seen as the only element in an Intervention; however, this is a real danger or threat to your Sea Change work as Promotion is only one piece of the puzzle. Just as you cannot make a cake with eggs alone, you cannot bring about a change in Sea Change through promotion alone. Promotion involves the use of advertising, PR, social networks and social media to create demand for your product or service and offering. The main aim of Promotion is to ensure that the target group:

• ‘Repeatedly hear the message,
• Understand the message,
• Can remember the message,
• Believe that the message is directed to them,
• Believe that the message is from a credible source, and
• Are pre-disposed to believing that the benefits of the products and services being promoted are real’
The types of communication used will vary depending on your target group. Research is essential in order to choose the most suitable method of communication for your target group. For example, if you were targeting over 65’s, it might not be a good idea to promote the intervention online. However, if you were targeting 20-30 year olds, the internet could be a good place to promote the intervention.

Exercise 6 – Promotional Tools

Identify which promotional tools would be most effective to reach the following target groups:

1) Primary school teachers
2) Children aged between 7 and 10
3) Over 65’s
4) University students
5) Policy makers

Branding

The brand is the Sea Changer’s most advanced emotional tool. It combines and reinforces the functional and emotional benefits of the offering and so adds value, encouraging change. In essence a good brand facilitates recognition, makes a promise and, provided the full co-delivery processes are in place, delivers satisfaction. At an individual level, a brand will be chosen because it is liked and matches the person’s self-image. At a social level, brands can be used by people to tell others more about themselves. Moreover brands can also provide very practical benefits, making change easier. The potential of branding in Sea Change is unsurprising. It sits comfortably with ideas of active engagement and partnership working. Social media innovations in communications have reinforced this empowering approach to social change and movements. Traditional mass media are essentially unidirectional, and messages are predetermined – you cannot have a dialogue with a poster or a TV ad! This makes branding and promotional developmental research so important. Social media takes things to a new level: blogs, Twitter, and Facebook have made the theory of jointly created a practical reality.

Partnerships

Partnerships are the fifth P in your Sea Change intervention. It can be difficult for one organisation to bring about behaviour change and desired offerings solely. When organisations with similar goals come together, they can target their group more effectively.

Activity 8.5 – Identify Potential Sea Change Partnerships

Oftentimes, there are other organisations that are also trying to bring about the same transformation as you. There are also other organisations that may provide access to a hard to reach target group. By partnering with these organisations,
‘you can more effectively reach certain populations’.. Use Tool 8.5 to begin thinking about potential partnerships you could form within your Sea Change intervention.

**Activity 8.6 – Identify Mutual Benefits and Shared Values**

Good relationships depend on the two core constructs of trust and commitment. For these to grow, mutual benefits, shared values, trust, commitment and communication are necessary. Mutual benefit signals tangible and intangible gains from participating in the partnership. Partners sharing similar goals and values agree on how the problem is defined. Where shared values exist, organisational values are also thought to be similar, leading to partners adopting the same perspective on the problem or opportunity. Communication, a two-way process incorporating formality, frequency and quality of communications, is associated with trust as an open dialogue process. All this builds to grow trust and commitment.

Use Tool 8.6 to identify what each potential partner would benefit from the relationship and list any shared goals and values.

**Policy**

At this point in co-designing your Sea Change intervention, revisit the outcomes from your Boundary, Stakeholder and Competition Protocols. Policy as the 6th P in your intervention is either enabling or constraining the co-created change you are seeking. Enabling means you work with policy makers to co-create strong ‘Our’ Values for Sea Change. This is a collaborative strategy where policy makers, regulators and governance decision makers are active partners with you and your Sea Change intervention. At other times, your collaboration with decision makers is about suppressing self-interested ‘me’ values through regulation, education, funding and resource control.

**See the Intervention Mix Protocol at play in the following video:**

[Common Ground]

**Want More Information**

For more information on the Intervention Protocol, see:

FROM YOU...

See the Intervention Protocol in the Following Videos and Links:

**WP3 - EDUCATION**

- The Irish Sea for Society Compendium
- Black John the Bogus Pirate – Workbook of Marine Beasts
- The World’s Largest Ocean Clean-up Operation is One Step Closer to Launch
- New Ocean Content Available in the Living Atlas of the World
- My Submarine

**WP4 – WHERE SCIENCE AND SOCIETY MEET**

- The Irish Sea for Society Compendium
- Sea for Society Blue Talks
- Black John the Bogus Pirate – Workbook of Marine Beasts
- Marine Litter Watch - Combining Technology and Citizen Engagement to Tackle Beach Litter

**WP5 - GOVERNANCE**

- Protecting the Wild Heart of the Amazon in Peru
- Doctors in Biarritz Are Prescribing Surfing to Patients Instead of Medication
- Doctors prescribe surfing lessons in 'world first' in French seaside town
Tool 8.1 – Description of Product Benefits

**How and Why:** Use this tool to identify and describe your core product, actual product and augmented product offering.

**Core Product/Service**

**Actual Product/Service**

**Augmented Product/Service**
# Tool 8.2 – Sea Change Intervention Product Attributes

**How and Why:** Use this tool to begin formulating a meaningful Sea Change offering.

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Yes</th>
<th>No, Other Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trialability</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the offering be tried out before permanent or full adoption?</td>
<td>Yes, No</td>
<td></td>
</tr>
<tr>
<td><strong>Ease</strong></td>
<td>Easy</td>
<td>Difficult</td>
</tr>
<tr>
<td>Is it easy or difficult to adopt the offering?</td>
<td>Easy, Difficult</td>
<td></td>
</tr>
<tr>
<td><strong>Risks</strong></td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>What are the risks of adopting the offering?</td>
<td>Low, High</td>
<td></td>
</tr>
<tr>
<td><strong>Image</strong></td>
<td>Attractive</td>
<td>Unattractive</td>
</tr>
<tr>
<td>Is the offering attractive or unattractive?</td>
<td>Attractive, Unattractive</td>
<td></td>
</tr>
<tr>
<td><strong>Acceptability</strong></td>
<td>Acceptable</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Is the offering socially acceptable?</td>
<td>Acceptable, Unacceptable</td>
<td></td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>Once Off</td>
<td>Repeatedly</td>
</tr>
<tr>
<td>Is the offering to be practiced once or repeatedly?</td>
<td>Once Off, Repeatedly</td>
<td></td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td>Yes</td>
<td>No, Other Costs</td>
</tr>
<tr>
<td>Does the offering have a financial cost?</td>
<td>Yes, No, Other Costs</td>
<td></td>
</tr>
</tbody>
</table>
## Tool 8.3 – Price - Costs and Benefits

**How and Why:** Use this tool to identify the Price, its benefits and costs of engaging in the desired Sea Change offering.

<table>
<thead>
<tr>
<th>Desired Sea Change Offering Required</th>
<th>Benefits of Engaging with the Desired Offering</th>
<th>Costs of Engaging with the Desired Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Tool 8.4 – Place - Identify the When and Where

**How and Why:** Use this tool to identify Place - where the target group might perform the desired Sea Change offering, where they are located, where they might access the service and where they think about the desired Sea Change offering.

Where does the target group perform the desired Sea Change offering?

Where is the target group located?

Where might the target group access the product/service?

Where might the target group think about the desired Sea Change offering?
**Tool 8.5 – Potential Sea Change Partners**

*How and Why:* Use this tool to list potential Sea Change Partners

<table>
<thead>
<tr>
<th>Potential Partners</th>
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</table>
Tool 8.6 – Partnerships - Identify Mutual Benefits and Shared Values

**How and Why:** Use this tool to identify how each potential partner would benefit from the relationship and list any shared goals and values.

<table>
<thead>
<tr>
<th>Partner</th>
<th>Shared Values</th>
<th>Benefits You Will Receive From the Partnership</th>
<th>Benefits the Potential Partner Will Receive From the Partnership</th>
</tr>
</thead>
<tbody>
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</table>
## The Intervention Protocol Checklist

<table>
<thead>
<tr>
<th>Intervention Protocol Activities</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the product benefits</td>
<td></td>
</tr>
<tr>
<td>Analyse product attributes</td>
<td></td>
</tr>
<tr>
<td>Identify costs of engaging in the desired Sea Change offering</td>
<td></td>
</tr>
<tr>
<td>Identify the when and where of Promotion</td>
<td></td>
</tr>
<tr>
<td>Identify potential Sea Change partnerships</td>
<td></td>
</tr>
<tr>
<td>Identify mutual benefits and shared values</td>
<td></td>
</tr>
<tr>
<td>Identify when it may be necessary to suppress a self-interested ‘me’ value through regulation/governance</td>
<td></td>
</tr>
</tbody>
</table>
What is the Impact Protocol?

To ensure Sea Change is on the right path, we need to pause, reflect, and take stock of our collective progress. The Impact Protocol is a forward moving assessment of Sea Change. Measuring impact requires two key ingredients - reflection and feedback loops. Reflection considers the insights and learnings from the values, attitudes, behaviours and actions of your target group and also your Sea Change work packages. These collective learnings and reflections then feed into the Collective Impact Assessment of Sea Change.

Why is the Impact Protocol Important?

Measuring Impact is not always easy, but it should not be treated as an after-thought or a last line of defence¹. To ensure the continued success of your Sea Change intervention and the possibility of legacy, scaling-out and replicating its success more widely, it is important to assess if you have engaged with the right target group, reflect on what you are working on together and determine if change is happening. The Impact Protocol for Sea Change ensures that there is a collaborative understanding of what the Sea Change Co-Creation Principles and Protocols are achieving and how this is being done. The Impact Protocol acknowledges that to suppress self-interested ‘me’ values and co-create new ‘Our’ Values with your chosen target group requires continuous monitoring and measurement to ensure long lasting change and social action.

Learning Outcomes

By the end of this session you should understand:

- The difference between isolated impact and collective impact measurement
- The role of a developmental, front-end assessment
- The importance of a formative assessment and
- The concept of a summative remedial assessment.
Table 19 – Aims, Tasks and Tools

<table>
<thead>
<tr>
<th>I want to...</th>
<th>My tasks are to...</th>
<th>Tools I can use are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the impact of my intervention</td>
<td>Identify the isolated impact dimension and collective impact dimensions to my intervention</td>
<td>Tool 9.1 Identify isolated impact and collective impact dimensions</td>
</tr>
<tr>
<td></td>
<td>Outline the role of a development, front-end assessment</td>
<td>Tool 9.2 Outline your developmental front-end assessment</td>
</tr>
<tr>
<td></td>
<td>Identify the importance of a formative assessment</td>
<td>Tool 9.3 Outline your formative assessment</td>
</tr>
<tr>
<td></td>
<td>Recognise the concept of a summative remedial assessment</td>
<td>Tool 9.4 Outline your summative assessment</td>
</tr>
</tbody>
</table>

Activity 9.1 – Understand the Isolated Impact and Collective Impact Dimensions to your Intervention

The first step in assessing your Sea Change Intervention is to develop an understanding of the isolated impact and collective impact dimensions to your intervention. Isolated impact is a traditional 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. One such example of individual-led change would be ‘Give Swordfish a Break’, a campaign that targeted North Atlantic restaurants, hotel and other food establishments between 1998 and 2002 asking them not to include swordfish on their menus until such a time when stock levels replenished. Once swordfish stock numbers reached an acceptable numbers, food businesses, could revert to their original behaviours. This is isolated impact – it deals with the visible symptoms of a problem at an individual level and responds by providing an immediate fix.

On the other hand, collective impact acknowledges that no single person or entity has the resources or expertise to bring about pro-environmental actions for lasting social change. Take for example 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 the expansive problem of marine habitat destruction. As Sea Change partners, we then have to ask ourselves how do we go about empowering people to bring about real positive change in protecting the marine environment, i.e. how do we take a big picture view of the problem?
Use **Tool 9.1** to identify the isolated impact dimension and collective impact dimensions to your Sea Change intervention.

**Activity 9.2 – Understand the importance of a developmental, front-end assessment**

At the beginning of Sea Change, it is important for partners to take time and reflect on – **what needs to happen?** At this point in time, partners will undertake a developmental, front-end assessment of their offering. There is a high degree of uncertainty about **what** will work and **how** change will happen among partners. The developmental, front-end assessment allows for the process of co-design to unfold in an exploratory way. Use **Tool 9.2** to identify what is happening at this critical, yet early stage in Sea Change.

**Table 20 – Developmental, Front-End Assessment**

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Co-discovery - Your intervention is exploring and in development.</th>
</tr>
</thead>
</table>
| **What’s happening?** | ➢ Partners are assembling the core elements of their offerings and interventions, 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. |
| **Reflective Question** | What needs to happen? |

**Activity 9.3 – Understand the importance of a formative assessment**

At the half-way point of Sea Change, it is important for partners to pause, reflect and provide feedback on **how well their intervention is working**. At this stage, the uncertainty surrounding the design of your intervention has reduced as the core Sea Change Co-Creation Principles and Protocols are in place and partners are implementing agreed-upon activities and processes. Use **Tool 9.3** to outline what is happening at this half-way point of your Sea Change intervention.
Table 21 – Formative Assessment

<table>
<thead>
<tr>
<th>Phase 2</th>
<th>Co-design - Your intervention is evolving and being refined.</th>
</tr>
</thead>
</table>
| What’s happening? | - The core elements of your intervention are in place and partners are implementing agreed upon strategies and activities.  
- Outcomes are becoming more predictable.  
- The context of your intervention is increasingly well-known and understood. |

Reflective Question: How well is your intervention working?

Activity 9.4 – Understand the importance of a summative remedial assessment

The final stages of Sea Change will require partners to provide feedback on their insights and learnings. Partners will assess what differences did your intervention make? Here, partners will undertake a summative, remedial assessment of their intervention. The final assessment allows for a determination of impact, merit, value and significance. Use Tool 9.4 to identify what is happening in these final stages of your intervention.

Table 22 – Summative Remedial Assessment

<table>
<thead>
<tr>
<th>Phase 3</th>
<th>Co-delivery - Your intervention is stable and well-established.</th>
</tr>
</thead>
</table>
| What’s happening? | - Your intervention is well-established.  
- Implementers have significant experience and increasing certainty about “what works”.  
- Your intervention is ready for a determination of impact, merit, value, or significance. |

Reflective Question: What differences did your intervention make?

A Word of Caution

The Impact Protocol is designed to develop your understanding of impact and the need to ask yourself three important questions as you set about co-discovering, co-designing and co-delivering your intervention: what needs to happen? How well is your intervention working? And what differences did your intervention make? The protocol does not detail how project activities and processes will be measured on a continuous basis. For this information, please consult Deliverable 8.1
Want More Information

For more information on the Impact Protocol, see:

FROM YOU...

See the Impact Protocol in the Following Videos and Links:

**WP3 - EDUCATION**

- Millions of Tons of Plastic Ends up in the Ocean - Can it ever be cleaned up?
- Ocean Acidification Puts Norway in a Pickle
- New Research on Melting Arctic Ice and Impacts on Ocean Circulation
- Warming Oceans Are Releasing Methane - A Powerful Greenhouse Gas
- Planet Ocean
- Map Showing the Potential Impact of Sea Level Rise on the EU Coast Erosion and Population

**WP4 – WHERE SCIENCE AND SOCIETY MEET**

- Shark By-Watch UK
- Sea for Society - Building a Blue Society
- Every Ocean has a Massive Swirling Plastic Garbage Patch
- CLAMER (Climate Change & European Marine Ecosystem Research) Public Views on Marine Climate Change Impacts in Europe

**WP5 - GOVERNANCE**

- Marine Climate Change Impacts - Report Card 2013
- Sea for Society - Building a Blue Society
- Ocean Energy Forum - Building Ocean Energy for Europe
- Map Showing the Potential Impact of Sea Level Rise on the EU Coast Erosion and Population
- Marine Climate Change Impacts - Implications for the implementation of marine biodiversity legislation
Tool 9.1 – Identify Isolated Impact and Collective Impact Dimensions

**How and Why:** Use this tool to identify the isolated impact dimension plus the collective impact dimensions to your intervention.
Tool 9.2 – Outline your Developmental Front-End Assessment

How and Why: Use this Tool to begin thinking about your developmental front-end assessment vii

Keeping your Sea Change offering in mind, how are relationships developing with your work package partners?

How are relationships developing with your target group?

What seems to be working well and where is there early progress?

How should you adapt in response to feedback from your target group?
Tool 9.3 – Outline your Formative Assessment

**How and Why:** Use this Tool to begin thinking about your formative assessment.

Keeping your Sea Change intervention in mind, how can your intervention enhance what is working well?

What effects or changes are you beginning to see in your intervention?

What factors are limiting progress?

How can these factors be managed or addressed?
Tool 9.4 – Outline your Summative Remedial Assessment

**How and Why:** Use this Tool to begin thinking about your summative remedial assessment

What difference(s) did your intervention make?

What about your intervention has been most effective, for whom, and why?

- **Most effective:**
- **For whom:**
- **Why:**

What ripple effects did your intervention have on other parts of the system?
## Impact Checklist

<table>
<thead>
<tr>
<th>Impact Protocol Activities</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the isolated impact dimension and collective impact dimensions to my intervention</td>
<td></td>
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<tr>
<td>Outline the importance of a development, front-end assessment</td>
<td></td>
</tr>
<tr>
<td>Identify the importance of a formative assessment</td>
<td></td>
</tr>
<tr>
<td>Recognise the importance of a summative remedial assessment</td>
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Acknowledgments
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Contact
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Email: Christine.domegan@nuigalway.ie
Tel: 00 353 91 492730

‘SEA CHANGE, a big and sudden change, a change effected by the sea: a transformation
(Shakespeare & Merriam-Webster)

What is Sea Change?

Sea Change is designed to bring about a fundamental ‘Sea Change’ in the way European citizens view their relationship with the sea, by empowering them as ‘Ocean Literate’ citizens - to take direct and sustainable action towards healthy seas and ocean, healthy communities and ultimately, a healthy planet.

The key goals of Sea Change are to:

- Compile an in-depth review of the links between Seas and Ocean and Human health based on latest research knowledge outputs
- Build upon the latest social research on citizen and stakeholder attitudes, perceptions and values to help design and implement successful mobilisation activities focused on education, community, governance actors and directly targeted at citizens. marine education
- Build upon significant work to date, adopting best practice and embedding Ocean Literacy across established strategic initiatives and networks in order to help maximise impact and ensure sustainability
- Ensure that efforts to sustain an Ocean Literate society in Europe continue beyond the life of Sea Change through codes of good practice, public campaigns and other ongoing community activities
- Ensure that all activities of Sea Change are carefully monitored and evaluated to ensure maximum sustainability, effectiveness and efficiency and
- Ensure Knowledge exchange with transatlantic partners to bring about a global approach to protecting the planet’s shared seas and ocean.

Sea Change includes a mobilisation phase engaging with citizens, formal education and policy actors. Crucially the legacy of Sea Change, including continuing knowledge sharing with North America, is embedded within the project. Sea change is funded by EU Horizon 2020 research and innovation programme under grant agreement No. 652644.

What is Ocean Literacy?

European citizens are not fully aware of the full extent of the medical, economic, social, political and environmental importance of the sea to Europe and indeed to the rest of the world. Many of us are not aware of how our day-to-day actions can have a cumulative effect on the health of the ocean and seas – a necessary resource that must be protected for all life on the planet earth to exist.
In other words, European citizens lack a sense of ‘Ocean Literacy’ - an understanding of the oceans influence on us and our influence on the ocean. An ocean-literate person:

- **understands** the importance of the ocean to humankind;
- can **communicate** about the ocean in a meaningful way; and
- is able to make informed and responsible **decisions** regarding the ocean and its resources.

The Galway Statement on Atlantic Ocean Cooperation (2013) reinforced this need for Ocean Literacy for Europe. In Galway, top marine scientists from EU, US and Canada identified convergences between their respective scientific agendas. They concluded that together we can build a capacity to understand and predict major Atlantic and Arctic processes, as well as the changes and risks they carry in relation to human activities and climate change. The goals are to better understand the Arctic and North Atlantic and to promote the sustainable management of its resources. The work also studies the interplay of the Atlantic Ocean with the Arctic Ocean, particularly with regards to climate change. Five areas of cooperation were identified as priorities in the policy dialogue both with the US and Canada and are part of the Galway Statement commitments:

- Ocean Stressors (e.g. ocean acidification)
- Aquaculture
- Observing Systems
- Marine Microbial Ecology and
- Ocean Literacy

**How Sea Change will Co-Create Ocean Literacy?**

By using the concept of Ocean Literacy, Sea Change creates a deeper understanding of how the health of European citizens depends on the health of our ocean. While education and traditional advertising can be effective in creating awareness, numerous studies document that behaviour change rarely occurs as a result of simply providing information, but through initiatives delivered at the community level focusing on removing barriers to an activity while simultaneously enhancing the activity’s benefits. Sea Change brings about real actions using behavioural and social change methodologies. These actions will be assessed for their effectiveness over the lifetime of the project which, in turn, will allow the project to improve its techniques and spread a ‘Sea Change’ movement across Europe.

An essential feature of Sea Change is the co-creation of Sea Change principles and protocols. This will be achieved by the powerful collection of change agents who collaborate and cooperate under *Sea Change* to add value, act interdependently, share knowledge and build trust in innovative, scaled-out ideas and solutions to social challenges.
Sea Change Co-Creation Participation Protocol

Manifesting Ocean Literacy is the central theme of Sea Change and its 5 co-creation principles (1) The Change Principle; (2) The Client Principle; (3) The Competition Principle; (4) The Collective Principle and (5) The Creative Principle. The first Sea Change co-creation principle directs you to Value Co-creation to close value-action gaps. The second principle of Sea Change co-creation says to know, to really know, your target group(s). The third principle leads you to pay attention to other choices and alternatives. The fourth principle shows how we cannot separate ourselves from our environment. The fifth and final Sea Change co-creation principle tells us to seek imaginative and innovative solutions. These co-creation principles are the necessary ingredients for Sea Change to bring about an Ocean Literate population. They are mutually aligned and reinforcing principles to generate Sea Change transformation. Figure i presents a visual way to highlight these Sea Change Co-creation principles.

Figure i – The Five Sea Change Co-Creation Principles
What is the Participation Protocol?

Participation is about collaboration, empowerment and direct active engagement with your target group through ALL stages of your Sea Change work. Participation is about speaking and listening to people on their own terms. Participation goes significantly beyond just asking people for their opinions or what might be called ‘participation by consultation’. It gives your target group a voice about the barriers to change and ownership and responsibility for solutions to influence their welfare. Research is interactive; it’s ‘with’ and not ‘on’ your target group. As can be seen in Figure ii below, we are moving towards collaborating and empowering our target group.

Why is the Participation Protocol Important?

By adopting the Change Principle as your prime directive for Sea Change, you work on closing value-action gaps to bring about a more Ocean Literate population. A value-action gap is a mismatch between a person’s values/attitudes and behaviour or put another way, the difference between what people say and what people do. Direct active participation by individuals, communities and policy decision makers is the foundation for closing value-action gaps. Active participation to define the barriers to change and potential solutions is more empowering because it reflects values important to the individual and increases control. Participation provides the necessary dialogue, interaction and mutual learning to manage and “resolve highly complex issues”x, such as influencing human behaviour and the choices we make concerning the Ocean.

Attempts to influence behaviour should start with an understanding of the target group you want to do the changing. The activity is to work out why they do what they do at present, their values and motivations, and use this understanding to develop an offering that is equally appealing but with positive personal and/or social outcomes. This Client Principle is central for Sea Change co-
creation as successful behaviour change is built through a well-grounded understanding of current behaviour and the people engaged in it.

Learning Objectives

This manual gives a brief introduction to Sea Change’s Participation Protocol and then outlines each of the participation tasks that must be completed by Sea Change partners involved in WP3. A number of worksheets and checklists are also provided in the tools section.

This Sea Change Participation Protocols Learning Manual was developed to be part of a 1.5 day learning workshop. By the end of this workshop partners should:

- Have a clear understanding of Participation Protocol
- Understand the difference between Participation Content, Context and Process
- Be familiar with the four Participation Consultation stages
- Have agreed on a trigger question to be used by all partners within the work package
- Understand how to use the ISM software
- Understand how to read Structural Maps
- Know who to include in the facilitation team
- Understand the golden rules of facilitation
- Understand the importance of choosing a suitable training venue
- Know about reporting requirements and
- Put in place a follow-up strategy with consultation participants.
Overview of WP2 Tasks

Task 2.1
- Define co-creation principles and benchmarks for application and testing in WP3, 4, 5

Task 2.2
- Train the Sea Change Partnership to become "Sea Change Agents"
- Design co-discovery, co-design and co-delivery consultation protocols for WPs 3, 4 and 5

Task 2.3

Task 2.4
- Deliver a participation protocols learning workshop and manual

Task 2.5
- Train the extended Sea Change partner networks to become "Sea Change agents"
Overview of WP2 Objectives

The objective of WP2 is to co-develop and support selected social innovation participation and consultation processes and protocols to be used over the whole duration of the project, supporting all other WPs.

Specific Objectives:

Objective 1: Define co-creation principles for Sea Change WPs.

Objective 2: Train the Sea Change partnerships to become “Sea Change agents”.

Objective 3: Design Sea Change co-discovery, co-design, co-delivery consultations protocols underpinned by co-creation objectives for application in WP3, 4 and 5.

Objective 4: Train WP3, 4 and 5 in Sea Change co-discovery, co-design, co-create consultation protocols for WP3, 4 and 5 activities.

Objective 5: Refine co-creation principles based on test sites and WPs results.

Objective 6: Train the extended Sea Change networks to become “Sea Change agents”
What’s inside?

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Participation Protocol - WP3 Consultations

Partners in WP 3 consultations use a Collective Intelligence (CI) methodology to involve target group(s) in active, direct participation for Sea Change. CI is a **barriers and value structuring** methodology. CI is a process of **critical learning** and **reflection** followed by **action**, and then by more critical learning to enable mobilisation, design and development ‘with’ people rather than on their behalf. CI utilises easy to use software; Interpretive Structural Modelling (ISM), which aids participants in the consultation process. As can be seen below in Figure 1, CI takes participants through four stages: **Barrier Generation, Barrier Categorisation, Structuring Barriers** and **Generating Options**.

![Figure 1: Consultation Stages](image)

The Barrier Generation phase takes place **online** and is completed prior to a one day consultation workshop. The second phase, Barrier Categorisation, is first done by an internal working group and then completed by participations during a **one-day consultation workshop**. The Structuring Barriers and the Generating Options phases are also be completed by participants during the one day consultation workshop.
Want More Information

For more information on the Collective Intelligence Methodology, see:

Setting up for Your Consultation

A number of tasks must be completed before the first stage of Collective Intelligence and prior to your one day consultation workshop.

Task 1 - Establish an Internal Working Group

An internal organization-based working group consisting of five members must be created by each partner to prepare the settings for your consultation workshop. The working group is best to include the following people: a marine expert, a social expert, WP theme expert outside Sea Change partners, the person who will be facilitating the consultation workshop and the co-facilitator (most likely WP partners).

A strong facilitator is required to manage the internal working group and its responsibilities; facilitate the consultations and play an impartial, neutral role in the workshop. Ideally the person who has attended the training is the main facilitator. As a range of participants are included in the consultations, it is inevitable that they have a diverse range of interests, views, values and barriers, which may lead to conflict. The facilitator must be capable of handling any conflict and ensure your working group and consultation participants reach a unified approach.

A co-facilitator is present in the consultation workshop to aid the facilitator. The co-facilitator is responsible for recording the participant’s views and inputting the data into the software package. The co-facilitator must be familiar with the CI process.

You are advised to have an assistant who is responsible for note taking or recording meetings and the consultation workshop. Important discussions take place during the course of the consultation workshop. It is helpful for these conversations to be captured and clarified by the assistant.

Golden Rules of Facilitation

- The facilitator is there to GUIDE participants through the process.
- The facilitator should NOT contribute to the content.
- The facilitator should remain reflective, curious and open throughout the consultation.
- The pace should be SLOW, and the facilitator should not rush the stakeholders through any of the stages.
- If the group gets fatigued at any stage, give them a short break.
Task 2 – Identify and Clarify a Trigger Question

In order to gain an insight into participants’ thoughts about your specific Sea Change WP, a trigger question must be developed. The trigger question is used during the Barrier Generation stage to initiate thinking, reflection and discussion among participants. When consulting with participants all partners within the individual WPs must use the same trigger question. The trigger question is phased

“What are the barriers to Ocean Literacy in relation to..........”

In WP3, the trigger question is ‘What are the barriers to teaching 12-19 year olds about the Ocean?’

Tool 1 was used by members to reach a final agreement in Work Package 3 on the trigger question.

Task 3 – Consultation Software Package

A software package, Interpretive Structural Modelling, (ISM) is free to all partners in order to assist with the consultation workshop. The software was produced at NUI Galway as part of the EU Sea for Society project. The foundations of the software lie in systems thinking and in the works of John Warfield*. The software package identifies relationships among barriers and imposes structure on those barriers in order to manage the complexity of the issue. A detailed guide on how to use the ISM software is in Appendix 1. Use Tool 2 to ensure you are familiar with the software prior to running your consultation workshop.

Task 4 – Prepare Materials for the Consultation Workshop

Prior to beginning your consultation workshop, ensure that you have ALL of the necessary materials in hand. A checklist of needed materials is in Tool 3.

Task 5 – Choosing a Consultation Workshop Venue

Choosing a suitable training venue for the consultation workshop is essential. The participants are spending an entire day in this room so it is important to ensure that the room is spacious and has natural daylight. The room must have lots of clear wall space to display the A4 sheets with barriers, categories and options written on them. If there is no wall space OR you cannot stick A4 sheets on the walls, you will need a large number of poster boards. At the beginning of the session the room must be set-up in a U-shape style. Later on in the workshop, participants will be broken into smaller groups so it must be possible to reconfigure the room at this point. When choosing a training venue, use the checklist in Tool 4 to ensure that it meets all of the criteria.
An example of an excellent workshop venue can be seen below in Figure 2.

**Figure 2 – Consultation Venue**

![Consultation Venue](image)

**Task 6 – Participant Consultation Recruitment**

Revisit your Sea Change Co-creation Principles and Protocols manual, specifically your Boundary and Stakeholder Protocol outcomes. All stakeholders who were classified as Incumbents, Challengers or Regulating Agencies as part of your Boundary and Stakeholder Protocol (see A Set of Sea Change Guiding Principles and Protocols Manual, Task 3.6) are invited to contribute barriers via online consultation. However, only a select few stakeholders are invited to your one-day consultation: a minimum of 12 participants and a maximum of 21 participants. You must include, at the least, four incumbents, four challengers and four regulating agencies previously identified. This mixture of diverse groups of workshop participants ensures that there is a representation of all interests and values at your workshop. If only incumbents were included in your consultation sessions, it would not give an accurate insight into the issues at hand. By including participants from each of the three groups, a more diverse range of barriers and solutions are generated and representative of the situation. Further clarification on numbers required for WP3 consultations can be found in Appendix 2.

For the participants you want to invite to the one-day consultation, you are asking them to commit to a full one-day consultation and some online work prior to the consultation. If your invited participant cannot commit to this, they can still be included in the Barrier Generation task that takes place online.
Task 7 – In-House Dry Run

Prior to running your workshop, it is strongly advised that you first run an internal workshop to ensure you are familiar with all aspects of CI and the ISM software.

Task 8 – Event Debrief

Following the in-house dry run the facilitation team should take some time to reflect on the consultation. **Tool 5** can be used to identify what worked well, what didn’t work well and what you would do differently when running the actual consultation.

The Consultation

With set up done, you now move into running your consultations. Your consultation has an online and workshop component. During the Barrier Generation phase, participants are asked to **generate barriers** in relation to your trigger question. The participants are also asked to provide a clarification for each barrier identified. Barrier Generation occurs online. The Barrier Categorisation phase involves **categorising** all of the barriers into distinct groups. Most of this categorisation work is undertaken by the **Internal Working Group** with some taking place during the consultation workshop. This is followed by the Structuring Barriers phase, again in the consultation workshop. The ISM software package is utilised during this stage and the group of participants answer a series
of relational questions to determine which barriers are the most aggravating. The outcome is a structural map. The final stage of your consultation workshop is Generating Options. During this stage, the participants work in smaller groups. Each group is assigned a category(ies) and work together to generate options to overcome the barriers in their assigned category(ies). To complete your consultation process, a report of the barriers, a structural map together with solutions is sent to all participants (online and those who took part in the workshop).

**Online Consultation**

### 1. Barrier Generation

**Task 9 – Individual Barrier Generation**

During the first phase of barrier generation ALL identified participants are sent an e-mail asking them to generate barriers using your trigger question. In the e-mail, participants are asked to generate five barriers in response to your trigger question. Following each barrier, participants are also asked to provide a clarification sentence. The participants are provided with a number of starter phrases to help them generate barriers (Appendix 9 for workshop participants and Appendix 13 for online participants). Sample invitation e-mails and recommended attachments for the workshop participants can be found in Appendices 3 to 9. Sample invitation emails and attachments for the online participants can be found in Appendices 10 to 13. You should adapt these e-mails for your Sea Change workshop and native countries.

<table>
<thead>
<tr>
<th>Sample Starter Phrases for Barrier Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to ...</td>
</tr>
<tr>
<td>Lack of ...</td>
</tr>
<tr>
<td>Hostility toward ...</td>
</tr>
<tr>
<td>Shortage of ...</td>
</tr>
<tr>
<td>Inadequate ...</td>
</tr>
<tr>
<td>Interference from ...</td>
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<tr>
<td>Others</td>
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<tr>
<td>Inability to ...</td>
</tr>
<tr>
<td>Refusal to ...</td>
</tr>
<tr>
<td>Conflict between ...</td>
</tr>
<tr>
<td>Unwillingness to ...</td>
</tr>
<tr>
<td>Demand for ...</td>
</tr>
<tr>
<td>Resistance ...</td>
</tr>
</tbody>
</table>

**Task 10 – Collate Barriers**

At this stage, the internal working group collate ALL of the barriers plus clarifications and transcribe them to a word document. The working group next deletes any duplicate barriers. Duplicate barriers are barriers that are an exact copy of a previously identified barrier. The working group must take care to only delete barriers that are obvious duplicates. Each barrier statement should
only contain one idea. If the barrier contains more than one idea, the internal working group split the barrier into two separate barriers.

**A Word of Caution!**

You need to keep track of what duplicate barriers you deleted and why as well as the barriers divided into 2 barriers.

**Task 11 – Collective Barrier Generation**

There is a second stage of Barrier Generation. It involves the 12-21 participants who will be attending the one-day consultation workshop. These workshop participants, contacted via e-mail before the workshop, are presented with a complete list of the barriers generated by all online participants. There is no need to send the clarifications at this stage. The workshop participants are asked to take some time to familiarise themselves with the barriers. On review of the complete list of barriers, the participants may generate additional barriers. An e-mail attachment template that can be used when contacting participants for the collective barrier generation can be found in Appendix 9 for workshop participants and Appendix 13 for online participants.

**Task 12 – Second Collation of Barriers**

The internal working group adds any extra barriers generated by the workshop participants and again deletes any duplicate barriers or divides barriers that contain more than one idea into two separate barriers. This completed list of barriers from the two rounds of barrier generation is then inputted into the ISM software. Details on how to do this can be found in the ISM software guide in Appendix 1. The internal working group also has to transcribe all barrier statements to blue A4 sheets, one barrier per sheet, in preparation for the consultation workshop. When transcribing the barriers onto the A4 sheets, each barrier is numbered, the number given should correspond to the number that the barrier has in the ISM software.

2. **Barrier Categorisation**

**Task 13 – First Stage Barrier Categorisation**

When all the barriers have been transcribed to A4 sheets, the members of the working group place 10 white A4 sheets (landscape) on a separate wall/display board, ordered horizontally from left to right across the wall as high as you can reach. Leave space between the ten white pages so that you can have two columns of barriers beneath. Select any 8 barriers at random and move them beneath the first 8 A4 sheets, leaving the last two white sheets empty. The working group must ensure that the eight barriers on the wall are distinct barriers.
Remove a 9th barrier at random from the barrier pile. The group engages in paired comparison between barrier 9 and each of the 8 barriers on the wall/display board. For each of the 8 paired comparisons, the facilitator asks the internal working group the following question:

“Do you see any commonality between this barrier and this one on the wall?”

The facilitator does this for each of the 8 barriers in turn. The facilitator also asks the group:

“With which item does the barrier have the strongest commonality?”

If a barrier does not have a strong commonality with any of the 8 categories, place it beneath one of the two remaining empty categories. Repeat the steps above for barriers 10, 11, 12, etc. Continue until there are four or more barriers in at least five categories (minimum of 20 barriers on your wall broken down into 5+ categories).

Figure 3 – Barrier Categorisation
When there are four of more barriers in a category set, the working group gives a name to the category. Make sure there is agreement on a category name. If a category name does not come easily to the group at this stage, leave the naming of the category until later in the process. Repeat the above until at least five of the categories have names.

The Internal working group continues this process until all barriers are categorized.

There must be at least four barriers within each category. If there is a category with less than four barriers, try to place these barriers within another category.

The working group reviews the categories and ensures everyone is happy with the categorisation. Remove barriers from the wall/display board, category by category. Keep these barriers and category names safe as they will be reused for the consultation workshop. The team should transcribe all of the categories and barriers within each category to a word document. Send the list of categories and barriers to the 15-21 workshop participants prior to the face-to-face consultation.

**Consultation Workshop**

At this point, you are now set up to run your consultation workshop. The facilitator and co-facilitator conduct the consultation workshop with recruited participants. Remember your room set up - all of the categories/barriers will need to be on display in your workshop before participants arrive.

**Task 14 – Introduction to Workshop**

The workshop itself starts with the facilitator welcoming participants and describing the broad goals of the session:

- To **work together** to understand barriers
- To **work together** to generate options to overcome barriers

Taking turns, participants introduce themselves; provide their name, the organisation they represent and their connection with the project. Depending on the group and the cultural context, there may be a need for an ice-breaker exercise.

As part of your introduction to the consultation workshop, it’s helpful for all to distinguish Context, Content and Processes of the workshop.

**Context**: Remind participants that you are working in a particular context defined by the Sea Change project.

**Content**: Remind participants that their primary role is to review barriers, structure them and generate options relevant to the context and the particular issue they are addressing.
Process: Remind participants that the facilitation team is there to manage the flow of activities, including the implementation of various methodologies that will allow us to accomplish our goals. Remember, facilitators are not there to influence the content.

A suggested timeline for the consultation one day workshop is outlined in Appendix 15.

Task 15 – Second Stage Barrier Categorisation

The facilitator invites and guides the participants through the barrier categories and allows them some time to refresh their memories and review the barriers and categories. As the categories have been emailed to the participants prior to the workshop, the participants should be relatively familiar with the categories and barriers.

Following the review of the categories, you ask participants if they are the happy with the barrier categorisation. If the participants feel that some barriers would be more appropriate in another category, they are given the opportunity to move them. Green sticky notes are made available to the participants who wish to move barriers to another category. You instruct participants to take one sticky note, write their name on it and place it on one of the barriers on the wall/display board that they think would be more appropriate in another category. You then review and discuss the proposed category amendments with the group and make any necessary modifications, removing the green sticky notes as you go. At this stage, the participants should also be encouraged to ask for the rationale for the re-categorisation of individual barriers.

Figure 4 – Second Stage Barrier Categorisation
Task 16 – Voting for Most Important Barriers

Now engage the group in a voting process to identify the most important barriers:-

- Distribute a set of red sticky dots to participants. The number of red sticky dots given to participants varies depending on how many barrier categories there are. If there are 8 categories, distribute a set of 8 red sticky dots, if there are 9 categories, distribute a set of 9 red sticky dots, etc. Participants are asked to place one red sticky dot on one barrier from each category they consider to be the most important.

- Distribute to participants 4 additional red sticky dots (the number of additional sticky dots remains the same whether there are 8, 10 or 12 barrier categories). Ask participants to place the sticky dots on any four remaining barriers they consider to be of high importance from any category. The additional red sticky dots can be placed on a barrier that the participant has previously voted for if they consider it to be very important.

- Based on collective selections of the group, identify the top 10, 11 or 12 barriers for structuring. If there is a tie between barriers, the facilitator may include more or less barriers (between 11 and 13 barriers) in the structuring.

Figure 5 – Voting for the Most Important Barriers

Task 17 – Enter Barriers into the ISM software

A coffee break for participants at this point allows the co-facilitator to move the top voted barriers into the structuring field in the ISM software (revisit the ISM software guide in Appendix 1). Activate the structuring software tab and enter the relational statement significantly aggravates in the keyword cell. Check to see that the context statement is visible in the structuring tab. A relational question will be identified; the software package will then generate questions which will be projected on to a screen in front of the group.
3. Structuring the Barriers

Task 18 – Begin Barrier Group Structuring

Your relational question for barrier structuring is “Does barrier A significantly aggravate barrier B?” When the first relational question appears on the screen read the question slowly to participants. Read with curiosity, interest, correct emphasis, but without prejudgment. After participants have had time to consider the question, ask a simple question such as: “What do you think?”, or “Does anyone see a relationship between these two barriers?” When a participant presents an argument in favour of a yes vote (i.e., that one element significantly aggravates another), the facilitator may ask them to clarify their reasoning for the group, using questions such as: “Can you explain your thinking to the group?”, or “Can you elaborate and share your rationale with the group?” When asking these questions in your own local context, use phrasing that is most culturally appropriate. Maintain a stance of curiosity, reflectiveness and neutrality.

Figure 6 – Structuring Barriers

Keep in mind that for participants this is a new process and so it’s important to take care when presenting relational questions. Also, it’s important to note to participants that this is not a debate: it’s not about winning an argument; it’s not about right or wrong answers. It’s about being reflective, curious, open, and providing rationales for what you think.

When a participant presents an argument in favour of a no vote (i.e., that one element does not significantly aggravates another), the facilitator may ask them to clarify their reasoning for the group, using questions such as: “Can you explain your thinking to the group?” Again, maintain a
stance of curiosity, reflectiveness and neutrality. After one person has spoken and presented their rationale, ask the question: “What do other people think?”, or “Are there other thoughts or opinions?” After the group has finished deliberating, take a vote using a show of hands, asking the question “How many say ‘yes’ (i.e., Element A does significantly aggravate element B). If at least 60% vote yes (For example, if 12 of your 20 participants say ‘yes’), click the ‘yes’ button in the software. If it’s less than 60% enter no.

For the first 10 comparisons and votes, it is important to maintain a slow deliberative pace as above. As workshop participants become more familiar with the process it may be possible to move faster. There may be some relational questions that are immediately clear to the entire group and don’t require very much discussion. Every time a barrier appears for the first time, it is important to take a moment to review the meaning of the barrier with the group.

The group will get tired and fatigue, so you need to keep them engaged throughout and perhaps include several short breaks. When structuring 12 barriers, there will be 50 – 70 decisions that need to be made by the group, so pace yourself and time breaks appropriately. When all barriers are structured, the software will tell you that structuring is complete and your structural map is now ready.

A Word of Caution

Be sure to save your structural map and the ISM file at this point.

Key Principles to Keep in Mind When Structuring

- Remind participants that it’s not about being right or wrong; it’s about being curious, reflective and open.
- It is a new process for most participants so take your time.
- Read relational questions slowly with curiosity and interest.
- Do not judge the participants.
- Allow for unscheduled breaks if the group becomes fatigued.

Task 19 - Review the Structural Map

Display the structural map on the screen and explain to workshop participants how to interpret the structure. The structural map is read from left to right, with barriers on the left having the most aggravation. There may be multiple paths of aggravation that need to be described, depending on how complex the structure is. Some barriers may be in cycles i.e., with two or more barriers appearing together in a box, which means that these barriers are reciprocally inter-related. A sample structural map can be seen in Figures 7, 8 and 9 below.
The participants generally find the structural map interesting and engage in animated discussion of the results. However, they may, as a whole, want to revisit the placement of one or two barriers, even though it reflects their original voting. In this situation, barriers can be removed and restructured. This process of restructuring a barrier can sometimes facilitate deeper learning in relation to particular barriers (details on restructuring can be found in the ISM Software Guide).

A selection of structural maps from the Sea for Society stakeholder consultations can be seen below in Figures 7, 8 and 9.
These barriers are in a cycle, meaning they significantly aggravate each other.

The map is read from left to right, with barriers on the left having the most aggravation.

We can see three paths of aggravation in this structural map.
Figure 8 – Sea for Society, Swedish Energy Stakeholder Map

The map is read from **left to right**, with barriers on the left having the most aggravation.

We can see **five paths of aggravation** in this structural map.

These barriers are in a **cycle**, meaning they significantly aggravate each other.

- **1.** Difficulty in predicting profitability and attracting capital (19)
- **2.** Insufficient seed funding and support (35)
- **3.** We have no knowledge of the implications of human intervention in the marine environment (15)
- **4.** The inability to see, sense that it all hangs together (26)
- **5.** Lack of a national strategy (6)

- **Low level of knowledge about the marine environment (26)**
- **Difficult for the majority to see what is happening under the sea surface (26)**

- **We have no knowledge of the implications of human intervention in the marine environment (15)**

- **Thinking short-term (25)**

- **No sense of financial accountability on the part of those exploiting the sea (2)**

- **The consulting and unvested licensing procedures (18)**

- **Human behaviour: not in my backyard (64)**
These barriers are in a cycle, meaning they significantly aggravate each other.

The map is read from left to right, with barriers on the left having the most aggravation.

We can see five paths of aggravation in this structural map.
4. Generating Options

The workshop participants break for refreshments after structuring barriers and before generating options. The facilitators may need to move the categories and related barriers around the wall/display boards to ensure that the participants will have sufficient space to post the options they are about to generate. Recall, the layout of the room alters from a U-shape to smaller group tables in a circular arrangement now.

Task 20 – Generate and Discuss Options

Participants are divided into four smaller groups, each tackling two of the eight categories (the number of groups will depend on the number of categories that were generated). During the first round of options generation, participants are asked to focus on their first assigned barrier category. Participants, in their smaller groups, are asked to generate options in response to the barriers in the given category. The facilitator uses “What are options for overcoming the barriers in the category...?” as guiding question for the options stage. Options may include, for example, Initiatives, Programmes, Actions, Recommendations, Policies, Activities, etc. A handout to guide option generation can be distributed to participants during the Generating Options stage (Appendix 5). The smaller participant groups record all their options on a sheet of paper.

Continue this exchange process until all options have been generated and discussed within their smaller group. Participants transcribe all options onto pink A4 paper, one option per page, written in large font with markers, and post their options on the wall beneath the appropriate category heading.

The facilitator invites participants to repeat task 1 above for second assigned barrier category.

Task 21 – Present and Selection of Options

Each group nominates one person to present the options the smaller group proposed to all workshop participants. Other participants have an opportunity to ask questions for clarification.
Figure 10 – Presentation of Options

Distribute to all workshop participants a set of red sticky dots (one per category). For each of the sticky dots, participants place it on one option from each of the categories (if there are 9 categories, the participants are given 9 sticky dots, if there are 10 categories, participants get 10 sticky dots etc.). Participants are asked to select options based on the following criteria that

- Will have a high impact.
- The option is feasible.
- Can be rolled out in a reasonable time-frame.
- There are people who could champion the option.

Distribute to all participants 4 additional red sticky dots. Ask participants to place the sticky dots on any four options they consider to be of high importance from any category. Participants can use these 4 red sticky dots to vote for options they have already voted for if they consider the option to be very important. Based on collective selections of the group, identify the top ranked options by counting how votes each option has received. Review and discuss selected options with participants.

Wrap-Up and Follow-Up

The consultation workshop is now coming to an end. The facilitator and co-facilitator thank all participants for their time and contributions to Sea Change. Remind the participants that a report of the consultation will be sent to them, along with a final project report and other
materials, if they wish. The facilitator must ensure they have all the participants’ e-mail/addresses for follow-up as well as storing all the barriers categories and options for reporting.

**Task 22 – Prepare a Summary Report**

Each partner is required to submit a summary report following each consultation. The report includes all barriers generated, as well as their clarifications, the categories that were generated, the structural map and the options generated by the workshop participants. A sample report will be sent to all partners following the training. Partners should use this report as a template when completing their own reports.

In order to write the report the facilitation team must take all of the barriers, options and categories from the wall. Each category should be placed into a separate folder with the category heading, followed by all of the barriers within that category and all of the options. The facilitation team is also advised to take photos of the categories, barriers and options before taking them down from the wall.

**Task 23 – Event Debrief**

Following each consultation the facilitation team should take some time to reflect on the consultation. Tool 5 can be used to identify what worked well, what didn’t work well and what you would do differently if you were doing it again.
TOOLS
**Tool 1 – Trigger Question Identification Tool**

**How and Why:** This exercise will **identify** and **clarify** a trigger question that can be used by all partners within the Work Package when consulting with stakeholders.

<table>
<thead>
<tr>
<th>Segment Name</th>
<th>Aim of the Consultation</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

Consider the following possible trigger questions:

**WP3:** What are the barriers to teaching 12-19 year olds about the Ocean?

Which of the above trigger questions do you think would be most appropriate for the purpose of generating barriers with stakeholders within your Work Package?

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What other trigger questions could be used when working with the stakeholders within your Work Package to generate barriers?

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As a group reach a consensus on the trigger question that will be used by all partners within the Work Package.

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Consider the translation of the trigger question into your native language. Does it make sense?

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</table>
**Tool 2 – ISM Software Checklist**

**How and Why:** Use this checklist to ensure you are familiar with the ISM software package.

<table>
<thead>
<tr>
<th>Enter Workshop Information</th>
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</thead>
<tbody>
<tr>
<td>Enter Participants Information</td>
</tr>
<tr>
<td>Enter Facilitator Information</td>
</tr>
<tr>
<td>Enter Barriers</td>
</tr>
<tr>
<td>Enter Clarifications</td>
</tr>
<tr>
<td>Move barriers into the Structuring Tab</td>
</tr>
<tr>
<td>Enter Keyword and Context Statement in Structuring Tab</td>
</tr>
<tr>
<td>Structuring</td>
</tr>
<tr>
<td>Re-Structuring the Map</td>
</tr>
<tr>
<td>Save Your Structural Map</td>
</tr>
</tbody>
</table>
**Tool 3 – Checklist of Materials Needed**

**How and Why:** Use this checklist prior to the one day consultation to ensure that all of the necessary materials are on hand.

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Flipchart Stand</td>
<td></td>
</tr>
<tr>
<td>Flip Chart Size Paper</td>
<td></td>
</tr>
<tr>
<td>200 Light Blue A4 Sheets (Barriers)</td>
<td></td>
</tr>
<tr>
<td>200 Light Pink A4 Sheets (Options)</td>
<td></td>
</tr>
<tr>
<td>A4 white paper – 100</td>
<td></td>
</tr>
<tr>
<td>50 markers (mixtures of black, blue and green)</td>
<td></td>
</tr>
<tr>
<td>5 red markers</td>
<td></td>
</tr>
<tr>
<td>Posterboards (if you can’t stick bluetack on the walls)</td>
<td></td>
</tr>
<tr>
<td>Bluetack and/or White sticky tape</td>
<td></td>
</tr>
<tr>
<td>Writing pens for all participants</td>
<td></td>
</tr>
<tr>
<td>Small post-it notes (2 packs red)</td>
<td></td>
</tr>
<tr>
<td>Red Sticky Dots (3 packs)</td>
<td></td>
</tr>
<tr>
<td>Name tents for each participant</td>
<td></td>
</tr>
<tr>
<td>Name badges for each participant</td>
<td></td>
</tr>
<tr>
<td>Projector</td>
<td></td>
</tr>
<tr>
<td>Connection to Projector</td>
<td></td>
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<tr>
<td>Laptop</td>
<td></td>
</tr>
<tr>
<td>Collective Intelligence ISM Software</td>
<td></td>
</tr>
</tbody>
</table>
## Tool 4 – Choosing a Training Venue

**How and Why:** Use this checklist to assist you in choosing a suitable training venue.

<table>
<thead>
<tr>
<th>Location that is easily accessible to participants</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Room that can be reconfigured</td>
<td></td>
</tr>
<tr>
<td>Large wall space for overhead projections</td>
<td></td>
</tr>
<tr>
<td>Parallel large wall space for Barriers and Options</td>
<td></td>
</tr>
<tr>
<td>Poster boards if it is not possible to stick barriers on the wall</td>
<td></td>
</tr>
<tr>
<td>U-Shape set-up</td>
<td></td>
</tr>
<tr>
<td>Natural Daylight</td>
<td></td>
</tr>
</tbody>
</table>
**Tool 5 – Event Debrief**

**How and Why:** Use this worksheet to evaluate the strengths and weaknesses of your consultation and transfer lessons to future consultations.

**Strengths – What worked well?**

**Weaknesses – What didn’t work so well?**

**Lessons Learned – What would I do differently the next time around?**
APPENDICES
Appendix 1 – Interpretive Structural Modelling Software Guide

This details how to use the ISM software for the Sea Change consultations. All partners are advised to run a **test consultation** in-house prior to the actual consultation to ensure they are familiar with all aspects of the software. It is important to note that the main facilitator who will be running the consultation will NOT be in charge of entering the data into the software. The main facilitator will be focused on facilitating the participants through the Collective Intelligence Stages. A second co-facilitator will be tasked with this job. Both facilitators should however have a **good knowledge of the software**.

Opening the Software

When you first open the ISM software, you will see five tabs at the top of the screen. These are: workshop information, participants, barriers, voting and structuring. In order to move from one tab to another, simply click on the tab that you wish to go to.

Prior to the Consultation

A number of tasks can be completed prior to the consultation. Firstly, the **workshop information** may be entered into the tab. Here, you can enter the trigger question, context statement, title, date, host organisation, location and objectives. Once this information is entered, you can save the document by clicking File and Save.

The second task which you can complete prior to the consultation is to enter the **participant’s information**. In this step, you must enter information about each of the participants who are taking part in the consultation. You can enter information such as first name, last name, job title, address, type of participant (participant, observer or facilitator) and telephone number. After you input the information for the first participant click the “next” button rather than “save”. By clicking next, rather than save you are brought to the next line and can enter the next participants’ information.

The most important pieces of information to include in this step are the **participant’s names**, and whether they are a participant, observer or facilitator. This information will be required during the voting stage. If you need to delete a participant from the list, click on the selected participant from the list, and at the bottom right-hand side of the screen, click the button that says “Delete Selected Participants”. Once all of the participant information is inputted, save the file.

The final task which partners can compete prior to the consultation is to enter the necessary information in the **structuring tab.** In the keyword tab partners should enter the words, “**significantly aggravates**”. In the context statement partner should enter the word “Does”. As these words are entered into the software, they will appear on the screen which will be shown to partners during the structuring phase. Save the file once all of this information is inputted.
Generating Barriers

The first set of barriers will be entered into the software once all stakeholders have sent their three to five barriers by e-mail. As the facilitator will be able to read all of the barriers prior to entering them into the software, it is advised that all duplicates be removed prior to entering them into the software. If an idea is actually two barriers, the facilitator is advised to split this barrier statement into two separate and distinct barriers prior to entering it into the software.

The second set of barriers will be entered into the software following the same structure as above. As previously mentioned in relation to the participant information, press the “new” button rather than the “save” button after each idea is entered into the software.

Categorisation Stage

During the final phase of the categorisation stage, participants will be asked to vote for one idea from each category which they feel is the most important. They will then be given four additional votes which they can place on any idea which they feel is important. Based on this, the facilitators will identify the top 12 barriers that will be structured by the group.

In order to move the barriers into the structuring tab, click on the individual idea and press the arrow button that faces right. The idea will then move to your structuring set. If you accidentally move a wrong idea to the structuring set click on it and press the arrow that points left and it will move out of the structuring set.

Structuring barriers Stage

Open the structuring tab on the software and select “my structuring set” from the Select Structuring Set Tab. Click on Toggle Fullscreen to ensure that participants can see the questions clearly. As the participants vote yes or no, click the relevant button. You may wish to show the participants the map as it progresses, if so click on the view graph button.

When all of the relational questions have been asked, show the participants the map and give them some time to digest the information. At this stage it might transpire that partners do feel the location of one or more barriers in the map do not portray the situation accurately. At this stage, partners can be given the option to take these barriers out of the map and to restructure them.

Restructuring Barriers

In order to restructure an idea you must return to the voting tab and the “Structuring Sets” section. Select the idea which the group wishes to restructure and click the arrow that faces left. The idea will be removed from your structuring set and hence then map. You then must move the idea back to the structuring set by clicking on it and clicking the arrow that faces right. Return to the structuring tab and the group will be asked a second series of relational questions relating to that particular barrier. Once all of these questions are answered the group will be presented with a new map.
Appendix 2 – Numbers Required for WP3 Consultations

With the consultation workshop, it is recommended having 12-21 people in the room:

- 21 is the absolute maximum number
- 15 is your ideal number
- 12 is the absolute minimum number

*(Please note if less than 12 people show up on the day, you will have to cancel the workshop).*

It is also recommended that each workshop should include an **equal number** of incumbents, challengers and regulating agencies in the room (see Sea Change Guiding Principles and Protocols Manual, Task 3.6).

- 21 = 7 incumbents + 7 challengers + 7 regulating agencies
- 15 = 5 incumbents + 5 challengers + 5 regulating agencies
- 12 = 4 incumbents + 4 challengers + 4 regulating agencies

When we say 5,5,5 or 4,4,4 these numbers relate to organisations. It’s recommended that you contact at least 2 people from each of the 21/15/12 organisations with the hope that one of two people will agree to participate in your online workshop and the consultation workshop.

**To summarise:**
If you want 15 in your workshop:-

- For Challengers: Contact 5 Organisations x 2 people = 10 people contacted
- For Incumbents: Contact 5 Organisations x 2 people = 10 people contacted
- For Regulating Agencies: Contact 5 Organisations x 2 people = 10 people contacted

**Side note:** We appreciate it may be difficult to have the exact number in the room e.g. 5,5,5. Instead you might have 5,6,5 or 4,5,5. This is perfectly acceptable. However, it would not be appropriate to have 6 incumbents, 5 challengers and 1 regulating agency in your consultation workshop.

That’s the first element sorted, next to the online consultation component ...

At this stage, you will now have 21 /15 /12 confirmed for your consultation workshop and the online consultation.

You now have to contact 24 to 30 Organisations for the online consultation:

- 24 Organisations = 8 challengers x 1/2/3 individuals + 8 incumbents x 1/2/3 individuals + 8 regulating agencies x 1/2/3 individuals
- 30 Organisations = 10 challengers x 1/2/3 individuals + 10 incumbents x 1/2/3 individuals + 10 regulating agencies x 1/2/3 individuals
In the case of **24 organisations**, remember if you have 12 organisations set up for the workshop consultation (this includes the online component), you will only need to find/contact 12 more organisations to participate in the online consultation.

In the case of **30 organisations**, remember if you have 15 organisations set up for the workshop consultation (this includes the online component), you will only need to find/contact 15 more organisations to participate in the online consultation.

**Side note:** Please note the amount of individuals you contact within each organisation is entirely your decision. You may wish to contact 1 person or 3 to 4 people in each organisation - it’s your call.

At the end of your online component:

With 30 involved in the online consultation, each producing 5 barriers, you will have a total of 150 barriers to categorise.

With 24 involved in the online consultation, each producing 5 barriers, you will have a total 120 barriers to categorise.

And that’s the numbers!
Appendix 3 – First E-mail to Workshop Participants (Invitation)

Have your Say: Ocean Conversations across Europe

[Day], [Date] of [Month], [Time] am – [Time] pm

[Venue] [Area]

Dear [Title] [Name],

We are facilitating stimulating conversations about the barriers to teaching 12-19 year olds across Europe about the Ocean. We would be delighted if you would join us as our special guest in the [country] conversation for the day. This conversation brings a limited number of invited stakeholders involved in teaching, education, outreach, curriculum, regulation and policy in one room to discuss how and why ocean literacy has so much impact.

This exclusive event is by invitation only and you will:

• Hear about and learn from other stakeholders – the pathways forward and challenges ahead for teaching about the oceans
• Develop creative solutions and options for the successful integration of oceans into the education and outreach curricula
• Receive a report with visualizations about the recommended ways forward.
• See how this conversational tool can be used and applied within your organization in the future
• Have access to free structured conversational software, and
• Have a great networking lunch

This conversation has been funded by the Horizon 2020 and will be conducted by [insert who is conducting the research] from [your organization].

We very much hope you will be able to join us on the [date] of [month] and ask that you RSVP to youremailaddress@yourinstitution by [month] [date] in order to avail of this complimentary invitation. If we do not hear from you by this date we will assume that you are unable to attend.

If you cannot attend the workshop but would like to contribute to one online question to get this stimulating conversation started please place this entire box in 'bold' and we will follow up with you.

With Kind Regards,

[your name]
Appendix 4 – Second E-mail for Workshop Participants (If the participant agrees to attend the workshop)

Dear [Title] [Name],

We are delighted that you can join us for the day on [Day], [Date] of [Month], [Time] am – [Time] pm as our special guest in the [insert country] Ocean Conversation. Please find attached an information sheet on the purpose of this conversation and the need for your expertise and participation.

Ahead of the [Date] of [Month], we’d like to ask you one question to get this stimulating conversation started:

‘What are the barriers to teaching 12-19 year olds about the Ocean?’

Barrier 1:
Clarification Sentence:

Barrier 2:
Clarification Sentence:

Barrier 3:
Clarification Sentence:

Barrier 4:
Clarification Sentence:

Barrier 5:
Clarification Sentence:

If you need help on what constitutes a barrier or a clarification sentence, please see our attached guidelines for further assistance.
Please reply by email with your 5 Barriers by [Time] on [Day] the [Date] of [Month].

Thank you for your contributions and we look forward to meeting with you on [Day], [Date] of [Month].

With Kind Regards,

[your name]
Appendix 5 – Second E-mail for Workshop Participants (If the participant does not want to be involved in the workshop but agrees to generate online barriers)

Contribute to Ocean Conversations across Europe

Dear [Title] [Name],

We are delighted that you would like to contribute to one question to get this stimulating conversation on the Oceans started. Considering your expertise and experience, we would like you to identify 5 barriers about teaching this age group of students about the Ocean. We would greatly appreciate if you would take 12-15 minutes of your time to identify the barriers from [insert country]’s perspective.

Please find attached an information sheet on the purpose of this conversation and the need for your expertise and involvement.

Our conversation starter - ‘What are the barriers to teaching 12-19 year olds about the Ocean?’

Barrier 1:
Clarification Sentence:

Barrier 2:
Clarification Sentence:

Barrier 3:
Clarification Sentence:

Barrier 4:
Clarification Sentence:
Barrier 5:
Clarification Sentence:

If you need help on what constitutes a barrier or a clarification sentence, please see our attached guidelines for further assistance.

Please reply by email with your 5 Barriers by [Time] on [Day] the [Date] of [Month].

Thank you for your starting the Ocean Conversation.

With Kind Regards,

[Your name]
Appendix 6 – Second E-mail for Workshop Participants *(If the participant does not want to be involved in the workshop nor the online barrier generation)*

Dear [Title] [Name],

Thank you for your reply, it is much appreciated.

If you would like to receive a Summary Report of the [insert country] Conversation, we would be happy to share this information with you in the coming months.

With Kind Regards,

[Your name]
Appendix 7 – Information Sheet to Accompany Appendix 4 for Workshop Participants (E-mail Attachment)

Have your Say: Ocean Conversations across Europe

What are the Ocean Conversations about?

The Ocean Conversation gives you an opportunity to share your experiences of being part of a community that promotes ocean literacy, awareness and engagement and the challenges that comes along with this. It aims to begin the conversation about creating ocean literate 12-19 year olds and the barriers and resolutions for reaching this goal. We want to hear all views on the subject – your thoughts, opinions and recommendations.

By taking part in this conversation, you have the unique opportunity to voice and listen to the views of other invited stakeholders involved in teaching, education, outreach, curriculum, regulation and policy decisions and together learn how to create an ocean literate society. Personally, you will benefit from talking and networking with the other people in the room. You will also receive maps from the researchers which will reflect your experiences which you can take away to discuss with your organisational colleagues and marine networks.

Why me?

- Everyone’s opinion is important and relevant when searching for solutions to this issue.
- Every member of the education and outreach communities can have an opinion and a voice in this issue.
- We can’t talk to everyone, so we are calling for representatives from different groups to have a voice.

What will I have to do?

- This is a one day event – so clear your diary for [date].
- Confirm your place at this event scheduled in [INSERT LOCATION] on [INSERT TIME AND DATE].
- Start the conversation by answering the question ‘What are the barriers to teaching 12-19 year olds about the ocean?’ We want to capture everyone’s opinions and perspectives, so there are no right or wrong answers.
- Together, with the other invited participants, design solutions that work for you.

What will I get out of it?
• A chance to talk with other invited participants about the successes and difficulties you face in your daily work.
• You will make change happen from the bottom-up.
• You will become a change agent for Ocean Literacy across [insert country] and Europe.
• Come away with suggestions on how to create an ocean literate youth.
• Help improve the educational and outreach curricula in [insert country].
• Be part of an innovative conversation, the first of its kind on ocean literacy in [insert country].
• Contribute to a summary technical report which will propose change at a wider scale beyond your community.
• Your views will be fed back into Sea Change, a European funded project.

Final thoughts

If you decide to take part, you are still free to leave the event at any time and without giving a reason. A decision to leave the event, or a decision not to take part, will not affect your rights in any way.

Any Questions?

Please keep this leaflet and if you still have questions, please do not hesitate to ask us or get in touch using the contact details below:

Title. Name, Role
Email address
OR
Title. Name, Role
Email address
Have your Say: Ocean Conversations across Europe

What are the Ocean Conversations about?

The Ocean Conversation gives you an opportunity to share your experiences of being part of a community that promotes ocean literacy, awareness and engagement and the challenges that comes along with this. It aims to begin the conversation about creating ocean literate 12-19 year olds and the barriers and resolutions for reaching this goal. We want to hear all views on the subject – your thoughts, opinions and recommendations.

By taking part in this conversation, you have the unique opportunity to voice your views on how to create an ocean literate society. Personally, you will receive maps and summary reports from the [insert country] conversation which will incorporate your views. You can share these resources with your organisation colleagues and marine networks.

Why me?

- Everyone’s opinion is important and relevant when searching for solutions to this issue.
- Every member of the education and outreach communities can have an opinion and a voice in this issue.
- We can’t talk to everyone, so we would like you to contribute to this question to get this stimulating conversation started.

What will I have to do?

- Give us 12-15 minutes of your time.
- Contribute to the conversation by answering one question - ‘What are the barriers to teaching 12-19 year olds about the ocean?’
  We want to capture everyone’s opinions and perspectives, so there are no right or wrong answers.

What will I get out of it?

- Your identified barriers will kick start the oceans conversation in [insert country].
- You will make change happen from the bottom-up.
- You will become a change agent for Ocean Literacy across [insert country] and Europe.
- You will receive suggestions on how to create an ocean literate youth.
• You will contribute to proposed improvements in the educational and outreach curricula in [insert country].
• Be part of an innovative conversation, the first of its kind on ocean literacy in [insert country]
• Contribute to a summary technical report which will propose change at a wider scale beyond your community.
• Your views will be fed back into Sea Change, a European funded project.

Final thoughts

If you decide to take part, your views and opinions will be treated in the strictest confidence and your identified barriers and clarification sentences will be anonymised.

Any Questions?

Please keep this leaflet and if you still have questions, please do not hesitate to ask us or get in touch using the contact details below:

Title. Name, Role
Email address
OR
Title. Name, Role
Email address
Guidelines on Generating Barriers

Here are some helpful guidelines on writing barrier statements!

1. Generate **Barriers** using phrases such as:
   - Failure to...
   - Inability to...
   - Lack of...
   - Refusal to...
   - Hostility toward...
   - Conflict between...
   - Shortage of...
   - Unwillingness to...
   - Inadequate...
   - Demand for...
   - Interference from...
   - Resistance...

2. **Principles** to keep in mind when filling in your 5 Barriers:
   - Focus on the problematic aspects of the situation (avoid solution statements)
   - **One idea (barrier) in a single statement**
   - Be concise

3. When it comes to the **Clarification Sentences**, you simply need to explain the reasoning behind your barrier in one summary sentence.
Appendix 10 – First E-mail to Online Participants (Invitation)

Contribute to Ocean Conversations across Europe

Dear [Title] [Name],

We are facilitating stimulating conversations about the barriers to teaching 12-19 year olds across Europe about the Ocean. Considering your expertise and experience, we would like you to identify 5 barriers about teaching this age group of students about the Ocean. We would greatly appreciate if you would take 12-15 minutes of your time to begin this conversation and identify the barriers from [insert country]'s perspective.

Please find attached an information sheet on the purpose of this conversation and the need for your expertise and participation.

Our conversation starter: ‘What are the barriers to teaching 12-19 year olds about the Ocean?’

Barrier 1:
Clarification Sentence:

Barrier 2:
Clarification Sentence:

Barrier 3:
Clarification Sentence:

Barrier 4:
Clarification Sentence:

Barrier 5:
Clarification Sentence:
If you need help on what constitutes a barrier or a clarification sentence, please see our attached guidelines for further assistance.

Please reply by email with your 5 Barriers by [Time] on [Day] the [Date] of [Month]

Thank you for your starting the Oceans Conversation in [insert country].

With Kind Regards,

[Your name]
Appendix 11 – Second E-mail to Online Participants *(If the participant does not want to be involved)*

Dear [Title] [Name],

Thank you for your reply, it is much appreciated.

If you would like to receive a **Summary Report** of the [insert country] Conversation, we would be happy to share this information with you in the coming months.

With Kind Regards,

[Your name]
Contribute to Ocean Conversations across Europe

What are the Ocean Conversations about?

The Ocean Conversation gives you an opportunity to share your experiences of being part of a community that promotes ocean literacy, awareness and engagement and the challenges that comes along with this. It aims to begin the conversation about creating ocean literate 12-19 year olds and the barriers and resolutions for reaching this goal. We want to hear all views on the subject – your thoughts, opinions and recommendations.

By taking part in this conversation, you have the unique opportunity to voice your views on how to create an ocean literate society. Personally, you will receive maps and summary reports from the [insert country] conversation which will incorporate your views. You can share these resources with your organisation colleagues and marine networks.

Why me?

- **Everyone's** opinion is important and relevant when searching for solutions to this issue.
- **Every member** of the education and outreach communities can have an opinion and a voice in this issue.
- We can’t talk to everyone, so we would like you to contribute to this question to get this stimulating conversation started.

What will I have to do?

- Give us 12-15 minutes of your time.
- **Contribute to the conversation** by answering one question - ‘What are the barriers to teaching 12-19 year olds about the ocean?’
  We want to capture everyone’s opinions and perspectives, so there are no right or wrong answers.

What will I get out of it?

- Your identified barriers will kick start the oceans conversation in [insert country].
- You will make change happen from the bottom-up.
- You will become a change agent for Ocean Literacy across [insert country] and Europe.
• You will receive suggestions on how to create an ocean literate youth.
• You will contribute to proposed improvements in the educational and outreach curricula in [insert country].
• Be part of an innovative conversation, the first of its kind on ocean literacy in [insert country]
• Contribute to a summary technical report which will propose change at a wider scale beyond your community.
• Your views will be fed back into Sea Change, a European funded project.

Final thoughts

If you decide to take part, your views and opinions will be treated in the strictest confidence and your identified barriers and clarification sentences will be anonymised.

Any Questions?

Please keep this leaflet and if you still have questions, please do not hesitate to ask us or get in touch using the contact details below:

Title. Name, Role
Email address

OR

Title. Name, Role
Email address
Appendix 13 – Guidelines to Accompany Appendix 9 for Online Participants (*E-mail Attachment*)

**Guidelines on Generating Barriers**

*Here are some helpful guidelines on writing barrier statements!*

1. **Generate Barriers** using phrases such as:
   - Failure to...
   - Inability to...
   - Lack of...
   - Refusal to...
   - Hostility toward...
   - Conflict between...
   - Shortage of...
   - Unwillingness to...
   - Inadequate...
   - Demand for...
   - Interference from...
   - Resistance...

2. **Principles** to keep in mind when filling in your 5 Barriers:
   - Focus on the problematic aspects of the situation (avoid solution statements)
   - *One idea (barrier) in a single statement*
   - Be concise

3. When it comes to the **Clarification Sentences**, you simply need to explain the reasoning behind your barrier in one summary sentence.
Appendix 14 – Proposing Options Handout

1. Review the category

2. Think about the following Trigger Question:

What are the options for overcoming the barriers/challenges in this category (category title)?

3. Consider the following

- Initiatives
- Strategies
- Programmes
- Actions
- Recommendations
- Policies
- Practices
- Activities

4. Generate items using action verbs, such as:

<table>
<thead>
<tr>
<th>Create</th>
<th>Demand</th>
<th>Encourage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish</td>
<td>Plan</td>
<td>Build</td>
</tr>
<tr>
<td>Set up</td>
<td>Develop</td>
<td>Organize</td>
</tr>
<tr>
<td>Promote</td>
<td>Conduct</td>
<td>Change</td>
</tr>
</tbody>
</table>
Appendix 15 – Overview of the Workshop

A suggested timeline can be seen below.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30 – 8.45</td>
<td>Participant Registration</td>
</tr>
</tbody>
</table>
| 9.00 – 10.00 | Welcome and Overview of Goals  
|  | Participants Introduce Themselves  
|  | Distinguish Context, Content and Process  
|  | Provide an Overview of the Stages in the Workshop                        |
| 10.00 – 10.20 | Review of Categorisation                                                 |
| 10.20 – 10.50 | Second Stage Barrier Categorisation with Participants                    |
| 10.50 – 11.00 | Review Final Categorisation and Voting                                   |
| 11.00 – 11.15 | Coffee Break (facilitators move selected barriers into the structuring  
|  | field in the software)                                                   |
| 11.15 – 1.00 | Begin Structuring                                                        |
| 1.00 – 2.00 | Lunch Break                                                              |
| 2.00 – 2.45 | Continue Structuring                                                     |
| 2.45 – 3.45 | Generating Options                                                       |
| 3.45 – 4.00 | Coffee Break                                                              |
| 4.00 – 5.30 | Generating Options                                                       |
| 5.30 – 5.45 | Closure of Consultation Workshop and Follow-Up                           |


European Commission, Sea Change Description of Work.


http://www.tepsie.eu/


European Commission, Sea Change Description of Work.