



**IMPETUS**

*Turning climate commitments into action*

# Deliverable Report

## Interim report on lean learning, knowledge building & results transfer

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Deliverable 7.4

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- <sup>1</sup> PU = Public  
CO = Confidential, only for members of the consortium (including the Commission Services)  
R = Report  
ORDP = Open Research Data Pilot

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## Abbreviations

Abbreviation / Acronyms	Description
ARSINOE	Climate Resilient Regions Through Systemic Solutions and Innovations project
C&D	communication and dissemination
CCD	communication, collaboration and dissemination
demo	demonstration
DS	demonstration site
EC	European Commission
edX	the edX online learning platform
ESCI	European Science Communication Institute
EU	European Union
EUT	Eurecat Technology Centre of Catalonia
GA	Grant Agreement
GDPR	General Data Protection Regulation
GD-SO	Green Deal Projects Support Office
IPR	intellectual property rights
KWR	KWR Water Research Institute b.v.
MOOC	massive open online course
QH	quintuple helix (stakeholders)
REGILIENCE	Regional Pathways to Climate Resilience project
RKB	resilience knowledge booster
RTO	registered training organisation
SDG	sustainable development goal
TransformAr	Accelerating and Upscaling Transformational Adaptation in Europe project
UK	United Kingdom
URL	Uniform Resource Locator
SDSN	Sustainable Development Solutions Network
WP	Work Package
WPL	Work Package Leader



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## Executive Summary

This document describes lean learning, knowledge building and results transfer related activities within the 4-year 'Dynamic Information Management Approach for the Implementation of Climate Resilient Adaptation Packages in European Regions' project 'IMPETUS', up to the end of February 2023 (project month 17). The work described is the focus of Work Package 7 task 5 (WP7 T7.5), which includes: subtask 7.5.1 - Massive Open Online Course (MOOC) (led by SDSN); subtask 7.5.2 - RKB workshops & engagement sessions dedicated to education and knowledge transfer (led by KWR); subtask 7.5.3 - Webinars and Virtual Visits (led by ESCI); and subtask 7.5.4 – Academic and scientific dissemination and events (led by ESCI). All project partners contribute to these activities, which help to fulfil the stakeholder engagement plans of the seven regional demonstration site (DS) teams (see IMPETUS Deliverable report D1.1\* 'Stakeholder mapping and engagement plan') as well as the longer-term and extra-regional ambitions of the project and its strategic communication, collaboration and dissemination (CCD) framework objectives (see D7.2\* 'Updated framework for communication, collaboration and dissemination').

As part of the WP7 portfolio of activities, all learning, knowledge building and results transfer materials and activities must be planned and executed in alignment with the principles laid out in D7.2 and documents such as the IMPETUS Data Management Plan (D8.3\*).

At the time of writing, the planning of workshops, engagement sessions, webinars and virtual visits relating to DS resilience knowledge boosters (RKBs) is ongoing, in collaboration with WP1 (Governance & Stakeholder Co-creation for Transformative Adaptation) and the DS teams in WP4 (Deployment of Solutions at Demo Sites). The academic dissemination subtask has been ongoing with several presentations delivered at academic / scientific conferences and one academic paper accepted for publication (in April 2023). The MOOC subtask is, to date, the most advanced, with the initial practical objectives, audiences, timing and duration, content outline and best practice guidelines developed. This document therefore mainly reports on progress and plans in that area, with the expectation that all activities and their results will be covered more fully in two updates (in project months 36 and 48).

The task to develop plans and content for IMPETUS learning, knowledge building and results transfer activities is still in a relatively early phase. Phase II of the project CCD activities (Months 19-29) will see an intensification of these tasks and them moving into the early stages of production. Implementation will occur primarily in project CCD phase III (project months 30-48).

Efforts are ongoing to explore potential synergies / efficiencies for this task – between IMPETUS tasks and WPs and with the activities of sister projects or other European initiatives or international networks and platforms.

*\*All public IMPETUS Deliverable reports will be findable on the project website resources<sup>1</sup> area.*

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<sup>1</sup> <https://climate-impetus.eu/get-involved/#resources>



# 1 Introduction and background

This document describes lean learning, knowledge building and results transfer related activities within the 4-year 'Dynamic Information Management Approach for the Implementation of Climate Resilient Adaptation Packages in European Regions' project 'IMPETUS', up to the end of February 2023 (project month 17).

## 1.1 Context of the task

IMPETUS lean learning, knowledge building and results transfer activities are coordinated and executed in the Communication and Dissemination (C&D) work package (WP7) in close collaboration with the seven demonstration site (DS) teams and WP1 (Governance & Stakeholder Co-creation for Transformative Adaptation). These activities will ultimately support the exploitation of project results by relevant professionals and other target audiences as well as the overall IMPETUS objectives, as part of the whole WP7 portfolio.

How WP7 supports and follows the project objectives and those of all the WPs is outlined in deliverable report D7.2, the strategic planning framework for IMPETUS communication, collaboration and dissemination (CCD). This document also positions IMPETUS in the wider strategic landscape of EU-funded climate-change related projects, policy actions and global programmes - in particular the EU Mission 'Adaptation to Climate Change'<sup>2</sup> known as Mission Adaptation. Within this landscape, the **overall objective of IMPETUS is to develop and validate a coherent, multi-scale cross-sectoral climate change adaptation framework to accelerate the transition towards a climate-neutral and sustainable economy.**

The part WP7 plays is to **inspire commitment and action by transmitting results, sharing insights and creating engaged public support for climate change resilience and adaptation measures**, with more specific objectives including:

- Amplify and accelerate climate-change resilience beyond IMPETUS with a powerful stakeholder engagement strategy and support networks;
- Use innovative lean learning and results transfer to drive broad socio-economic change made possible by IMPETUS adaptation pathways.

These WP7 objectives address the **need to build knowledge and transfer results at both the 'local level'** - within the scope of activities to engage with stakeholders relevant to the seven regional DSs – **and to other communities** that could benefit from learning about / applying results from the IMPETUS experience. These objectives also address both the more immediate need to conduct learning and knowledge sharing activities **within the lifetime of the project, and to support the ambition to leave a legacy** that continues to have an impact beyond the project years.

Like all activities in the WP7 portfolio, **learning, knowledge building and results transfer activities must be conducted in the context of the fundamental steps, identified in the IMPETUS CCD framework, needed in order to build understanding, trust and buy-in for all project activities and results:** establish credibility of IMPETUS actions, give visibility to results, make targeted and clear calls to action, and engage stakeholders to co-create pathways to scale up knowledge and results. Applying these steps in support of the project efforts to build knowledge and transfer results is the most likely and effective way to ensure these activities reach and are acted upon by those quintuple helix (QH) stakeholders / audiences best placed to benefit from them.

The sharing of knowledge as a key to effective and inclusive decision making on adaptive solutions and strategies is **an important ingredient in how IMPETUS aims to achieve its objectives and deliver its contributions to achieving the wider strategic ambition for Europe to become the first climate-neutral continent by 2050.**

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<sup>2</sup> [https://research-and-innovation.ec.europa.eu/funding/funding-opportunities/funding-programmes-and-open-calls/horizon-europe/eu-missions-horizon-europe/adaptation-climate-change\\_en](https://research-and-innovation.ec.europa.eu/funding/funding-opportunities/funding-programmes-and-open-calls/horizon-europe/eu-missions-horizon-europe/adaptation-climate-change_en)





## 1.2 Objectives of the task

The lean learning, knowledge building and results transfer task (T7.5) aims to **bring IMPETUS to life for professionals and interested publics and provide interaction and support to activate knowledge transfer** from across the project.

These activities focus on four key areas:

- **massive open online course (MOOC)** – subtask 7.5.1 (led by SDSN, M1-M48)
  - create freely available content and courses
  - improve (young) professionals and student skills to better understand climate change adaptation, resilience and IMPETUS solutions and approach;
- **resilience knowledge booster (RKB) workshops and engagement sessions dedicated to education and knowledge transfer** - subtask 7.5.2 (led by KWR, M1-M48)
  - face-to-face or online workshops / engagement sessions per DS;
- **webinars and virtual visits** – subtask 7.5.3 (led by ESCI, M1-M48)
  - online sessions profiling DSs, their challenges, developments, solutions, results and resources;
  - where possible, in collaboration with EU and international cluster and network partners to boost impact and audience.
- **academic and scientific dissemination and events** – subtask 7.5.4 (led by ESCI, M1-M48)
  - key research, technology and university partners to mobilise academic results
  - focus on key exploitable deliverables with a technical focus;
  - extend socio-economic impact of research using Altmetrics to track attention received.

## 1.3 Expected outcomes and impact

The key expected outcomes of these work areas are:

- MOOC -
  - high quality content created using ESCI's audio-visual production team and the pedagogical and technical expertise of SDSN's SDG Academy;
  - content available on the SDG Academy's edX platform presence;
  - promote through the SDG Academy alumni network of over 150,000 people in more than 180 countries;
  - **reach more than 400,000 people** in the final year or two of the project.
- RKB education / knowledge transfer workshops and engagement sessions -
  - ensure **at least two events per DS**;
  - varied type and format (e.g. focus groups, brainstorming, beta testing, 'town hall' meetings) depending on each DS's chosen RKB format and engagement strategy
  - ensure these are embedded in the overall stakeholder engagement planning prepared by DS teams with WP1.
- webinars and virtual visits -
  - produce and schedule **online sessions profiling each of the DSs**, their key challenges, developments and solutions, as well as results and resources;
  - wherever possible, these will be held **in collaboration with EU and international cluster and network partners** to boost impact and audience;
  - ensure these are **embedded in the overall stakeholder engagement planning** prepared by DS teams with WP1.
- academic and scientific dissemination and events -
  - **at least 10 academic and scientific conference papers and open access journal publications** in the project lifetime.

Taken together and in conjunction with other project efforts to maximise impact and exploitation of results (e.g. WP6), **the ultimate ambition is for these lean learning, knowledge building and results transfer activities to engage citizens and other stakeholders in the process of climate change adaptation and to trigger and enable relevant decision making and behavioural change.**

## 2 Activities

At the time of writing this report, a number of activities have been undertaken to define roles and responsibilities and to begin the process of planning and implementing the creation and deployment of learning, knowledge building and results transfer activities.



## 2.1 Roles and responsibilities

**Successful coordination and execution** of IMPETUS lean learning, knowledge building and results transfer activities within the project lifetime and in the scope of the seven DSs and their resilience knowledge boosters (RKBs) **relies heavily on:**

- **ESCI** as WP7 leader and as the provider of graphic design, audiovisual production and media outreach teams that execute much of the work in T7.2 in particular;
- **collaboration with DS lead partners** (KWB, EUT, NTUA, N&S, UiT, BEF, EURAC) **and KWR as leader of WP1** (Governance & Stakeholder Co-creation for Transformative Adaptation) to develop relevant activities as part of their overall stakeholder engagement planning;
- **SDSN** for the provision of expertise and a distribution platform for the MOOC modules;
- **partners that are universities or registered training organisations (RTOs)**, as they are expected to contribute all / the majority of academic and scientific publications;
- **all other WPs** (Digital and Knowledge Dimension of the Resilience Knowledge Boosters (WP2); Exposure and Vulnerability Assessment (WP3); Deployment of Solutions at Demo Sites (WP4); IMPETUS Adaptation Pathways and Innovation Packages (WP5); Boosting Project Impact (WP6); and Project Management (WP8) for timely information about relevant topics and developments and as potential interviewees / lecturers / learning content contributors.

The potential to **find synergies / efficiencies** with sister projects, other EU-funded projects, platforms and initiatives, and to further **extend the lifespan or widen the reach** of learning and knowledge sharing activities and content through events or trans-national networks will rely on coordination and opportunities arising through T7.4, T7.6 and T7.7.

### 2.1.1 ESCI contributions

**ESCI, in its capacity as WP7 coordinator and the leader of the majority of WP7 tasks has an overall coordination role** in the development, implementation and promotion of IMPETUS learning and knowledge sharing activities and content. This means that ESCI:

- **In general, seeks potential inputs from and synergies with –**
  - **other IMPETUS work packages** – in particular WP1 (Governance & Stakeholder Co-creation for Transformative Adaptation) and the demo site (DS) teams in WP4;
    - especially regarding subtask 7.5.2 (RKB workshops & engagement sessions dedicated to education and knowledge transfer) and subtask 7.5.3 (demo site webinars and virtual visits);
    - also relating to task 7.3 (connect, engage, and collaborate at IMPETUS demo-sites and RKBs);
  - **all project partners** via Project Board discussions, General Assembly or other meetings, ensuring that the project's learning and knowledge-sharing goals are kept in mind as a collective enterprise;
    - also feeding subtask 7.5.4 (academic and scientific dissemination and events);
  - **'sister' projects** Regilience, ARSINOE, TransformAr and others funded in the Green Deal, as well as with the Green Deal Support Office (GD-SO) and other relevant platforms and initiatives such as Climate ADAPT -
    - typically via subtask 7.4.2 (creating momentum and boosting communication & dissemination in partnership with nominated Coordination and Support Action) and task 7.7 (coordination / synergies with relevant EU projects and other initiatives), but potentially also involving subtask 7.4.1 (activate and engage with influential trans-national networks);
  - **other WP7 activities**
    - for example, task 7.4 (amplify and accelerate IMPETUS framework) and task 7.6 (event outreach).
- **More specifically, contributes:**
  - **to planning and support of DS regional events** for training / learning / knowledge sharing in coordination with KWR (lead partner in T7.5.2 & WP1) and DS team lead partners KWB, EUT, NTUA, N&S, TFFK, BEF, EURAC (see first sub-bullet);
  - **to MOOC development** in coordination with SDSN (lead partner in T7.4.1 and T7.5)
    - brainstorming on the focus and main elements (initial phase of the project);



- meeting regularly to review progress with MOOC syllabus development;
- **the creation of audio-visual content** to a high technical standard for use in the MOOC or in other learning and knowledge-sharing outputs.

## 2.1.2 SDSN contributions

**SDSN is responsible for all phases of the MOOC development, except for the recording and production of any video content**, including:

- syllabus planning and development;
- selection of speakers / lecturers and coordinating their inputs;
- integrating the course materials into the online platforms.

**SDSN hosts the SDG Academy<sup>3</sup>**, which represents its education and training portfolio. The academy is **managed by a team of experts in international development, policy, pedagogy and content production**. The SDG Academy currently offers more than 40 MOOCs via edX.org, one of the world's largest online learning platforms. Each course has an average of 2,000-5,000 students and reaches more than 450 universities worldwide. The portfolio has gained more than 700,000 enrolments from learners around the world.

- The IMPETUS MOOC will be offered by the SDG Academy on edX and available to edX's 42 million users.
- Any relevant pre-existing SDG Academy content will be incorporated into the MOOC as supplementary material, providing a 'deep dive' for the most dedicated learners.

The coordinators of SDSN's activities in IMPETUS secured **support from the SDG Academy for the MOOC development regarding the syllabus, pedagogical content, engagement with potential lecturers, and advice about new content creation**. The SDG Academy will provide further support during the MOOC development.

Furthermore, in its role as lead partner in T7.4.1 (activate and engage with influential trans-national networks) and with a more general responsibility through WP7 to help promote project visibility and results, **SDSN is also well placed to:**

- **seek synergies** between promotion of the MOOC, related topics, and broader IMPETUS knowledge sharing, communication and dissemination activities;
- **contribute to the achievement of the project's bigger-picture goals** of scaling up the reach, impact and uptake of replicable results and leaving a legacy beyond the project years.

## 2.1.3 Contributions of KWR, EUT and other partners

The MOOC videos will be developed in collaboration with **partners across the consortium**, who may be asked by SDSN and / or ESCI to **contribute information** about the IMPETUS project or to **participate as speakers**.

Likewise, any partners could be asked to contribute relevant knowledge, speakers, materials or other support for the other learning and knowledge-sharing activities, such as webinars, workshops, training sessions etc.

**All partners have a more general responsibility** through their commitment in WP7 to help **promote project visibility and results and contribute to achieving the bigger-picture goals** of maximising reach, impact and uptake of replicable results, which includes the MOOC, any other learning and knowledge-sharing content, materials and events, and contributions to academic and scientific dissemination. Regarding the latter, **partners that are universities or RTOs have a particular responsibility** to publish project results and related information in academic and scientific publications.

**Demo site team partners** - in particular, the team leads KWB, EUT, NTUA, N&S, TFFK, BEF and EURAC - have a responsibility to **ensure that relevant learning and knowledge-sharing events and materials are included in their planning** for regionally focused stakeholder engagement and communication.

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<sup>3</sup> <https://sdgacademy.org/>



As the partner that leads governance, stakeholder engagement and co-creation coordination with the DS teams through WP1, and as the lead/co-lead of closely related tasks in WP7 - subtask 7.5.2 (RKB workshops & engagement sessions dedicated to education and knowledge transfer) and task 7.3 (connect, engage, and collaborate at IMPETUS demo sites and RKBs) – **KWR has a significant role to play in the success of the project’s learning and knowledge sharing activities.**

In leading T7.7, **EUT has a supporting role by strengthening interactions and synergies** with relevant EU projects and other initiatives. Through leadership of WP8 as well as subtask 7.4.3 (design and launch of IMPETUS multi-sided platform), EUT could also support any potential synergies between learning, knowledge building and results transfer actions and other activities to amplify the visibility and uptake of exploitable results, e.g. in conjunction with WP6.

## 2.2 Methods

For the planning, developing and implementing of IMPETUS learning, knowledge building and results transfer content and activities to be conducted in the most efficient and effective ways, it is being done:

- in alignment with the overall IMPETUS CCD strategic framework defined in WP7;
- in alignment with best practices established through the experiences of key partners;
- in conjunction with related activities in other tasks and WPs.

### 2.2.1 Aligning with the IMPETUS communication, collaboration and dissemination (CCD) framework

As part of the overall WP7 portfolio of communication, collaboration and dissemination activities, the lean learning, knowledge building and results transfer actions must align with the overall strategic CCD framework outlined in D7.2.

#### 2.2.1.1 Phases of the activities

The IMPETUS CCD actions will unfold and intensify as the project advances. Overall, these activities can be divided into three phases over the entire project period (see section 1.6 of D7.2 and Figure 1, below):

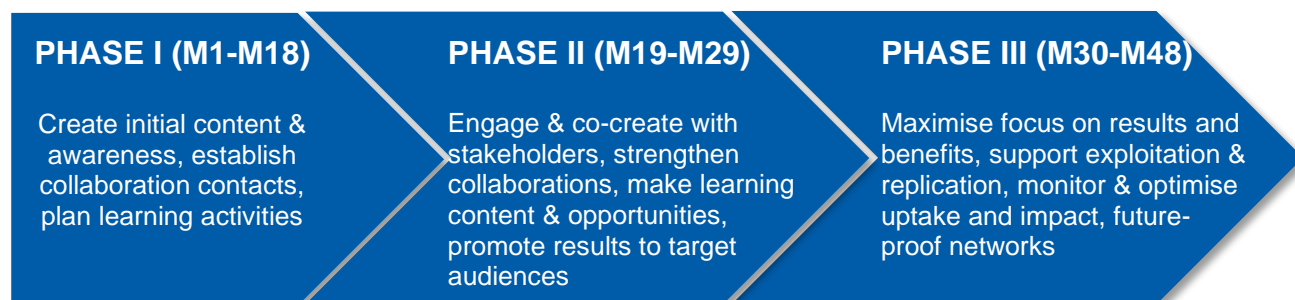


Figure 1: IMPETUS communication, collaboration and dissemination phases & activities (from D7.2)

In line with this approach, activities, content and materials to support **lean learning, knowledge building and results transfer will largely be planned and created in phases I and II, with implementation occurring chiefly in the third phase.**

#### 2.2.1.2 Target audiences

The three categories of target audiences, from across the 5 types of QH stakeholders, for all CCD actions, as defined in section 1.7 of the strategic framework D7.2 (see columns 1-3 in Table 1, below), can largely be related to the relevant partner actions and responsibilities regarding specific learning, knowledge building and results transfer tasks (see column 4):

Table 1: Three categories of quintuple helix stakeholders showing example target audiences, primary partners responsible and the relevant learning and knowledge sharing activity types

AUDIENCE CATEGORY	AUDIENCE TYPE (SCOPE)	EXAMPLE AUDIENCES SECTORS /	LEARNING, KNOWLEDGE BUILDING & RESULTS TRANSFER ACTIONS & RELATED RESPONSIBILITIES:
1:	RKB stakeholders (local regional national) / /	<ul style="list-style-type: none"> <li>• Policy makers / governance</li> <li>• Business / industry</li> <li>• Finance / investment</li> <li>• Tourism / culture</li> <li>• Research / education</li> <li>• Community / volunteer groups</li> <li>• Environmental groups</li> <li>• General public</li> <li>• Media</li> </ul>	<p><b>DS team partners in WP1 &amp; T7.5.2 plan &amp; lead with support of KWR and ESCI:</b></p> <ul style="list-style-type: none"> <li>- focus groups, ideation sessions, beta testing, 'town hall' meetings or other stakeholder engagement sessions dedicated to awareness raising, education, training, or knowledge transfer.</li> </ul> <p><b>Liaise with WP4, WP5, WP6 &amp; other WP7 tasks.</b></p> <p><b>ESCI in T7.5.3 leads DS team partners in planning &amp; scheduling:</b></p> <ul style="list-style-type: none"> <li>- Online sessions profiling each of the DSs, key challenges, developments, solutions, key results &amp; resources.</li> </ul> <p><b>Liaise with WP1, WP4, WP5, WP6 &amp; other WP7 tasks.</b></p>
2:	Future adopters of results (regional, national, international)	<ul style="list-style-type: none"> <li>• National authorities, governments</li> <li>• Regulators, certification or standardisation bodies</li> <li>• European institutions, Commission</li> <li>• Relevant associations</li> <li>• Environmental agencies</li> <li>• potential new RKB communities</li> <li>• General public</li> </ul>	<p><b>SDSN in T7.5.1 leads ESCI in planning, creating &amp; deploying MOOC content, with inputs from all partners as required:</b></p> <ul style="list-style-type: none"> <li>- Using capabilities of the SDG Academy &amp; publishing on the academy's edX platform presence;</li> <li>- promoting through the SDG Academy alumni network &amp; WP7 channels.</li> </ul> <p><b>Liaise with all WPs as required.</b></p> <p><b>In T7.5.3, T7.4.1, T7.4.2 &amp; T7.7, ESCI, SDSN &amp; EUT lead activities to maximise reach &amp; impact of IMPETUS learning &amp; knowledge transfer content &amp; activities through:</b></p> <ul style="list-style-type: none"> <li>- collaborations &amp; joint events with sister projects &amp; other EU initiatives, activating &amp; engaging with influential trans-national networks.</li> </ul> <p><b>Liaise with WP1, WP5, WP6 &amp; other WP7 tasks.</b></p>
3:	Sectoral or thematic specialists (international)	<ul style="list-style-type: none"> <li>• Earth Observation / remote sensing</li> <li>• Data management / visualisation</li> <li>• Artificial Intelligence / computing</li> <li>• Open Science / Open Access</li> <li>• Ecology / climatology / geohydrology etc.</li> </ul>	<p><b>In T7.5.4 ESCI supports the submission, key messages and reporting by all partners – in particular those that are RTOs / universities - of their academic / scientific / professional knowledge transfer through:</b></p> <ul style="list-style-type: none"> <li>- abstracts, presentations, papers, journal articles.</li> </ul> <p><b>Liaise with WP2, WP3, WP4, WP5, WP6 as well as T7.6 (event outreach)</b></p>



	<ul style="list-style-type: none"><li>• Finance / economy</li></ul>	<b>&amp; T7.2 (complementary promotion and content)</b>  The MOOC or other specific knowledge sharing materials (e.g. based on WP6 guidelines) may also be relevant for and promoted to specific audiences.
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### 2.2.1.3 Complement and amplify

Informed by the objectives, ambitions and consideration points outlined in section 1.8 of the CCD framework D7.2, the resulting strategic approach for all IMPETUS CCD actions is to proactively maximise opportunities to **complement and amplify** the messages, activities and impacts of partners, sister projects, stakeholders and other relevant organisations and communities in the climate-change adaptation space.

#### KEY IMPETUS CCD STRATEGY: Complement and amplify!

This approach also holds true regarding the planning, creation, implementation, promotion and monitoring of the lean learning, knowledge building and results transfer actions. In particular, this strategic approach involves interactions with/through T7.3 (connect, engage, and collaborate at IMPETUS demo sites and RKBs), T7.4 (amplify and accelerate IMPETUS framework), T7.6 (events outreach) and T7.7. (coordination / synergies with relevant EU projects and other initiatives) in order to find synergies and share information, best practices, planning updates, opportunities and tips about learning content topics and speakers etc. with DS team partners, sister projects, the GD-SO, platforms such as Climate ADAPT, other initiatives in the European climate change resilience ecosystem or even transnational networks, as relevant.

### 2.2.1.4 Messages, tone, language

If IMPETUS learning, knowledge building and results transfer activities are to successfully **support the objectives of engaging stakeholders and moving them through their resilience ‘journey’ (of being aware, informed, engaged and committed** – see section 1.7 of D7.2), they must use the same positive framing of messaging and ‘tone of that the framework document defines as important strategic choices for all IMPETUS CCD actions: **offering hope** and inspiration; **instilling a sense of urgency** and purpose; **offering practical and constructive steps** and solutions; recognising that **‘bottom-up’, inclusive and innovative thinking** are key; **allowing the possibility for audiences to be / see themselves as active ‘drivers’** of successful solutions.

**Tone** – hopeful, positive, constructive, inclusive, inspiring, enabling, purposeful, urgent

**Storytelling techniques will be applied** as relevant and as much as possible in learning, knowledge building and results transfer actions and content, as the emotional resonance engendered is not only more effective from a communication standpoint, but also is more likely to improve the learning and retention of the shared knowledge.

**Storytelling** – human, relevant, emotional & experiential resonance

Also in line with the strategic framework for CCD, language usage in learning, knowledge building and results transfer actions and content will need to vary per audience, context and learning purpose, with consistent attention to:

- Translation to local languages where possible and appropriate;
- Level of detail / technicality / expertise-specific terminology;
- Avoiding unnecessary use of unexplained jargon, abbreviations, initialisms or acronyms;
- Concise, informative, easy-to-read, engaging style;
- Correct grammar, punctuation, facts, spelling (European i.e. UK English);
- Nuances where needed, e.g. around political / commercial or other sensitivities.



## 2.2.1.5 Branding and funding acknowledgment

In line with sections 2 and 3 of D7.2, all learning, knowledge building and results transfer materials that are wholly / partly produced in IMPETUS must:

- **acknowledge EU funding** by including the approved statement, disclaimer and the EU flag;
- **include the IMPETUS logo and observe other visual identity 'rules'** regarding colours, typeface etc.

In cases where any doubt arises regarding appropriate branding or related issues, this must be discussed and agreed with ESCI and among the relevant parties, for example if:

- content or materials are produced in collaboration with specific partners, sister projects or other organisations, meaning that other brands should be applied instead / as well;
- content or materials are produced upon which IMPETUS branding should not be dominant or not applied, or which should be 'white labelled' for onward branding and re-use, e.g. by regional stakeholders of DS partners.

The **contributions of IMPETUS, its partners or other parties must be clearly mentioned in any content or actions to promote or disseminate** learning, knowledge building or results transfer actions.

## 2.2.1.6 Confidentiality, security, privacy, copyright

In line with section 2.3.2 of D7.2 and the IMPETUS data management plan (deliverable D8.3), any learning, knowledge building or results transfer content or activities created or implemented by IMPETUS partners or collaborating parties must take into account and take any relevant steps regarding:

- copyright,
- intellectual property rights (IPR),
- confidentiality,
- security,
- privacy and consent,
- FAIR (findable, accessible, inter-operable, re-usable) data principles.

Issues of consent and privacy as they apply to use of personal information for purposes such as event registrations, mailing list contacts, use of photographs etc. will be handled with the use of standardised texts that provide the IMPETUS context for gathering the data. Such texts will be applied across any emails, mailing lists, registration forms etc. where data is collected, will include ways for consent to be understood, given or withdrawn, and will link to the relevant policies of the relevant partner organisation that is acting as Data Controller in each case, in line with the General Data Protection Regulations (GDPR<sup>4</sup>).

With this in mind, a project-branded template that partners can translate and save as a clickable form to collect personal data and privacy consent for a variety of options has been created and shared (internally as [IMPETUS-participant-personal-data-consent-form](#)) in the project SharePoint system.

## 2.2.1.7 Approval for scientific and technical publications

In line with section 2.3.7.1 of D7.2, which quotes parts of the IMPETUS Grant Agreement and Consortium Agreement, **all partners are required to seek permission for publishing a scientific paper by sending prior notice** of any planned publication (once a submitted paper has been accepted) to the other Parties in the Consortium at least 45 calendar days before the publication date, together with sufficient information about the results it will disseminate.

## 2.2.2 Aligning with best practices and guidelines

In planning, developing and implementing IMPETUS learning and knowledge-sharing content and activities, a number of well-established procedures and best practices are being brought into play, based on the expertise and experience of the leading partners.

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<sup>4</sup> <https://gdpr.eu/>



### 2.2.2.1 Guidelines for DS teams

KWR and ESCI have provided guidelines to DS teams to help them plan, execute and monitor the success of interactive training / knowledge exchange and co-creation workshops, among their other stakeholder engagement activities (see section 2 and annexes of deliverable report D1.1).

#### 2.2.2.2 SDSN and SDG Academy guidelines and support

SDSN's SDG Academy has established a consistent tone, quality, design, etc in its portfolio of videos (to get a sense of this, view example videos as per the links in Annex 1a). Based on its experience of developing and managing its extensive portfolio, the **SDG Academy has provided the following guidance:**

- **Technical good practices for MOOC video content creation** -  
To facilitate ESCI's process of MOOC video production, experts from the SDG Academy shared good practices and guidelines for filming online / outdoors / using mobile phones with the ESCI audio-visual production team on 19 December 2022 (see Annex 1b, 1c, 1d, 1e for examples provided to other projects). ESCI is reviewing these guidelines and planning suitable tools and processes for the recording and production of videos, depending also on the topics and the schedule.
- **More general good practices for MOOC creation**, including –
  - Duration of the course – 4-8 weeks of content;
  - approx. 40-60 min of video content per week;
  - Length of video lectures - 8-12 minutes each;
  - Engaging design of video content - documentary-style, b-roll footage, text-on-screen;
  - Curation of supplementary resources
    - variety of reading materials, not to exceed 30 pages of required reading;
    - discussion-based activities;
    - comprehension assessments.
- **Recommended elements to ensure pedagogical value** of the MOOC –
  - High-quality video-based lectures and case studies;
  - Selected reading material (academic articles, news articles, reports from international organisations, etc.);
  - Additional resources (optional reading content, additional videos, recommended websites, interactive tools, data sets, etc.);
  - Assessments (multiple-choice quizzes, application- or discussion-based activities, etc.);
  - Open-ended discussions;
  - Transcripts (in English as minimum - other languages may be added as a bonus).
- **SDSN can also provide support for MOOC speakers** –
  - Guidelines for scripting;
  - Script reviewing;
  - Best practices for on-camera delivery.

### 2.2.3 Aligning with other relevant tasks and WPs

#### 2.2.3.1 DS / RKB activities development

The development of DS teams' plans for learning, knowledge co-creation or results transfer events as part of their regional resilience knowledge booster (RKB) activities is being elaborated in conjunction with their broader stakeholder engagement planning with WP1. D1.1 provides insights into the processes to date.

Submitted at the end of January 2023, this report captures the state of play during phase I of the project (see section 2.2.1.1 above). Further emphasis on expanding the plans for these regional knowledge co-creation activities, developing the needed content and materials, ensuring optimal impact and reach through related C&D activities, and implementing and monitoring success will be a focus for the DS teams in conjunction with WP1 and WP7 (with relevant inputs from other WPs / partners) in the coming months. Relevant exchanges occur via Trello, email and calls between WP1 and WP7, or jointly with all





DS teams, or in one-to-one calls with individual DS teams, or via the weekly meeting of all WP leaders and DS team leaders that started from 24 February 2023 as a follow-up to an internal project meeting held face-to-face in Brussels towards the end of January.

### **2.2.3.2 Academic and scientific publications and events development**

Regarding academic and scientific publications and events participation, all partners are regularly reminded about upcoming conferences or other events that may be of interest to them, and reminded to notify WP7 about such events, in the internal newsletter produced every 2-3 months by WP7 in conjunction with WP8. They are also reminded via this newsletter, Project Board and other internal meetings about the requirement for partners to observe a 45-day notification period for scientific and technical publications (see section 2.2.1.6 above).

WP7 supports submissions for conference participation through the editing of abstracts, advising on key messages, giving feedback or (ad hoc, low-level) design support for improving presentations. There are also potential synergies with T7.6 (events outreach), which targets all kinds of events as opportunities for speakers and visibility raising.

### **2.2.3.3 Other potential synergies**

In monthly meetings with the REGILIENCE, ARSINOE and TransformAr sister projects' C&D teams (T7.4.2) or bi-monthly 'all hands' meetings (T7.7), any opportunities for synergies / efficiencies / opportunities related to learning, knowledge building or results transfer events, topics, content, speakers etc. are explored. For example, could topics defined for a series of webinars organised by REGILIENCE also provide ideas for MOOC modules, or could the webinars be recorded to help provide content? Likewise, would it be possible to disseminate IMPETUS learning, knowledge building and results transfer content via platforms such as Climate ADAPT or the network of Green Deal projects being established by their support office, GD-SO. These explorations will continue in the next phase of the project.

### **2.2.4 Massive Open Online Course (MOOC) development**

To develop plans for the MOOC content and course, ESCI and SDSN held a series of meetings in the first 17 months of the project, to: raise MOOC timing, synergies and partner inputs during a Project Board meeting (May 2022); brainstorm with participants in a General Assembly session (October 2022); agree the initial topics and production outline (October-December 2022); develop the syllabus, structure and content plan (December 2022 – January 2023). (See Annex 2 for details of meeting dates, participants and topics.)

## **3 Results**

As the planning of the IMPETUS MOOC and other learning, knowledge building and results transfer activities is still in development, it is not yet possible to report results of their actual implementation, so this will be covered in later reports (D7.6 in project month 36 and D7.7 in month 48). The following sections cover the results (i.e. decisions) to date arising from the planning development activities.

### **3.1 DS / RKB activities**

During phase I of the project (see section 2.2.1.1 above), the DS and their RKB activities were not sufficiently mature to be the subject of webinars, virtual visits, workshops or other kinds of learning, knowledge building or results transfer events. The DS stakeholder engagement plans that will include such activities will be further developed as a 'living document', in conjunction with WP1 and WP7, in relation to the needs of the DSs and other WPs.

### **3.2 Academic and scientific publications and events**

To date, one academic paper has been submitted and accepted for publication (in April 2023) by an open access journal, several presentations have been given in international academic / scientific conferences, and several extended abstracts have been accepted for papers in the 2023 European



Geosciences Union (EGU) General Assembly<sup>5</sup>, which will be held in Vienna, Austria on 23-28 April 2023. Given the objective to achieve at least 10 academic and scientific conference papers and open access journal publications during the project lifetime, this tally within the first 17 months is already very encouraging. Table 2 below shows the overview so far:

Table 2: Overview of academic / scientific publications

Article (linked)	Authors / Presenter	Date	Platform / publication / event	Type
Resilience Knowledge Boosters for elaborating adaptation and mitigation measures to minimise the effects of climate change	Aitor Corchero (EUT)	1 April 2022	Lien de la Vigne conference <sup>6</sup> 'Modes of Adaptation to Climate Change'	Conference presentation
Leveraging the power of remote sensing for the implementation of climate change adaptation and mitigation in Europe	Andrea Marinoni (UiT)	23-27 May 2022	ESA Living Planet Symposium <sup>7</sup> - session E2.02 'Climate Security – The key role of R&I and cooperation to address global threats'	Conference presentation
Resilience Knowledge Boosters to support the development of adaptation and mitigation measures to minimise the effects of climate change	Aitor Corchero (EUT)	31 May – 2 June 2022	International conference Climate Change and Water <sup>8</sup>	Conference presentation
Developing, testing and replicating cross-sectoral solutions to make mountainous regions more resilient to climate change	Valentina D'Alonzo (EURAC)	11-15 September 2022	International Mountain Conference <sup>9</sup> - session ID37 'Mountain climate change adaptation: data, knowledge, and governance'	Conference presentation
Advancing surrogate-based optimisation of time-expensive environmental problems through adaptive multi-model search	Tsattalios, S., Tsoukalas, I., Dimas, P., Kossieris, P., Efstratiadis, A., & Makropoulos, C.	April 2023	Environmental Modelling & Software, Volume 162, 105639: (DOI: <a href="https://doi.org/10.1016/j.envsoft.2023.105639">https://doi.org/10.1016/j.envsoft.2023.105639</a> )	Journal article
Enabling far-reaching living labs through regional Digital Twins	Moraitis, G., Fragkoudakis, C., Tsattalios, S., Nikolopoulos, D., Pelekanos, N.,	April 2023	EGU General Assembly - Session HS5.7 - Multi-scale water-energy-food-environment (WEFE) nexus planning: from research to practice in managing socio-economic,	Conference presentation

<sup>5</sup> <https://www.egu23.eu/>

<sup>6</sup> <https://climate-impetus.eu/events/lien-de-la-vigne-conference/>

<sup>7</sup> <https://climate-impetus.eu/events/living-planet-symposium/>

<sup>8</sup> <https://climate-impetus.eu/events/international-conference-climate-change-water-2022/>

<sup>9</sup> <https://climate-impetus.eu/events/international-mountain-conference-imc22/>



	Monokrousou, K., Makropoulos, C.		climatic, and technological change	
Towards climate resilience: paving dynamic adaptation pathways for regional climate change hot-spots	Nikolopoulos, D., Spartalis, I., Pantazis, C., Pelekanos, N., Moraitis, G., Monokrousou, K., Makropoulos, C.	April 2023	EGU General Assembly - Session HS5.7 - Multi-scale water-energy-food-environment (WEFE) nexus planning: from research to practice in managing socio-economic, climatic, and technological change	Conference presentation
Bringing knowledge closer to practice: an inferential analysis of EU climate change policies and measures	Pelekanos, N., Nikolopoulos, D., Moraitis, G., Makropoulos, C.	April 2023	EGU General Assembly - Session HS5.7 - Multi-scale water-energy-food-environment (WEFE) nexus planning: from research to practice in managing socio-economic, climatic, and technological change	Conference presentation

A list of relevant journals and conferences will be developed and shared with partners to encourage further academic and scientific outputs.

### 3.3 MOOC development results to date

Results of the MOOC development and planning process outlined in section 2.2.4 above, have generated the following results to date, in terms of defining the MOOC objectives, audiences, structure, duration, contents and deployment.

#### 3.3.1 Definition of MOOC objectives

The purpose of the MOOC is to support the project's broader ambitions to raise visibility of climate change issues, promote uptake of project results and influence adaptation behaviour and decision making beyond the project's immediate regions and lifetime by reaching wider audiences in and beyond Europe and showing them solutions and (aspects of) the RKB approach that can be replicated.

The main practical objective is for the MOOC to provide clear, varied and engaging content that will create value for both beginners and more experienced course participants.

This means the MOOC will:

- include a clear introduction, logical sequence, conclusion;
- allow course participants to acquire basic knowledge first and expand it with issue-specific content and case studies;
- include the most recent findings regarding climate science, policy and the outcomes of the IMPETUS project;
- accompany each module with a set of assignments, such as multiple-choice-based comprehension questions, application and discussion-based activities, opportunities for reflection, etc.;
- provide all course materials – video lectures, readings, assignments – online and free of charge.

#### 3.3.2 MOOC target audiences

The MOOC aims to engage a broad audience with differing levels of familiarity with climate change issues. In line with section 2.2.1.2 above, the MOOC will chiefly address target audiences in the category 'future adopters of IMPETUS results' as well as 'Sectoral or thematic specialists'. However, the MOOC



will chiefly target students and (younger) professionals in the sustainable development field, as well as anyone interested in developing their knowledge on climate adaptation solutions.

### 3.3.3 MOOC structure and duration

The MOOC will consist of 4-5 modules, each containing 40-60 min of video lectures (each video 8-12 minutes long) and no more than 30 pages of 'required reading'. The sequence of modules will allow participants to acquire basic knowledge first, then expand into issue-specific content and case studies.

Each module is equivalent to one week of learning content and will be organised as follows:

- introduction and conclusion sections;
- 4-5 new videos (with pre-existing SDG Academy videos as supplementary resources)
- each module will include readings relevant to the module subject, representing, where possible, the most recent findings regarding climate science, policy and IMPETUS outcomes;
- modules may also include supplementary materials, such as additional videos (including SDG Academy videos), current events articles, online tools, data sets, websites, further reading suggestions, etc.
- each module will be accompanied by a set of assignments, such as multiple-choice-based comprehension questions, application and discussion-based activities, opportunities for reflection, etc..

The defined MOOC structure qualifies it as a 'mini-MOOC' in SDSN terms, (in comparison with an 8-12 week academic MOOC course). This approach will support the objective to provide a variety of content that will create value for both beginners and more experienced participants, with some of the additional materials providing further information on the basic concepts while others target participants willing to acquire a more in-depth understanding of complex issues.

### 3.3.4 MOOC deployment

The MOOC will be made available internationally via the SDG Academy's presence on the edX platform, which hosts online university-level courses in a wide range of disciplines to a worldwide student body.

To optimise promotion and participation, the MOOC will be deployed on the platform twice, in two different modes:

- 1) first launched as a set of online 'events' at specific times that participants must attend and complete 'live';
- 2) re-loaded at a later date (timing to be confirmed) as a fully available course that participants can complete at their own pace within a defined (e.g. 3-week) period.

This approach gives IMPETUS 'two bites of the cherry' regarding MOOC promotion and appealing to potential audiences with different preferences, availability or learning styles.

The MOOC will then remain on the SDG Academy platform indefinitely, as part of its wider portfolio. In this way, this activity will further support IMPETUS ambitions to achieve impact beyond the lifetime of the project.

### 3.3.5 MOOC contents

The initial outline of the MOOC was agreed during the IMPETUS project meeting on 13-14 October 2022 in Barcelona, Spain. Selected pre-existing videos will be chosen from SDG Academy resources to complement new video content, which ESCI will produce.

In this initial view the MOOC would cover three broad thematic parts:

- 1) introduction to climate change;
- 2) climate change impacts;
- 3) solutions for climate change adaptation.

The rationale for choosing these three parts was that such a structure will permit course participants to learn about the main concepts regarding climate change science and negotiations while gradually absorbing more in-depth understanding of specific issues through:

- a) a focus on cross-cutting areas, such as multi stakeholder engagement;



- b) case studies presenting impacts and adaptations in selected European regions.

The final module would focus entirely on the IMPETUS project, solutions from the 7 DSs and illustrations of the RKB approach. Demonstration site activities will serve as case studies for different biogeographical, ecological and political contexts. These case studies will help to illustrate the broader themes presented in the relevant video lectures.

### 3.3.5.1 Initial draft MOOC outline

SDSN is currently still preparing the MOOC structure and syllabus. The table below shows the sections that are currently under consideration, with the descriptions serving only as an indication of the planning and early thought processes ahead of the production phase. The thematic parts and modules may evolve over time, depending on any decisions taken during the next months, discussions with potential speakers, and/or the chosen focus IMPETUS demonstration sites.

Table 3: Initial draft outline for the IMPETUS MOOC

Thematic part	Module	Content / Comment
Part 1: Introduction to climate change	Module 1: Introduction to Climate Change - Climate Science and Climate Negotiations	This video introduces the learners to the course. It explains the course structure and learning objectives, discussion and assessment rules. It also provides background/context for the topics covered in the modules: - The importance of climate adaptation; - Why focus on Europe? – e.g., the importance of the European Green Deal; - Basic information on the EU-funded adaptation projects, such as IMPETUS.
	Module 2: Climate change impacts and adaptation	TBC
Part 2: Impacts of climate change, adaptation and cross-cutting issues	Module 3: Cross-cutting issues in the EU climate adaptation	TBC
	Module 4: Solutions for climate change	This module provides background information on innovative approaches to climate adaptation and, subsequently, showcases concrete solutions from selected IMPETUS demonstration sites.
Part 3: Solutions	Conclusion	This final video will summarise the main takeaways from the course and urge learners to probe the deep complexities of climate change adaptation when confronted with them. It will highlight the replicability of the solutions of the IMPETUS project.
	Final assessment	The MOOC will finish with a final exam, which is a prerequisite for the attainment of the edX certificate.



### 3.3.5.2 MOOC content contributions and contributors

SDSN will identify final topics and potential speakers using inputs from Consortium members, DS teams, other tasks and WPs and from sister projects, via various meetings. Potential speakers from among the IMPETUS Consortium or other relevant specialists will be invited to contribute oral (video) presentations or other related content for the MOOC. This work will intensify in the coming months.

Support that SDSN can offer contributors is outlined in section 2.2.2.2 above.

### 3.3.6 MOOC timeline

The planning of the MOOC topics, speakers and modules will be completed as soon as possible in the coming months, as we enter phase II of the project. During this same phase, the planning of content creation will also be completed and the production process will be initiated. Completion of the MOOC content creation will depend – at least to some extent – on the readiness of the chosen case studies and solutions to be captured on video. Deployment and promotion of the MOOC will fall in the final project phase. (See section 2.2.1.1 above.) Finalising the detailed timeline for these actions will be the first next step in phase II of the project, during March-May 2023.

## 3.4 Outreach, communication and collaborations

The current planning of C&D activities related to learning, knowledge co-creation or results transfer activities in connection with the 7 demo sites, their RKBs and stakeholder engagement is outlined in section 5 of deliverable report D1.1. Further work to elaborate these plans will be a focus in the coming months in collaboration between the DS teams, WP7 and in conjunction with WP1. These actions and their results will be reported as relevant in updates to this document (D7.7, D7.12) and/or the report on innovative communication and dissemination actions to build resilience – DS (D7.5).

The results of actions to communicate about academic publications will be reported along with other editorial outputs as relevant, in deliverables D7.6 and D7.11.

### 3.4.1 MOOC dissemination and promotion

Actions to communicate about the MOOC and their results will be reported along with other editorial outputs as relevant, in deliverables D7.6 and D7.11.

The current round of MOOC development planning has resulted in the definition of content dissemination in the following ways:

- **edX platform**  
The SDG Academy presence on the edX platform will host all the MOOC content. More than 400,000 enrolments worldwide have been registered on the academy's platform.
- **SDG Academy website:** <https://sdgacademy.org/courses/>  
This website permits visitors to search courses that are on the SDG Academy edX platform by their type, by the name of the lecturers involved, or by related sustainable development goals (SDGs).  
The website had 343,253 views between July 2021 and June 2022.
- **SDG Academy Library:** <https://sdgacademy.org/sdgacademy-library/>  
This provides a platform to expand the reach of high-quality, open educational materials on sustainable development related topics and distribute the knowledge as a global public good with the intention to share, integrate, and contextualise the videos.  
The SDG Academy Library makes all videos by the SDG Academy searchable by SDG, lecturer and subject.

#### 3.4.1.1 MOOC reach

The MOOC will be widely promoted through the SDG Academy network, official SDSN channels, and through the SDSN Networks programme. These have the following channels and estimated reach:





- **SDG Academy network:**  
Students and alumni in over 180 countries.  
Alumni Network Facebook Group: 6,200 members
- **SDG Academy channels:**  
Newsletter: 78,500 subscribers  
Facebook: 53,000 followers  
LinkedIn: 20,200 followers  
Twitter: 14,500 followers  
Instagram: 7,000 followers
- **SDSN main channels:**  
Newsletter: 70,647 subscribers  
Twitter: 31.7K followers  
LinkedIn: 54,296 followers  
FaceBook: 57,747 followers
- **SDSN Networks programme channels:**  
SDSN Europe Newsletter: 908 subscribers  
SDSN Europe Twitter: 517 followers  
SDSN Europe LinkedIn: 2,363 followers  
'Mobilize': 4000 members

Other channels via which the MOOC will be promoted:

- IMPETUS project social media accounts (Twitter & LinkedIn)
- IMPETUS partners' and MOOC lecturers' social media accounts, networks and newsletters
- Sister projects' social media accounts, networks and joint newsletter.

### 3.4.1.2 MOOC indicators

MOOC indicators will be the number of enrolments, over the first six months and first year. Due to the specificities of the MOOC, such as it being destined mainly for an EU audience, the SDG Academy has no exact comparable references to date.

The average number of total enrolments (Verified & Audit) per course within a year/course run (e.g in Sept 2021- Aug 2022) is 2,018. However, it is important to note that depending on the nature of the course and audiences, the number of enrolments can be quite varied.

That given, based on other MOOCs, we can envision the following targets as a starting point:

- Over the first six months: 300 enrolments
- Over the first year: 600 enrolments



## 4 Conclusions and outlook

The task to develop plans and content for IMPETUS learning, knowledge building and results transfer activities is still in a relatively early phase. Phase II of the project will see an intensification of these tasks and them moving into the early stages of production. Implementation will occur primarily in project phase III.

As part of the WP7 portfolio of activities, all learning, knowledge building and results transfer materials and activities must be planned and executed in alignment with the principles laid out in the CCD strategic framework (D7.2) and other project documents such as the data management plan (D8.3 –updated as D8.6 in month 18). As these activities support IMPETUS goals to achieve knowledge building, uptake of results, and behavioural change and decision making towards climate change adaptation during and beyond the project, the intensification of work to complete the initial planning processes and move the work into production will become a priority in phase II of the project.

### 4.1 Next steps

Currently, planning of the MOOC content and topics is the most advanced area of this work area and will resolve into speaker selection and video content production as soon as possible within project phase II. Finalisation of the detailed timeline for these actions will be the first next step during March-May 2023.

The elaboration of plans relating to the DS and RKB knowledge building and results transfer activities needs further attention in the coming months, in conjunction with WP1 and stakeholder engagement planning.

Academic publication activities are also expected to intensify as the development of IMPETUS technical tools and other activities associated with the DS solutions testing and RKB developments progress. A list of relevant journals and conferences will be developed and shared with partners to encourage further academic and scientific outputs.

Explorations will continue in the coming months regarding potential synergies / efficiencies between this task and the activities of sister projects, Climate ADAPT, the GD-SO and other platforms and networks. In particular, attention will be given in March-December 2023 to the possibility of coordinating on topics, speakers and/or content being planned by REGILIENCE and ARSINOE for their series of webinars regarding the MOOC or other IMPETUS activities.

As WP5 activities begin to gather momentum in 2023, potential synergies will be explored, in particular with task 5.1 (adaptation pathways), task 5.1.1 (definition and sharing of the operational methodology for the design of regional adaptation pathways), task 5.2 (innovation packages) and task 5.3 (evaluation of regional innovation packages). Likewise, as technical and scientific developments progress in WP2, WP3, WP4 and WP5, and as WP6 publishes its initial set of guidelines for decision makers, business opportunities, financing mechanisms and policy and market instruments (D6.1), its market perspectives report (D6.2) and its adaptive exploitation plans (D6.3), these will be reviewed so that any relevant insights, topics, content or contributors that could influence or provide inputs to the learning, knowledge building and results transfer activities can be identified and brought into play.

A summary of all past and planned lean learning, knowledge building and results transfer activities as well as results from their implementation, once they reach maturity, will be reported in later updates of this document (D7.7, D7.12) and/or in other relevant deliverable reports, such as the report on innovative communication and dissemination actions to build resilience - DS (D7.5). Actions to communicate about these activities and related results will be reported along with other editorial outputs as relevant, in IMPETUS Deliverable reports D7.6 and D7.11.





## Annex 1: SDG Academy best practices and examples

### a) Examples of course videos

To view examples of SDG Academy course videos and get a sense of tone, quality, design, etc., visit SDG Academy Library (<https://sdgacademylibrary.mediaspace.kaltura.com/>), specifically:

- **Videos from *How to Achieve the SDGs***  
(<https://sdgacademylibrary.mediaspace.kaltura.com/category/By+Series%3EH%3EHow+to+Achieve+the+SDGs/123652361>)  
- This is one of the most typical MOOCs, filmed on-site in Prof. Jeffrey Sachs's office.
- **Videos from *One Planet, One Ocean***  
(<https://sdgacademylibrary.mediaspace.kaltura.com/category/By+Series%3EO%3EOne+Planet++One+Ocean/123652431>)  
- filmed on-site in a variety of topical locations
- **Videos from *Understanding Poverty and Inequality***  
(<https://sdgacademylibrary.mediaspace.kaltura.com/category/By+Series%3EU%3EUnderstanding+Poverty+and+Inequality/223102263>)  
- filmed remotely via webcam using Riverside.fm. Video quality varies by webcam, but this is logistically easier.
- **Videos from *Living Heritage and Sustainable Development***  
(<https://sdgacademylibrary.mediaspace.kaltura.com/category/By+Series%3EL%3ELiving+Heritage+and+Sustainable+Development/238389853>)  
- filmed remotely using the instructors' own iPhones. Better quality video, but logistically challenging.



## b) Guidelines for remote filming



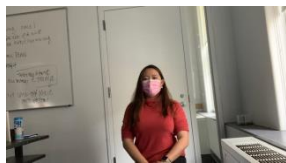
### Best Practices for Remote Filming

This document is designed to support the creation of videos using the internal camera of a smartphone or tablet. Please follow the steps below to ensure the highest possible quality of your device's filming and storage.

#### Filming with a Mobile Device

Using the latest model smartphone or tablet available to your team:

- Change the recording settings to the highest resolution possible.
  - For instance, on an iPhone, you would go to:  
“Settings” → “Camera” → “Record Video” → “4K at 30fps”
- Make sure your device has enough available storage for recording.
- Always record in landscape (holding the device sideways, horizontally).
- For the best quality of audio and video, the camera should be no further than *one meter* (approx. 3 feet) from the speaker.
- Before you start filming, make sure that your speaker is positioned well within the frame. [Click](#)



*Nope, too far away.*



*Nay... too close*

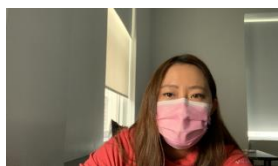


*Better!*

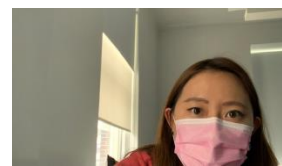
[here](#) for tips on framing a shot in a video.



*Person too high and head cuts off*



*A bit too low*



*Don't hide in the corner!*



Better! Because:

1. Person is in the middle, has equal space on both sides
2. Has some extra space above the head
3. Eye level is above the center of the frame
4. Showing part of the chest

- Make sure that the speaker is lit well from the front, with the light shining on his/her face. If necessary, film with the speaker facing a window, or place a lamp behind the camera so that the light shines on the speaker. For more tips on lighting, [click here](#).



Bad! The window behind is too bright. Turn around and face the light, or use curtains to block the lights. Don't have a super bright window behind you.

- When you film, the speaker should look directly into the *camera*. If you are using a webcam, concentrate on the camera or the little light next to the camera, rather looking at yourself on the screen. In the finished video, this will help engage the audience, making it seem that you are looking *at them*.



*Looking at the screen - Nope!*



*Looking at the camera - better!*

- Have some space behind you, and avoid being right in front of a wall if your space allows. The background behind you can make the image look much more interesting.



*Try to avoid! Not a very interesting image to look at*



*Best! Light, position, background - all check marks!*

- Film in a quiet space. Don't film in a coffee shop where everyone is talking, don't film in a moving car or next to a noisy air conditioner. Cell phone microphones are not the greatest so if you're in a noisy environment, your audiences won't be able to hear you well. If a loud noise -- door slam, cup drops on the floor, siren or helicopter sound outside - occurs when you're filming, stop and redo the last one or two sentences.
- Before you start recording your video, please record one or two test videos (approx. 5 min each) to test the lighting, sound, and recording quality. Once the tests are complete and you are happy with the results, fully delete the test files to ensure ample space for the real video.



## c) Guidelines for filming outdoors

Camera Type:

### iPhone/iPad

Using the newest version of iPhone available within your team:

- Change the recording settings to the highest resolution possible:
  - "Phone Settings" →
  - "Camera" →
  - "Record Video" →
  - "4K at 30fps"
- Make sure the phone has enough storage space available for recording! Please test a few times (2 min/recording) before your first official take.
- Phone should be held sideways (in landscape mode).
- Distance from presenter:
  - No further away than **3 ft.** for best quality of audio and video (closer is preferable).
- Recordings should be **no longer than** two minutes.
  - Please provide at least two takes.

### Transferring Footage

- Upload the footage from your phone to a computer. This will likely store directly in iTunes or your iCloud. Open the file and save it directly to your computer.
- Transfer the footage directly via WeTransfer (WeTransfer.com).
  - You will only need their "Free" option (transfers up to 2GB. You'll need to create an account with them (also free).
  - Upload the files to WeTransfer.
  - Send the footage directly to both:
    - [jfitzgerald37@gmail.com](mailto:jfitzgerald37@gmail.com)
    - [krisb22@gmail.com](mailto:krisb22@gmail.com)



## d) Guidelines for filming with iPhone

### FILMING VIA IPHONE

#### **INTRO:**

The capabilities and advanced technologies of the new iPhones offer more versatility to an already solid video setup. Professors/Practitioners/Presenters will **speak straight to an iPhone** which in edit will be intercut with appropriate b-roll, graphics, animation, and illustration.

#### **SETTINGS:**

Click the settings app on the homescreen of your iPhone 11. Scroll and go into the **camera menu**. Make sure the format of recording video is **4K at 24fps**. This will make the footage smooth and professional.

Then go back into your camera menu and check if the format is set to **'most compatible'** which helps the compression of the footage.

#### **BACKGROUND:**

The first thing you need to consider before starting to film is what background is best for you.

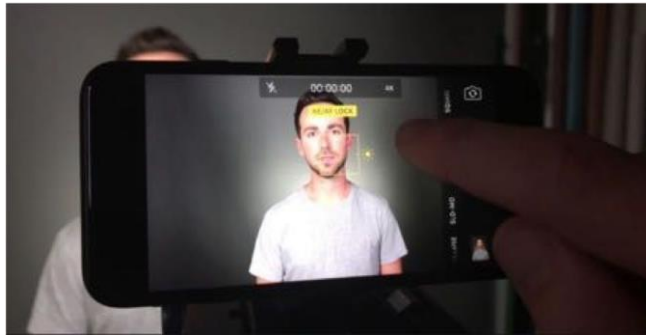


**Bookshelves** are an ideal option for creating an educational professional environment.

#### **PHONE SET-UP:**

Set up your iPhone into the provided tripod in **landscape mode**.

If you do not have a tripod and iPhone “cage” it is easy to rig something up>



Make sure that the phone is **no more than 3 feet away** from the presenter and that the **frame captures you from the lower chest up**. Check to make sure your head is not cut-off and that you are relaxed and comfortable- not posed!

**SOUND:**

**Attach the lav microphone** to you in a place like under the collar or beneath the tie - somewhere it is inconspicuous. Record a quick video to see if there is any rustling of your shirt against the mic. Plug the mic into your phone.



Lastly, make sure the extension cord of the mic is **not shown in the shot**.

**LIGHTING:**

**Natural lighting is always best** if it is available. The source should **come in from the side**, not directly behind or in front. If natural light is not available, a small ring light is another option and can be attached to your tripod. It should be placed strategically.



**Insider tip:** If the presenter is a bit shiny, use translucent powder to minimize. If the presenter is wearing glasses- give the glasses a good cleaning before filming commences.

## AFTER FILMING

### TRANSFERRING DATA:

- Download the **Frame.io app** and open it.
- Login with your email since you will already be a collaborator on the project, “**Book Club With Jeffrey Sachs**”
  - Then input a password.
- Click the folder titled, “**Jeffrey Sachs Promo (1/21/2021)**”
- Tap the three dots in the right hand corner.
- Click upload, then click camera roll.
- Select the videos you just recorded.
- Press done and the videos you selected should upload.
- Thank you so much!





## e) General filming guidelines

### SDG Poverty MOOC

March - July 2021

#### **BACKGROUND:**

Locate an interesting background in your filming space. This will be your background. A plain white wall can also work to keep your focus on you. It also creates space for the editor to insert text, graphics, animation and illustration.



Dr. Sonia Massari  
Centrale International Institute for Food Studies

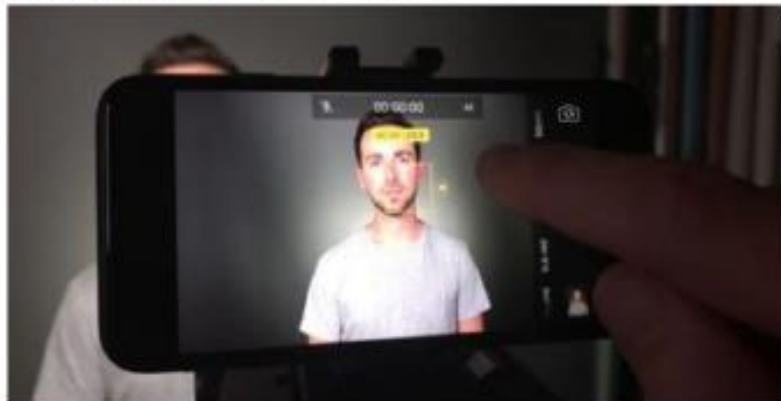


Make sure you are a bit off center so that in edit, there is space for the editor to play with supporting text, graphics, etc.

#### **PHONE/COMPUTER SET-UP:**

Set up your phone in landscape mode. Create a makeshift tripod or use an actual tripod to make sure your phone stays still and captures you. Using a stack of books always works!

Make sure that your phone is no more than 3 feet away from you and that the frame captures you from the lower chest up. Check to make sure your head is not cut-off and that you are relaxed and comfortable- not posed!



*Two Settings:*

Format - Most Compatible

Record Video - 4K at 24 fps

**LIGHTING:**

Natural lighting is always best if it is available. The light source should come in from the side, not directly behind or in front. If natural lighting is not available set up either a ring light or a lamp, never use overhead lights.



**Teleprompter:**

*With iPhone:*

Look up 'Teleprompter' in the App Store

Download Teleprompter for free

Open it and click the plus sign in the top right hand corner of the app.

Either Compose a new script (if you would rather copy and paste from another location like your notes app) OR Import a document (If your scripts are located in your Google Drive, you can import them directly through there by logging in)

Adjust formatting, speed, fonts, text size, background color, and more by tapping the settings icon in the bottom left corner after you import your script.

While you're in settings, make sure that recording is set to 4K.

Settings > Video Recording > 4K

Press record on the teleprompter app and read along. Adjust speed as a test.

*Without iPhone:*

\*Depends on technology being used by Presenter\* - will vary.

Online Teleprompter for ALL Computers

Go to : <https://www.teleprompt.online/> or <https://cueprompter.com/>

Paste your script in the text box.

Adjust the speed and text size to your preference.

Press the play button and read your script!

PLEASE make sure to practice before your filming date.

**UPLOAD:**

*With iPhone:*

Download the **Frame.io app**

Log in : [kontentrealclient@gmail.com](mailto:kontentrealclient@gmail.com) / Kontentreal4!

Press the folder that says "CLIENT" > "PRESENTERS" > Your last name

Tap the three dots in the right hand corner.

Press upload, then press camera roll

Select the videos you just recorded

Press done.

Keep the screen open until the videos have FULLY downloaded.

Thank you so much!

*Without iPhone:*

Download the videos onto your laptop.

Go to <https://www.frame.io/>

Log in : [kontentrealclient@gmail.com](mailto:kontentrealclient@gmail.com) / Kontentreal4!

Double click the folder that says "CLIENT" > "PRESENTERS" > Your last name

Either click "Upload Files" or drag and drop the videos into your folder

Keep the screen open until the videos have FULLY downloaded.

Thank you!



Annex 2:  
MOOC meetings, participants, topics

<b>Date</b>	<b>Participation</b>	<b>Subject</b>
13.12.2021	Maria Cortes-Puch & Dorothea Strueber (SDSN); Laura Durnford & Elmar Bartlmae (ESCI); Hannah Arpke (EUT)	Initial discussion about the MOOC and responsibilities
23.05.2022	Laura Durnford (ESCI); Hannah Arpke & Aitor Corchero (EUT); Daniel Wicke & Hella Schwarzmüller (KWB); Christos Makropoulos & Viktor Kouloumpis (NTUA); Stefania Munaretto (KWR);	ESCI raised the MOOC timing, synergies with other actions and a proposed brainstorming at the next General Assembly.
13.10.2022	Maria Cortes-Puch & Maelle Voil (SDSN); Laura Durnford (ESCI); all participants at the IMPETUS General Assembly in Barcelona	Interactive discussion session to get initial inputs on the MOOC and other learning, knowledge building and results transfer activities from across the Consortium.
14.10.2022	Maria Cortes-Puch & Maelle Voil (SDSN); Laura Durnford (ESCI)	Face-to-face meeting during IMPETUS General Assembly to define MOOC initial outline
14.11.2022	Maria Cortes-Puch, Maelle Voil & Zofia Kunysz (SDSN); Laura Durnford (ESCI)	Introducing new SDSN IMPETUS project manager (ZK) to the project and the MOOC task
6.12.2022	Maria Cortes-Puch, Zofia Kunysz & Shannon Kobran (SDSN)	Incorporation of SDG Academy to the work on the MOOC
14.12.2022	Maria Cortes-Puch & Zofia Kunysz (SDSN); Laura Durnford, Elmar Bartlmae & Marvin Baumgartner (ESCI)	Discussion about MOOC recording, production and related budgets.
19.12.2022	Maria Cortes-Puch, Zofia Kunysz & Shannon Kobran (SDSN)	Meeting with SDG Academy on MOOC syllabus as well as recording and production
20.12.2022	Zofia Kunysz (SDSN), Laura Durnford (ESCI)	Discussion on WP7 communication tools, steps ahead and D7.4
19.01.2023	Zofia Kunysz & Andrija Erac (SDSN), Laura Durnford (ESCI)	Update on MOOC development; structure and content of D7.4
31.01.2023	Zofia Kunysz & Shannon Kobran (SDSN)	Structure and content of the syllabus and good pedagogical practices
10.02.2023	Zofia Kunysz & Andrija Erac (SDSN), Laura Durnford (ESCI)	Update on MOOC development; structure and content of D7.4



