

## D3.1 AQUA-LIT LEARNING LABS' LEADING LINES



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# AQUA-LIT Learning Lab Leading Lines

## Introduction



### Purpose of this deliverable

The purpose of this document is to assist the AQUA-LIT partners in organising three Learning Labs by defining common principles, protocols, tools, leading lines and a joint methodology for the smooth implementation of the Learning Labs in the Mediterranean, North Sea and Baltic Sea regions. The aim is to ensure that they produce expected results such as inputs to the Tide Against Marine Litter Toolbox, the portfolio of best practice and policy recommendations as well as mobilise stakeholder groups and thus contribute to the successful completion of the project.

### What is a Learning Lab?

A learning lab is a systemic transformation methodology developed by Aydin Bal in 2011. It helps to develop productive partnerships for transforming systems with local stakeholders by forming inclusive problem-solving teams of multiple local stakeholders. Together, they design behavioural support systems responsive to their diverse needs, strengths, practices and goals and develop locally meaningful, socially just, mutually valued, culturally acceptable and sustainable systemic solutions to a common problem.

The methodology of the AQUA-LIT Learning Lab will consist of two types of stakeholder engagement:

-  Interviews with stakeholders either online or face-to-face
-  Interactive workshops

The stakeholder interviews will help to better understand the state of play concerning the non-organic waste management in the aquaculture sector and to identify the needs, barriers, strengths, practices, opportunities and existing tools for preventing, reducing, monitoring, quantifying, removing and recycling this waste in the regions of the Baltic, Mediterranean and North seas.

The AQUA-LIT interactive workshop will assemble stakeholders from the aquaculture sector. They will be facilitated using participatory methods in order to encourage knowledge sharing and co-creation and to develop a mutually valued and acceptable toolbox, which could become exemplary and point out the path for other sectors.

Three Learning Lab workshops will be organised by the AQUA-LIT partnership in three different locations. Each of them will focus on specific sea basin: the Baltic, the Mediterranean and the North Sea.

### Learning Lab objectives

The objectives of the Learning Lab workshops are to:

- 🐟 Federate and engage stakeholder communities in preventing, reducing, monitoring, quantifying, removing and recycling marine litter from aquaculture operations;
- 🐟 Facilitate the adoption of successful existing solutions through sharing knowledge and building capacity;
- 🐟 Explore the potential of innovative solutions to marine litter reduction, removal and recycling;
- 🐟 Improve the understanding of the specific needs of stakeholders to maximise the impacts of the project.

## Learning Labs and Responsible Research and Innovation

Learning Labs will address the topic of marine litter in link to aquaculture from the perspective of Responsible Research and Innovation (RRI) as defined by the European Commission: “[RRI] implies that societal actors (researchers, citizens, policy makers, business, third sector organisations, etc.) work together during the whole research and innovation process in order to better align both the process and its outcomes with the values, needs and expectations of society;”<sup>1</sup> while taking into account its key principles of [public engagement](#), [science education](#), [open access](#), [gender equality](#), [ethics](#) and [governance](#).

## Learning Lab expected outcomes

Participating stakeholders will co-design tools for preventing, reducing, monitoring, quantifying removing and recycling marine litter (e.g. polystyrene floats, plastic ropes, food sacks, buoys, etc.). They will make use of their experience, best practice, lessons learnt and share, assess and select the existing tools or design new ones.

They expected outcomes of the Learning Labs are:

- An outline of regional sea-basin context and state of play;
- A list of barriers to prevention/reduction; monitoring/quantification; and removal/recycling of gear and other equipment that is damaged, discarded or lost;
- A list of the existing good practice in preventing/reducing; monitoring/quantifying; and removing/recycling of non-organic waste that is damaged, discarded, carried out or lost at the sea;
- A list of solutions/technologies/installations/tools/business models/best practice and measures regarding aquaculture-based marine litter prevention, reduction, monitoring, quantification, recycling and removal;
- A list of implementation opportunities for solutions;
- A list of policy and cross-cutting recommendations;
- First evaluation of proposals and candidate tools (ranking) from socio-economic point of view and recommendations for the toolbox.

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<sup>1</sup> <https://ec.europa.eu/programmes/horizon2020/en/h2020-section/responsible-research-innovation>

The outcomes of the Learning Labs together with the data collected in the Work Package 2 (WP2) will feed the *Tide Against Marine Litter Toolbox* to be developed in the framework of the Work Package 4 (WP4), the deliverable 3.5 *Learning Lab outcome portfolio of best practice fact sheets*. They will also provide the information for policy recommendations (deliverable 5.1), transferability mechanisms (deliverable 5.3) and the exploitation plan (deliverable 5.4) to be elaborated in the framework of the Work Package 5 (WP5).



## Learning Lab in 20 steps

Good planning and preparation are essential and may require two months. The general steps to implement a Learning Lab workshop (LL) will be the following:

COMPONENT	ACTION
Team	1. Recruit your team and make sure they understand the purpose and the framework of the LL process and the AQUA-LIT project.
Theme/Purpose	2. Identify the topic(s) to address and formulate triggering questions. 3. Outline political, economic, social, scientific, legislative local context to introduce the topic/state of play shortly by completing the State of Play template (cf. <a href="#">Appendix</a> and the <a href="#">Learning Lab Practical Toolkit</a> in the Dropbox).
Date and location	4. Determine a date and location. 5. Book the room and order refreshments.
Participants	6. Identify which stakeholders (keynote/participant) to involve and why. Whenever possible, bring in stakeholders from other countries in the



	<p>sea basin region. Create a list. Design a recruitment plan. Start two months ahead of the Learning Lab workshop date.</p> <p>7. Attract participants by offering incentives: professional development credit, training, improving skills, certificate/diploma, presence of renowned keynote speakers, publication of results, networking opportunity, an attractive setting, etc.</p> <p>8. Send invites and recruit keynote speakers and participants one month ahead of the Learning Lab date at the latest. Be sure to include information about the registration process, and that the purpose of the Learning Lab and the participants' role are clearly detailed.</p>
<b>Facilitator</b>	9. Choose a facilitator.
<b>Content</b>	<p>10. Prepare a detailed agenda. Use and adapt the sample in the <a href="#">Appendix</a>.</p> <p>11. Give your Learning Lab workshop an attractive and catchy title.</p>
<b>Promotion</b>	<p>12. Share the Learning Lab description, date and location on AQUA-LIT website.</p> <p>13. In collaboration with the WP6 and WP3 teams, prepare a communication strategy to advertise it.</p> <p>14. Promote the Learning Lab in your professional networks.</p>
<b>Materials</b>	<p>15. Assemble the LL preparation materials: background documents, films, reports on the subject, etc. and share them with participants ahead of the Learning Lab workshop.</p> <p>16. Prepare participant welcome packs.</p>
<b>Participants</b>	17. If you have not managed to recruit many participants yet, contact them again by telephone and e-mail. Revise the participant list, broaden the scope and look for new names. Ask third parties to connect you to the desired participants.
<b>Workshop</b>	18. Carry out the workshop. Have participants assess the workshop.
<b>Analysis</b>	19. Evaluate the process and results. Collect and report best practice, tools, measures and policy issues. Complete the reporting template (to be provided soon).
<b>Follow-up</b>	20. Disseminate the workshop results to external and internal stakeholders: workshop participants, your staff, external stakeholders and partners.

## Implementing the Learning Lab

### WP3 Learning Labs - timeline

The Learning Lab implementation plan is based on the timeline of the Work Package 3 defined in the grant application form:

WP3. LEARNING LABS	2019												2020											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
T3.1 Aqua-Lit Learning Labs 's Leading Lines & Coordination							X	D3.1	Training															
T3.2 Learning Lab 1: <b>North Sea</b> (VLIZ)											X				D3.2									
T3.3 Learning Lab 2: <b>Mediterranean</b> (IEO,EurOcean)											X				D3.3									
T3.4 Learning Lab 3: <b>Baltic Sea</b> (S.Pro)										X					D3.4									
T3.5 Validation in Learning Labs – Portfolio of best practice fact sheets (Nausicaá)																		D3.5						

## Learning Lab calendar

The Learning Labs will take place in the period from July 2019 (M7) to March 2020 (M15) and will be organised by s.Pro – sustainable projects GmbH (s.Pro), Vlaams Instituut voor de Zee (VLIZ), and EurOcean Foundation in collaboration with Instituto Espanol de Oceanografia (IEO).

When setting the date of the Learning Lab workshop, community activities that can boost the event will be considered. Agenda conflicts with major school, sports, religious and other community activities and holidays should be avoided. Weekdays are generally better than weekend sessions.

The tentative dates of the Learning Lab workshops are the following:

LEARNING LAB	DATE	PLACE	ORGANISER
<b>Baltic Sea</b>	9 October 2019, 08:30 – 12:30 – at the Aquaculture Europe 2019 Congress, 7-10 October 2019,	Berlin, Germany	s.Pro
<b>North Sea</b>	26 November 2019	Ostend, Belgium	VLIZ
<b>Mediterranean</b>	30 November 2019 (Aquaculture Day)	Spain	IEO, EurOcean

## Learning lab implementation plan

MONTH	LEARNING LAB (LL)	QUESTIONNAIRES (Q)
M-3	<ul style="list-style-type: none"> <li>LL team is recruited (including main facilitator)</li> <li>Date &amp; location are determined</li> <li>Potential participants are identified</li> </ul>	<ul style="list-style-type: none"> <li>Face-to-face open question qualitative Q is translated in native language</li> <li>Short Q is posted on line</li> </ul>
M-2	<ul style="list-style-type: none"> <li>"Save the Date" is sent by e-mail to all potential participants, posted on the social media &amp; websites of the AQUA-LIT project and the LL organisers and included in the AQUA-LIT newsletter</li> <li>A press release is sent by the organisers to their local/national/regional press contacts and posted on websites</li> <li>Invites and LL draft agenda are sent by e-mail to all potential participants</li> <li>LL topic outline document is produced in English and native language</li> </ul>	<ul style="list-style-type: none"> <li>Face-to-face qualitative Q is carried out</li> <li>Results of the qualitative Q are included in the LL topic outline document</li> </ul>
M-1	<ul style="list-style-type: none"> <li>Save the Date (2nd wave) is sent out and posted on social media</li> <li>Invites (2nd wave) &amp; LL agenda are sent out</li> <li>Telephone invitations are made</li> <li>Keynote speakers, table facilitators &amp; rapporteurs are identified &amp; contacted</li> <li>LL topic outline document is revised &amp; paged up in the AQUA-LIT layout</li> </ul>	<ul style="list-style-type: none"> <li>Face-to-face qualitative Q is carried out</li> </ul>
D-7	<ul style="list-style-type: none"> <li>LL topic outline document, final agenda of the day &amp; other supporting material (if any) are sent to participants</li> <li>Keynote speakers, table facilitators &amp; rapporteurs are given <u>instructions</u></li> </ul>	
Learning Lab	<ul style="list-style-type: none"> <li>LL workshop is carried out</li> </ul>	Short online Q is completed by participants of the LL
D+1	<ul style="list-style-type: none"> <li>"Thank you" message is sent to participants</li> </ul>	Results of short and face-to-face Q are analysed by s.Pro and shared with partners for integration in LL reports and deliverables
M+1	<ul style="list-style-type: none"> <li>LL summary report in native language or English is sent to participants &amp; other interested parties</li> </ul>	Short online Q is replaced by the "Scaling up the tide" multiple choice survey.

M+2	🐟 LL report in English (i.e. D3.2; D3.3; D3.4) is written & submitted to partner in charge of its revision	The survey is promoted by partners. Results of short and long Q are integrated in LL reports (i.e. D3.2; D3.3; D3.4)
M+3	🐟 AQUALIT partners revise the D3.2; D3.3; D3.4	
M+4	🐟 s.Pro & IEO produce the final D2.2; D2.3; D2.4 and submit them to the WP3 leader (Nausicaá) and revisors (M15, March 2020).	
M+5	🐟 Nausicaá develops LL Outcome – Portfolio of best practice fact sheets (D3.5)	Both Q results are integrated in D3.5
M+6	🐟 Nausicaá sends D3.5 to the AQUA-LIT partner in charge of revision	
M+7	🐟 Nausicaá produces the final “LL Outcome – Portfolio of best practice fact sheets (D2.5) and submits it to coordinator for publication (M18, June 2020).	

## The role of the main facilitator, table facilitators and rapporteurs

The role of the facilitator is essential. By facilitating the discussion and activities, they ensure the quality of the results. Some of their tasks may vary depending on the workshop format, the composition of the group, the topic and context. However, in general, the responsibility of a facilitator is to maintain the flow of discussion and to keep participants on track and on time.

The facilitators of every table will be in charge of presenting shortly the topic that will be discussed at the tables and the triggering questions related to it (cf. [section Learning Lab scenario](#)).

The table facilitators will facilitate discussion, encourage the generation of tangible solutions and measures empowering the aquaculture sector to tackle marine litter and help participants assess them in view of shaping the AQUA-LIT toolbox. They will be provided with a list of additional triggering questions to help the table discussion.

Together with the rapporteurs, they will be also in charge of reporting the summary of results of the discussion in the plenary session in the afternoon. To this end, they will select the most pertinent results of the discussion.

The facilitators will be flexible, unbiased, empathetic, good listeners and enthusiastic. They will develop a trustful relationship with the participants, be respectful and communicate in a clear and friendly manner.

The facilitators will lead the discussion without dominating it. They will fade into the background as the discussion evolves and participants gain more confidence. A successful facilitator:

- Listens attentively to each participant;
- Does not give their own point of view at any time;
- Seeks to give equal time to all sides of the issue and to all group members;
- Pays attention to see how everyone in the group is doing;
- Encourages everyone to join in the discussion including online participants;
- Helps participants to find common ground;
- Looks for the bright spots (focuses on where and why things are successful);
- Encourages deeper reflection;
- Helps participants prioritize their ideas for action;
- Structures the interactions between the participants;
- Clarifies and summarises both individual opinions and a group position.

The main facilitator of the Learning Lab will be recruited by the Learning Lab organiser. Where to find a facilitator:

- Among your staff;
- Among AQUA-LIT partners;
- Among stakeholders and participants of the workshop;
- Among science communicators (get in touch with a neighbouring science centre, museum, aquarium or the Ecsite network <http://www.ecsite.eu>);
- Among journalists;
- Among free-lance consultants and advisors;
- By word-of-mouth.

The costs of hiring facilitation services should fit in the allocated budget.

The table facilitators and rapporteurs will be recruited among the Learning Lab participants or AQUA-LIT partners.

## The role of the organising team

The organising team will:

- Document all steps of the Learning Lab.
- Assemble and save the Learning Lab material (invitations, videos, state of play presentation, keynote speech presentations, **all sheets and post-it notes** with participants' proposals, presentations of results by facilitators, conclusions, posters, documents, etc.) in the WP3 common files on Drop Box.
- Record all innovative solutions/mechanisms/technologies/tools/business models/ best practice and measures proposed by participants (including the ones not comprised in the final assessment and summary).
- Make sure that all results and statements are clearly recorded.
- Collect participant feedback questionnaire.

## Choosing the location

The Learning Labs aim to encourage learning, knowledge sharing and co-design. Therefore, the location is important because it should encourage the dialogue and engagement.

To increase synergies, Learning Lab organisers will investigate whether they can collaborate with other like-minded organisations, networks or project consortia that are in the same sea-basin region.

When choosing the location of the Learning Lab, the following will be considered:

- The room will be large enough to accommodate all participants.
- A flexible space with extra room available would be an advantage (e.g. a cloakroom).
- The facility will be centrally located and easily accessible.
- The room will have the required furniture (table, chairs, etc.); sufficient electrical power to accommodate the electronic media, appropriate electric outlets for lights, computers and Internet connections, a cooling/heating system; etc.
- The organisers will provide water, coffee and lunch for the participants.
- The facility will be politically neutral.
- The room will provide a comfortable atmosphere, in which the participants will feel at ease.
- Bathroom facilities will be available.
- An attractive setting will be a plus.

## Facilitation materials and supplies

The materials and supplies will include:

- Three tables with five chairs each for table sessions;
- If possible, a dais and a table (for plenary sessions: one in the morning and one afternoon);
- A flipchart on easels and paper for recording ideas. It is better to use paper rather than chalk or white boards;
- [Table tents](#) with triggering questions, different for each table;
- [Charts](#) for rating proposals
- 2-3 large sheets of paper on every table for recording ideas and that can be used for archival purposes;
- Individual sheets for quick sketches that can be used for archival purposes;
- Space to hang the flipchart sheets;
- Tape or tacks to attach paper to walls;
- Several broad tipped, colour markers, coloured pens and/or pencils;
- Post-it sticky notes (in multiple colours);
- A set of coloured sticky dots (for voting)
- A digital camera for taking photos;

- 🐟 A computer (with a high-resolution web camera and a digital microphone if webcasting is planned);
- 🐟 A slide projector / beamer and a screen;
- 🐟 A microphone;
- 🐟 A telephone;
- 🐟 A printer;
- 🐟 A copy machine.

## Travel and subsistence

Arrangements may need to be made for the following:

- 🐟 Refreshments and food (coffee breaks, lunch, buffet);
- 🐟 Room hire;
- 🐟 Hotel accommodation (for keynote speakers);
- 🐟 Travel arrangements (for keynote speakers).

These Learning Lab organisation costs should fit in the allocated budget.

## Learning Lab participants

### Number of participants

There will be at least 15 stakeholders per Learning Lab who will work in 3 groups, i.e. 5 stakeholders per table.

### Type of participants

The suggested composition of the Learning Lab:

STAKEHOLDER GROUPS	
1	<b>Aquaculture farmers (fish, shellfish, seaweed)</b>
2	<b>Equipment manufacturers (e.g. of aquaculture material &amp; gear)</b>
3	<b>Engineering, system design and construction companies</b>
4	<b>Academic research groups</b>
5	<b>Professional clusters, associations and platform representatives</b>
6	<b>NGOs</b>
7	<b>Governance (including policy makers &amp; implementers, and port staff)</b>
8	<b>Classification and certification bodies</b>
9	<b>Companies processing waste (including waste recycling and incineration)</b>
10	<b>Communicators (media, press, science communicators)</b>

It is recommended that the majority of participants belong to the first two groups:

- 🐟 Aquaculture farmers
- 🐟 Equipment manufacturers.



If possible, the recruiting team will make sure that there is a gender balance (50% male and 50% female participants), that each stakeholder group is represented and that different age groups are involved in the process as well.

The Learning Labs will not involve children and young people under 18 who are protected by the data privacy regulations.

Participation in the Learning Lab workshop will be free of charge.

















## The role of participants

During the Learning Lab participants will:

-  Produce a list with proposals of tools and best practice aiming at preventing, reducing, monitoring, qualifying, removing and recycling marine litter resulting from aquaculture operations;
-  Evaluate their needs, benefits and barriers as well as causes and impacts relating to marine litter from aquaculture;

## Participant registration

For the reporting needs, the participant registration form will include the following questions:

1. To which stakeholder group do you feel affiliated?
  -  Aquaculture farmers (fish, shellfish, seaweed)
  -  Equipment manufacturers (e.g. of aquaculture material & gear)
  -  Engineering, system design and construction companies
  -  Academic research groups
  -  Professional clusters, associations and platform representatives
  -  NGOs
  -  Governance (including policy makers & implementers, and port staff)
  -  Classification and certification bodies
  -  Companies processing waste (including waste recycling and incineration)
  -  Communicators (media, press, science communicators)
2. What is your country of work? Please specify: \_\_\_\_\_.
3. What is your age?
  -  18-30 years old
  -  31-65 years old
  -  Over 65 years old
4. Your gender
  -  Male
  -  Female
  -  Other



## Recruitment

A Learning Lab Practical Toolkit will contain a set of materials and tools to help to involve the participants and execute the Learning Lab workshops.

The communication strategy and tools will be prepared by the Work Package 6.

Identifying stakeholders who will be engaged in the Learning Labs is an important part of a planning process and the key to the overall success of the event. Therefore, we suggest that the organisers:

- 🐟 Make a list of stakeholders, organisations and networks potentially interested in the Learning Lab topic and of those who will bring in a valuable contribution to the solution co-development process. Analyse the needs and potential contribution of various stakeholder groups to the topic. Be inclusive and involve stakeholders who work on the coast and on land and who represent the activity sectors linked to the topic in direct in indirect ways. Don't just reach the usual 'suspects.' Do not exclude opponent groups. Involving them creates ownership and greater commitment. Ask your colleagues and staff about other contacts.
- 🐟 Communicate with the stakeholders and obtain their commitment for the Learning Lab and the AQUA-LIT project.
- 🐟 Identify keynote speakers. Well-chosen keynote speakers are important to the success of the Learning Lab. Moreover, their presence may motivate and attract others.
- 🐟 Contact the keynote speakers by telephone or in person to invite them and obtain their commitment. If you do not know them personally, ask people in your network and staff to connect you to them.
- 🐟 Contact and invite other potential participants by telephone, e-mail, or in person on the occasion of professional meetings and appointments. Ask them to suggest other stakeholders and link you to them.
- 🐟 Ask third parties for help to engage stakeholders hard to reach or with whom you do not have an existing relationship.
- 🐟 Partner with other project consortia and invite their members and stakeholders.
- 🐟 Send the stakeholders an official invitation message and supporting readings (if relevant).

## A letter of invitation

A letter of invitation is a recruitment message. It is expected to be straight to the point and pertinent and attractive to potential participants. It will be sent with a short presentation of the AQUA-LIT project and the Learning Lab process. The message will include:

- 🐟 Who is doing the Learning Lab and why;
- 🐟 The date and address of the event;
- 🐟 The title of the Learning Lab
- 🐟 A short description of the topic and state of play;

- The expected role and contribution of the stakeholder;
- The information about how to register or a link to an online platform where the stakeholder will register. We recommend [EventBright](#) which provides free service for events free of charge;
- What is involved in terms of required data, if the person participates (their name, family name, e-mail, organization, activity sector, interests, etc.),
- An overview of potential risks and benefits;
- How to contact the organisation team.

A sample of the letter of invitation in English is included in the deliverable D6.2 *Dissemination Materials* and in the [Learning Lab Practical Toolkit](#) in the Dropbox.

Additional information material relating to the topic (state of play outline paper, links to useful readings, videos, etc.) will be sent to the potential participants whenever relevant.

## Learning Lab scenario

### Learning Lab common agenda

The Learning Labs will be carried out preferably in the local language and all of them will cover the following topics in relation to one of the three sea-basins (Baltic Sea, Mediterranean and the North Sea):

1. Prevention and reduction of aquaculture litter;
2. Monitoring and quantification of aquaculture litter;
3. Removal and recycling of aquaculture litter.

The Learning Lab workshop will be a one-full-day event. However, depending on the time slot and room available, the duration of the LL workshop can be adapted. If there is less time, the ice-breaking activity can be left out and the time of World café parts can be shortened on condition that they are no shorter than 20 minutes each and that the first part is longer to give the participants enough time to get involved with the topic.

The suggested detailed agenda (here below) can be adapted to the local context.

WHEN	WHAT	WHO?	WHICH SUPPORTING MATERIAL?
09:00-10:00	<b>Plenary session</b> Welcome of participants, presentation of the agenda of the day, practical information and a short ice breaking activity (optional). An example of an ice breaking activity: participants get in pairs and introduce themselves. After 2-3 minutes every participant introduces their colleague to the entire group. (20')  General introduction to World Café: <ul style="list-style-type: none"> <li>🐟 Screening of the video about the AQUA-LIT project (1'38'')</li> <li>🐟 State of play, main actors, main sources of non-organic litter from the aquaculture sector, the regional perspective in relation to 3 stages: prevention &amp; reduction, monitoring &amp; quantification and recycling &amp; removal – to inspire participants (PPT) (15'). An inspiring keynote speech can be part of this presentation.</li> <li>🐟 Objectives of the Learning Lab and expected outcomes (tools &amp; cross-cutting recommendations). Agenda of the day (PPT) (10')</li> <li>🐟 Questions and answers (15')</li> </ul>	Organiser/main facilitator	AQUA-LIT video PPT presentations: <ol style="list-style-type: none"> <li>1) State of Play</li> <li>2) Keynote speech (if any)</li> <li>3) LL objectives, expected outcomes &amp; agenda of the day</li> </ol> Computer, screen, beamer Internet access
10:00-10:45	<b>World Café Part 1</b>	Organiser/main facilitator to keep time and focus.	3 tables with 5 chairs each

A short introduction to every round table with a focus on the specific stage and highlight of the state of play by its keynote speaker/facilitator. Roundtables:

### Table 1 – How can the aquaculture industry be more effective in preventing and reducing its non-organic waste?

- 🐟 TQ1.1 What are the barriers to preventing and reducing the loss, damage or discard of gear and other equipment in the aquaculture sector?
- 🐟 TQ1.2 What are the (technical) innovative solutions, business models and (policy) measures to prevent or reduce the loss, damage or discard of gear and other equipment in the aquaculture sector?

Helping questions that the facilitator can use to stimulate discussion:

Re: TQ1.2

- What is your opinion about following a Circular Economy Design?
- What are reusable product alternatives for cages, gear?
- What kind of cooperation between research and aquaculture business is in place in your area? Please list them.
- What do you think of the Life Cycle Assessment Design?
- Which best practices are the most efficient for your business?

Re: TQ1.3

Keynote speakers/facilitators to facilitate discussions and keep focus. Rapporteurs to summarise & write down proposals.

Choose a facilitator and a rapporteur at every table

3 table tents with triggering questions (preferably in the native language)

Large sheets of paper to write down ideas, coloured pens, etc. – cf. LL materials & supplies section

Colourful post-it notes (one colour per table)

Additional questions can be printed on a separate sheet of paper and given to the facilitator who will ask them to inspire and help participants define their proposals

- Please list the measures for a sustainable aquaculture production (including farm & technology approvals) that you know of.

## Table 2 - How can the aquaculture sector be more effective in monitoring and quantifying its non-organic waste?

- 🐟 TQ2.1 What are the monitoring systems for waste quantification that you have applied in your activity or that you know of?
- 🐟 TQ2.1 What monitoring measures and schemes should be introduced, improved or enforced to encourage and empower every stakeholder to tackle the issue efficiently?

Helping questions that the facilitator can use to stimulate discussion:

ReTQ2.1

Which best practices are the most efficient for your business?

## Table 3 - How can the aquaculture sector be more effective in removing and recycling its non-organic waste?

- 🐟 TQ3.1 What are the barriers to removal and recycling of gear and other equipment that is damaged, discarded or lost?
- 🐟 TQ3.2 What are innovative solutions and business models that can be used to remove or recycle the gear and other equipment that is damaged, discarded, derelict or lost?

Helping questions that the facilitator can use to stimulate discussion:

Re: TQ3.1

	<ul style="list-style-type: none"> <li>• Where do you see the need for improvement of your internal processes or administrative procedures?</li> <li>• What impact does the new Port Facility Directive have on your interest in recovering the gear and other equipment that is damaged, discarded, derelict or lost?</li> <li>• What is your opinion about including the aquaculture in the Extended Producer Responsibility (EPR) Directive?</li> </ul> <p>Re: TQ3.2</p> <ul style="list-style-type: none"> <li>• What are the recycling facilities or plants in your area? Please list them.</li> <li>• What do you think of an insurance fund for aquaculture farmers?</li> <li>• Which best practices are the most efficient for your business?</li> </ul>		
10:45-11:00	<b>Coffee break</b>		
11:00-11:30	<b>World Café Part 2</b> Participants move to another table to discuss the triggering questions and generate solutions. The facilitator/rapporteur stay at the same table and summarises the outcomes of the previous discussion to a new group.	As in Part 1	As in Part 1
11:30-12:00	<b>World Café Part 3</b> Participants move to another table to discuss the triggering questions and generate solutions. The facilitator/rapporteur stay at the same table and summarises the outcomes of the previous discussion to a new group.	As in Part 1	As in Part 1
12:00 -12:30	<b>World Café Part 4</b> Participants return to their initial table to assess innovative solutions/technologies/installations/tools/business models and measures. At every table, they answer the last question:	As in Part 1	As in Part 1  <u>Charts</u> to rank proposals

	<p><b>Please rate your proposals on a scale from 1 (low) to 5 (high) in terms of efficiency/feasibility.</b></p> <p>Together with the keynote speaker/facilitator &amp; rapporteur they rank their answers and prepare the summary presentation for the rest of the LL participants.</p>		<p>Coloured post-it notes to stick proposals on the chart</p> <p>Coloured sticky dots for voting</p>
12:30-13:00	<p><b>All tables:</b></p> <p><b>What are the worst and the best scenarios for managing the non-organic waste by the sector?</b></p> <p>Participants imagine the best and worst scenarios (15') and share them with the rest of the LL (15').</p>	As in Part 1	As in Part 1
13:00-14:00	<b>Lunch break</b>		
14:00-16:00	<p><b>Plenary Summary session</b></p> <ol style="list-style-type: none"> <li>1. Presentation of results by 3 keynote speakers &amp; rapporteurs</li> <li>2. Discussion</li> <li>3. Conclusion and closing remarks</li> <li>4. Participant questionnaire</li> </ol>	<p>Organiser/main facilitator to give the floor, keep time and focus</p> <p>Keynote speakers/facilitators &amp; rapporteurs to summarise results</p>	<p>Computer, screen, beamer</p>

## Reporting on the Learning Lab

The results and findings of the Learning Labs are public.

The organisers of the Learning Lab are in charge of reporting the results and findings to their Learning Lab participants. Therefore, they will prepare a summary report in their local language (if the LL workshop is held in the native language) and send it to the Learning Lab participants and other interested parties no later than 30 days after the Learning Lab workshop. The format of the report in local language is free so that it could be adopted to the local context.

The main Learning Lab reports will be written in English. The Learning Lab organiser will complete a reporting template provided in the [Learning Lab Practical Toolbox](#) and within the specified deadline, send it to the AQUA-LIT partner in charge of revision and submit the final deliverable to coordinator and Work Package 3 Leader within the specified deadlines.

These deliverables are:

- 🐟 D3.2 AQUA-LIT first Learning Lab report on prevention/reduction; monitoring/quantification; and recycling/removal marine litter in the Baltic Sea (stakeholder inputs, methods used and filtered tools) by s.Pro (M15);
- 🐟 D3.3 AQUA-LIT second Learning Lab report on prevention/reduction; monitoring/quantification; and recycling/removal marine litter in the Mediterranean Sea (stakeholder inputs, methods used and filtered tools) by IEO (M15);
- 🐟 D3.4 AQUA-LIT third Learning Lab report on prevention/reduction; monitoring/quantification; and recycling/removal marine litter in the North Sea (stakeholder inputs, methods used and filtered tools) by VLIZ (M15);
- 🐟 D 3.5 Learning Lab Outcome (portfolio of best practice fact sheets) by Nausicaá (M18).

They will include the following expected outcomes of the Learning Labs:

- An outline of regional sea-basin context and state of play;
- A list of barriers to prevention/reduction; monitoring/quantification; and removal/recycling of gear and other equipment that is damaged, discarded or lost;
- A list of the existing good practice in preventing/reducing; monitoring/quantifying; and removing/recycling of non-organic waste that is damaged, discarded, carried out or lost at the sea;
- A list of solutions/technologies/installations/tools/business models/best practice and measures regarding aquaculture-based marine litter prevention, reduction, monitoring, quantification, recycling and removal;
- A list of implementation opportunities for solutions;
- A list of policy and cross-cutting recommendations;
- First evaluation of proposals and candidate tools (ranking) from socio-economic point of view and recommendations for the toolbox
- Answers to toolbox questions in WP2



## Promoting the Learning Lab

The promotion of the Learning Lab will begin with the recruitment of the participants. Stakeholder recruitment and promotion methods may differ from country to country due to cultural and technological differences.

The promotion and communication material will be developed in cooperation with the Work Package 6.

One of the easiest and most effective means of informing and involving the community and stakeholders is through the media and social media. Comprehensive media coverage is one of the keys to success. Promotion may include newspaper and television coverage, radio, advertisements, posters, stakeholder mail-outs, presentations to interested groups, social media announcements and word-of-mouth. Some possibilities for developing public awareness of the event include:

- 🐟 Contacting local, national and regional mass media (newspaper, radio, television);
- 🐟 Producing and distributing posters and flyers;
- 🐟 Writing and publishing press releases;
- 🐟 Writing and publishing articles supporting the Learning Lab;
- 🐟 Informing organisations and other groups. Making presentations.
- 🐟 Developing activities that draw attention to the topic(s) (e.g. a sea festival, a marine science picnic, seafood tasting, a web photo contest, beach cleaning, etc.)

### How to write a catchy Learning Lab title in 7 minutes

We suggest the following common title to the Learning Lab workshops:

**How can the aquaculture sector contribute to reducing marine litter in the Baltic Sea/Mediterranean Sea/North Sea *[choose one region that applies]*?**

The title will be translated in native language and used in the Learning Lab promotion material.

While translating the title, bear in mind that titles are what sell the content. They represent it in search engines, in e-mail, and on social media. You need to get your audience hooked. Promise that you are going to deliver value. Make sure to write a title that tells the potential participants why they need to spend time on the Learning Lab.

1. **Keep your audience in mind while drafting the title.** After reading a title, a reader wonders “Why should I participate?”. They will if they believe that this can solve their problem.
2. **Start with a working title.** Be accurate. Keep it short, simple and to the point. Accuracy is critical because it sets clear expectations for participants.
3. **Make the title exciting.** Use strong language like “Things People Hate” but use it in moderation.

4. **Be clear about main benefit.** Don't list features. Turn features into benefits and make sure you put the most important one in your title.
5. **Focus on keywords that you know your audience is already searching for.** Once you have a keyword in mind, place it as closely as possible to the beginning of your title to catch your reader's attention.
6. **Keep the title under 70 characters** so it doesn't get cut off in search engine results. Additional words are considered too long for Google to index.
7. **Appeal to your reader's hunger for knowledge.** A title that leaves them wanting more has done its job. Use the title to tell your readers they can learn something e.g. "Easiest way to set up a business in under 3 days". The most common is the "how to" headline: "How to stop smoking right now and never start again."
8. **Question in the title.** It should be something that your audience wants to know. If you ask something they don't care about, then you'll lose them. To be interesting, tie the question to the Learning Lab's main benefit.
9. **Create a title with a command in it.** Tell your audience what to do to get the value the Learning Lab is offering. Be direct and demand action. Tell them to act in a certain way. Make them ask "why" (e.g. Stop wasting your budget on disposable plastic bags. Get 10 x results from cotton")
10. **Create the most valuable information resource:** "10 most important tips to make your fish farm cost-effective"; "10 secrets that help to make every float sustainable", "10 tools that make every fish farm successful."
11. **Use numbers and symbols.** People love numbers, especially in headlines: e.g. "10 ways to cook eggs that your mother never told you about". Numbers as digits work very well when compared with the same numbers as words. "5 best beaches in the world" usually gets you an engagement rate that is double of "Five best beaches in the world."
12. **Announce exciting news** (News your audience cares about). People care about the things that are important to them. Let them know that there is something new in the Learning Lab that will make a difference in their lives.
13. **Make an audacious promise.** Promise your participants something valuable. Will you teach them how to learn a new skill? Will you persuade them to do something they've never done before? Will they overcome a barrier?
14. **Use technology.** Type your topic on Portent's Content Idea Generator and see the headlines it proposes. At the very least, it will trigger ideas.
15. **Brainstorm with someone else.** Once you've refined your title using the tips above, it's time to connect with another human. Title brainstorming is an essential part of the process.
16. **Optimise for search and social sharing.** Make sure your headline is tweetable. Headlines between 8–12 words in length get the most Twitter shares. On Facebook, headlines with either 12 or 14 words receive the most Likes.

Overall, a catchy title should speak directly to the part of the brain that subconsciously cares. However, a catchy title is nothing without quality, thoughtful, engaging content of the Learning Lab.

## Disseminating Learning Lab results

The organisation team will disseminate the results to the participating stakeholders and major stakeholder groups, including relevant agencies, public bodies, administration, industry, non-governmental organisations, NGOs, CSOs and other interested groups and individuals who have requested information prior to the Learning Lab.

The organisation team may also make presentations to groups or at conferences and disseminate the results through channels such as press releases and conferences, lectures, websites and other social media.

## Learning Lab Practical Toolkit

### Tools for Learning Lab organisation

1. [State of Play template](#).
2. [Instructions for facilitators](#).
3. [Privacy statement](#), i.e. participant agreement to be photographed and filmed in English will be translated by the organisers in their native language (if necessary), signed by every participant, collected and stored by the Learning Lab organiser.
4. Participant welcome pack (AQUA-LIT leaflet, Learning Lab topic outline; Learning Lab agenda, gifts);
5. [Name badge template](#) (AQUA-LIT logo + logo of the organiser) to be completed with participants' names.
6. [Attendance sheet](#) template in English. The template will be translated, completed with the names of the participants, signed by them and stored by the Learning Lab organiser. It will include the privacy agreement (cf. point 1) and an option to subscribe to the AQUA-LIT newsletter.
7. [Table tent template](#) with the triggering questions about 1. Prevention & reduction, 2. Monitoring & quantification, 3. Recycling & removal in English will be translated in the native language (if necessary), sent to Geonardo for layout design, printed and set on every table.
8. [Certificate of attendance](#) template in English will be translated (if needed) and completed with participant names by the organisers.

### Learning Lab reporting tools

1. [A State of Play template](#) outlining political, economic, social, scientific, legislative context characteristic of each sea basin. It will be completed by the Learning Lab organiser in English, sent to the WP3 leader and EurOcean for revision, posted on the AQUA-LIT website, translated in the native language and sent to participants ahead of the Learning Lab workshop. It will be also included in the participant welcome pack, Learning Lab reports and deliverables.
2. [A LL reporting template](#) in English, i.e. for D2.2, D2.3 and D2.4.

3. Report in the native language to share the results of the Learning Lab with participants. No templates will be provided as it is up to the organiser to adapt the template in English to local needs and context.
4. Results of the questionnaires.

## Communication and promotion tools

1. Save the date cards (Date, place, topic, target audience) to be posted on AQUA-LIT's and organisers' social media accounts, websites and in newsletters; and to be translated in the native language by the Learning Lab organisers and sent to their professional networks and potential participants.
2. Invites for participants in English to be translated in the native language by the Learning Lab organisers and sent to all potential participants.
1. Agenda of the day in English to be adapted and translated by the organiser in their native language, if needed.
2. A State of Play template in English to be adapted and translated by the organiser in their native language, if needed.
3. AQUA-LIT poster in English to put up in the local venue where the Learning Lab will take place.
4. PPT presentation of the Learning Lab: The presentation will consist of:
  - 🐟 The agenda of the day, objectives and expected outcomes of the LL.
  - 🐟 A state of play, i.e. summary of the regional sea-basin perspective in relation to 3 stages: prevention & reduction, monitoring & quantification and recycling & removal of marine litter coming from aquaculture sources. It will also include the keynote speech if any.
5. Gifts and gadgets for participants: bandanas, a wooden USB, etc., with the Learning Lab uploaded content by the organiser.
6. A press release in English to be translated in the native language and sent to local press.
7. A *Thank you* message to keynote speakers and Learning Lab participants will be sent by email and posted on social media.
8. Promotion of the Learning Labs on the AQUALIT website: the organisers will send the information and visual material about their Learning Lab to the WP6 leader for publication.
9. Social media cards, gifs and Learning Lab supporting infographics/photos/videos will be posted by the WP6 leader with a common hashtag comprehensible in German, Spanish, Flemish and English and used on social media by all.
10. Promotion of the Learning Lab in real time on social media. A common hashtag for the AQUA-LIT Learning Labs will be proposed by the WP6 leader. The organisers will choose one of the following options to promote their Learning Lab:
  - 🐟 The organiser will post short information and photos in English on Twitter/LinkedIn/FaceBook/Instagram with a common hashtag in real time and the AQUALIT communication team will share them on the AQUA-LIT accounts;
  - 🐟 The organiser will post short information and photos in their native language on Twitter/LinkedIn/FaceBook/Instagram with a common hashtag in real time and

the AQUALIT communication team will share them in English on the AQUA-LIT accounts;

- 🐟 The organiser will send short information and photos to the WP6 leader by *What's up* or e-mail in real time and the AQUALIT communication team will post them in English on AQUA-LIT accounts.

## References

Gin I., Grifoni P., Schneider X., Raicevich S., (2016). *Mobilisation and Mutual Learning Workshop Methodology Approach and Actor Inclusion Criteria*. D.3.1 Marina project. Boulogne sur Mer, France. 85 pp.

Sandra M., Devriese L., De Raedemaecker F., Lonneville B., Lukic I., Altvater S., Compa Ferrer M., Deudero S., Torres Hansjosten B., Alomar Mascaró C., Vale M., Zorgno M., Mata Lara M. (2019). *Knowledge wave on marine litter from aquaculture sources*. D2.2 Aqua-Lit project. Oostende, Belgium. 82 pp.

Slocum, N., (2003). *Participatory Methods Toolkit. A Practitioner's Manual*, King Baudouin Foundation. Belgium. 167 pp.

Wikipedia

Zorgno M. (2019). *Dissemination Materials*. D6.2 AQUA-LIT Project. Lisbon. Portugal, 21 pp.

# Appendix - Learning Lab Practical Toolkit

## Learning Lab agenda

A sample

LEARNING LAB	
How can the aquaculture sector contribute to reducing marine litter in the Baltic Sea/Mediterranean Sea/North Sea [ <i>choose one region that applies</i> ]?	
09:00-10:00	<b>Plenary session</b> Welcome coffee and registration. Presentation of the agenda of the day, objectives of the Learning Lab and expected outcomes. Presentation of participants. Presentation of the AQUA-LIT project (video). State of play. Questions and answers.
10:00-10:45	<b>World Café</b> How can the aquaculture industry be more effective in preventing and reducing its non-organic waste? How can the aquaculture sector be more effective in monitoring and quantifying its non-organic waste? How can the aquaculture sector be more effective in removing and recycling its non-organic waste?
10:45-11:00	<b>Coffee break</b>
11:00-12:30	<b>World Café Continued</b> Participants rotate to discuss the triggering questions, generate solutions and rank them.
12:30-13:00	What are the worst and the best scenarios for the management of the non-organic waste by the sector?
13:00-14:00	<b>Lunch break</b>
14:00-16:00	<b>Plenary Summary session</b> Presentation of results Discussion Conclusion and closing remarks Participant questionnaire

# Learning Lab charts





## Privacy statement

The privacy statement will be included in the attendance list, signed by the Learning Lab participants and stored by the organisers:

The Learning Lab will be recorded for future reference using a variety of means: photography, filming, sound recording, web-streaming.

If you participate in this event, you may be filmed and have your picture taken. By participating, you are giving irrevocable consent to and authorize the [*insert here the name of the organising institution*] and the AQUA-LIT consortium the right to film, photograph, and to make sound recordings of you, and to use this media at the sole discretion of the [*name of the organising institution*] and the AQUA-LIT consortium. You release the [*insert here the name of the organising institution*] and the AQUA-LIT consortium from any liability in connection with the above.

## Learning Lab State of Play outline template

The main purpose of the template “State of Play – Outline of the [North Sea / Mediterranean Sea / Baltic Sea] Learning Lab” on page 36, is to harmonise and facilitate the preparation of the Learning Labs that AQUA-LIT partners are in charge of organising. This standard will help to collate the results into all-inclusive deliverables:

- 🐟 D3.2 AQUA-LIT first Learning Lab report on prevention/reduction, monitoring/quantification; and recycling/removal in the North Sea (stakeholder inputs, methods used and filtered tools) due in M15
- 🐟 D3.3 AQUA-LIT second Learning Lab report on prevention/reduction, monitoring/quantification; and recycling/removal in the Mediterranean (stakeholder inputs, methods used and filtered tools) due in M15
- 🐟 D3.4 AQUA-LIT third Learning Lab report on prevention/reduction, monitoring/quantification; and recycling/removal in the Baltic Sea (stakeholder inputs, methods used and filtered tools) due in M15
- 🐟 D3.5 Learning Labs Outcome (portfolio of best practice fact sheets) due in M18

Furthermore, the template will ensure that the Learning Labs will meet the quality requirements and produce the expected results in order for other work-packages to be completed successfully.

Therefore, each Learning Lab organiser will complete the template in English and their native language if needed.

The completed template will not be more than two pages long.

After the completion period, the templates will be revised by the Leaders of WP3, WP4 and tasks T3.2, T3.3 and T3.4 for their relevance and coherence with the requirements of the AQUA-LIT project. Then, they will be disseminated to potential LL participants.

The template will:

- 🐟 Be shared with stakeholders, facilitators and keynote speakers to be involved in the Learning Lab. This will inspire and introduce them to the discussions;
- 🐟 Give the AQUA-LIT partners a good idea of topics that will be discussed during the Learning Labs and encourage cross-collaboration between different Learning Labs and Work Packages;
- 🐟 Ensure that the Learning Labs are in line with the overall project approach and expected results.

- Be included in the Learning Lab reports and thus ensure that the results fit in Toolbox of integrated approaches to be developed in the framework of the AQUA-LIT project and are transferable.

The template is not a report of the Learning Lab workshop. A reporting template will be provided separately.

- After completing the table, please send it to Geonardo to make a document with Learning Lab's visual identity as exemplified below:

State of Play – Outline of the Baltic Sea Learning Lab topic

AQUA-LIT

## How can the aquaculture sector contribute to reducing marine litter in the Baltic Sea?

Aquaculture is the fastest growing food-producing sector in Europe, with an annual expansion rate of 8% in the last three decades. With this growth rate, there is an opportunity for such a booming industry to act as a precursor on fighting marine litter by reflecting on preventive measures and innovative solutions on how to manage the non-organic waste, which could become exemplary and point out the path for other sectors.

Therefore, the AQUA-LIT project is developing a toolbox of solutions for preventing, reducing, removing and recycling non-organic waste that the aquaculture industry would be able to implement.



Baltic Sea

### BALTIC SEA CONTEXT

In the Baltic Sea fed aquaculture (fish) is not so prominent given the eutrophication increase concerns, and farmed fish production is more relying on land RAS (recirculating aquaculture systems). For example, to date there is one mussel farm in the German Baltic (Kiele Meeresfarm) and up to three fish farms with low profitability and unlikely future.

The extractive aquaculture is gaining traction in the Baltic sea and multiple mussel farms can be identified along the Baltic coast. The main technology used is the longline. Nevertheless, the seaweed farming as well as the Integrated Multi-trophic-aquaculture (IMTA) are also being increasingly explored. In the Baltic, it is difficult to locate the farms as these are moving often. Thus, the data point location in the map is usually a location of the company office rather than the farm itself. It is thus unclear how monitoring and assessment can be conducted or how traceable is potential litter from these farms.

Extractive aquaculture (shellfish and seaweed) sector is gaining traction across the EU, with a wide range of commercial applications going beyond human consumption (e.g. poultry and fish feed, biofuel, chemistry, pharmaceuticals, etc.). According to FAO<sup>1</sup>, *Mytilus edulis* (Atlantic, North and Baltic Sea coasts) is one of the two core mussels species of European production. There are three different culture techniques - using poles ("bouchot"), suspended ropes or bottom culture.

The intra-European exchange of information and collaboration among institutions has been strong in the region. There is an emerging importance of producer organizations to provide members with information, as well as acting as fora to develop common policies on a wide range of issues. On the local level, there are initiatives organised by the local authorities, such as for example the ghost (net) fishing project in Sweden.

<sup>1</sup> Idem.



### WHAT ARE THE KEY ISSUES / CHALLENGES?

#### POLITICAL

The Baltic Sea has seen a variety of changes in the aquaculture regulation across the countries, which to a certain extent reflects the high-level political support for the sector, or the lack of it. The status widely differs across the countries.

#### ECONOMIC

The commercial readiness of the sector differs across the countries in the Baltic Sea. In general the marine aquaculture is still a small scale and developing sector in the Baltic Sea mainly focusing on the extractive species.

#### SOCIAL/CULTURAL

While some countries have aquaculture as a traditional activity (sea gardens in Denmark) some others are just initiating some first businesses (Germany).

#### TECHNOLOGICAL

The Baltic Sea has seen many projects and initiatives focusing on the Integrated Multi Trophic Aquaculture (IMTA) and Recirculating Aquaculture Systems (RAS) (on land).

#### LEGAL

The regulation differs widely across the countries depending among other on the number of authorities involved in the licensing process and proximity to the shore.

#### ENVIRONMENTAL

Baltic Sea in general has concerns about the eutrophication, thus not all types of aquaculture are perceived the same. Thus, IMTA is seen as a viable option and there are also projects looking at the ability of mussels and seaweed to combat eutrophication and climate change (i.e. natural CO2 sequestration).

## State of Play – Outline of the [North Sea / Mediterranean Sea / Baltic Sea] Learning Lab topic

INSTRUCTIONS/TIPS ON HOW TO COMPLETE THE TEMPLATE	<b>TEMPLATE TO COMPLETE</b>  <i>Once completed, please send the content of this column to the WP6 leader for page layout so that it could be sent to the LL participants by e-mail or handed out and posted on the AQUA-Lit website. We recommend that the final document should not exceed two pages.</i>
Learning Lab workshop title	<p>How can the aquaculture sector contribute to reducing marine litter in the Baltic Sea/Mediterranean Sea/North Sea [<i>select one that applies</i>]?</p> <p>Or</p> <p>Non-organic waste management opportunities for the aquaculture sector</p>
<p>A story / narrative presenting the topic:</p> <p><i>Narrate a compelling local story (e.g. a showcase of good practice) that will:</i></p> <ul style="list-style-type: none"> <li><i>be positive and won't lead to feelings of guilt</i></li> <li><i>tie-in with stakeholders' experiences</i></li> <li><i>awake their curiosity and inspire them</i></li> <li><i>involve, sink into their memory</i></li> <li><i>prompt them to think things through, examine problems, events etc. from different perspectives</i></li> </ul>	<p>Aquaculture is the fastest growing food-producing sector in Europe, with an annual expansion rate of 8% in the last three decades. With this growth rate, there is an opportunity for such a booming industry to act as a precursor by reflecting on preventive measures and innovative solutions on how to manage the non-organic waste, which could become exemplary and point out the path for other sectors.</p> <p>Therefore, the AQUA-LIT project is developing a toolbox of solutions for preventing, reducing, removing and recycling non-organic waste that the aquaculture industry would be able to implement.</p> <p><i>Please add here a regional [North Sea / Mediterranean Sea / Baltic Sea] perspective on the state of play regarding:</i></p> <ul style="list-style-type: none"> <li><i>Prevention &amp; reduction of non-organic litter</i></li> </ul>

<ul style="list-style-type: none"> <li>• <i>steer their interest in the topic/project/objectives/concern</i></li> <li>• <i>encourage communication</i></li> <li>• <i>reveal concealed skills</i></li> <li>• <i>induce innovations, problem solving and change processes</i></li> <li>• <i>motivate them to continue the dialogue after the Learning Lab</i></li> </ul> <p><i>Such story can be further adapted to meet the various formats and circulated online to reach larger audiences on blogs, social media, and thus creating a viral process.</i></p>	<ul style="list-style-type: none"> <li>• <i>Monitoring &amp; quantification of non-organic litter</i></li> <li>• <i>Removal &amp; recycling of non-organic litter</i></li> </ul>
<p><b>Why is it a hot topic?</b></p> <p><i>Give reasons. They may be such as e.g.</i></p> <ul style="list-style-type: none"> <li>• <i>Cross-cutting</i></li> <li>• <i>Emerging</i></li> <li>• <i>In the news</i></li> <li>• <i>In relation to international/European policy/directive</i></li> <li>• <i>Other...</i></li> </ul>	<p><i>Please complete in one sentence</i></p>
<p><b>What are the key issues / challenges?</b></p> <p><i>Present the key issues from the following perspectives:</i></p> <ul style="list-style-type: none"> <li>• <i><u>Political</u> (e.g. government organization/attitude, governance, potential changes to legislation, global influences...)</i></li> </ul>	<p><i>Please list here main challenges in the region</i></p>

<ul style="list-style-type: none"> <li>• <u>Economic</u> (e.g. economic growth, employment, consumer confidence...)</li> <li>• <u>Social/Cultural</u> (e.g. demographic changes, lifestyle factors, fashion changes/trends, labour/social mobility, income, consumers' attitudes...)</li> <li>• <u>Technological</u> (e.g. new inventions, research and development, technology transfer, speed &amp; obsolescence of technology, changes in ICT...)</li> <li>• <u>Legal</u> (e.g. industry regulations, competition regulations, taxation, employment, health and safety regulations...)</li> <li>• <u>Environmental</u> (e.g. regulations and restrictions, environment protection, stewardship, sustainability...)</li> <li>• <u>Capacity building and education</u></li> </ul>	
<p>Facts and figures to support the topic and the story</p>	<p>Please complete with crucial <u>regional</u> facts relating to the topic</p>
<p>Who are the stakeholders involved?</p> <p><i>List stakeholders who represent the whole value chain</i></p> <p><i>For more information, see stakeholder classification on p.8, D2.2</i></p>	<ol style="list-style-type: none"> <li>1. Aquaculture farmers (fish, shellfish, seaweed)</li> <li>2. Equipment manufacturers (e.g. of aquaculture material &amp; gear)</li> <li>3. Engineering, system design and construction companies</li> <li>4. Academic research groups</li> <li>5. Professional clusters, associations and platform representatives</li> <li>6. NGOs</li> <li>7. Governance (including policy makers &amp; implementers, and port staff)</li> <li>8. Classification and certification bodies</li> <li>9. Companies processing waste (including waste recycling and incineration)</li> </ol>

	10. Communicators (media, press, science communicators)
<b>Triggering questions</b>  <i>Define triggering question(s) that are thought provoking and activate discussions. They will also help to frame the discussion.</i>	<p><b>1 – How can the aquaculture industry be more effective in preventing and reducing its non-organic waste?</b></p> <ul style="list-style-type: none"> <li>What are the barriers to preventing and reducing the loss, damage or discard of gear and other equipment in the aquaculture sector?</li> <li>What are the (technical) innovative solutions, business models and (policy) measures to prevent or reduce the loss, damage or discard of gear and other equipment in the aquaculture sector?</li> </ul> <p><b>2 - How can the aquaculture sector be more effective in monitoring and quantifying its non-organic waste?</b></p> <ul style="list-style-type: none"> <li>What are the monitoring systems for non-organic waste quantification that you have applied in your activity or that you know of?</li> <li>What monitoring measures and schemes should be introduced, improved or enforced to encourage and empower every stakeholder to tackle the issue efficiently?</li> </ul> <p><b>3 - How can the aquaculture sector be more effective in removing and recycling its non-organic waste?</b></p> <ul style="list-style-type: none"> <li>What are the barriers to removal and recycling of gear and other equipment that is damaged, discarded or lost?</li> <li>What are innovative solutions and business models that can be used to remove or recycle the gear and other equipment that is damaged, discarded or lost?</li> </ul>
<b>Useful links and readings:</b>	

\* After completing the table, please send it to Geonardo to make a document with Learning Lab’s visual identity.

PowerPoint presentation of the agenda of the day, the objectives of the Learning Lab, the expected outcomes and state of play in the regional sea-basin.

The objectives of the Learning Labs are to:

- Federate and engage stakeholder communities in preventing, reducing, monitoring, quantifying, removing and recycling marine litter from aquaculture operations;
- Facilitate the adoption of successful existing solutions through capacity building;
- Explore the potential of innovative solutions to marine litter reduction, removal and recycling;
- Improve the understanding of the specific needs of stakeholders to maximise the impacts of the project.

The Learning Lab expected outcomes are:

- An outline of regional sea-basin context and state of play;
- A list of barriers to prevention/reduction; monitoring/quantification; and removal/recycling of gear and other equipment that is damaged, discarded or lost;
- A list of the existing good practice in preventing/reducing; monitoring/quantifying; and removing/recycling of non-organic waste that is damaged, discarded, carried out or lost at the sea;
- A list of solutions/technologies/installations/tools/business models/best practice and measures regarding aquaculture-based marine litter prevention, reduction, monitoring, quantification, recycling and removal;
- A list of implementation opportunities for solutions;
- A list of policy and cross-cutting recommendations;
- First evaluation of proposals and candidate tools (ranking) from socio-economic point of view and recommendations for the toolbox.



# Learning Lab – instructions for facilitators

## Presentation of the Learning Lab

### Learning Lab objectives

The AQUA-LIT Learning Lab is an interactive workshop that will assemble stakeholders from the aquaculture sector. The Learning Lab will be facilitated using a participatory method (World Café) in order to encourage knowledge sharing and co-creation and to develop a mutually valued and acceptable toolbox, which could become exemplary and point out the path for other sectors.

Three Learning Lab workshops will be organised by the AQUA-LIT partnership in three different locations. Each of them will focus on specific sea basin: the Baltic, the Mediterranean and the North Sea.

The objectives of the Learning Labs are to:

- 🐟 Federate and engage stakeholder communities in preventing, reducing, monitoring, quantifying, removing and recycling marine litter from aquaculture operations;
- 🐟 Facilitate the adoption of successful existing solutions through capacity building;
- 🐟 Explore the potential of innovative solutions to marine litter reduction, removal and recycling;
- 🐟 Improve the understanding of the specific needs of stakeholders to maximise the impacts of the project.

### Learning Lab expected outcomes

Participating stakeholders will co-design tools for preventing, reducing, monitoring, quantifying removing and recycling marine litter (e.g. polystyrene floats, plastic ropes, food sacks, buoys, etc.). They will make use of their experience, best practice, lessons learnt to share, assess and select the existing tools or design new ones.



They expected outcomes of the Learning Labs are:

- An outline of regional sea-basin context and state of play;
- A list of barriers to prevention/reduction; monitoring/quantification; and removal/recycling of gear and other equipment that is damaged, discarded or lost;
- A list of the existing good practice in preventing/reducing; monitoring/quantifying; and removing/recycling of non-organic waste that is damaged, discarded, carried out or lost at the sea;
- A list of solutions/technologies/installations/tools/business models/best practice and measures regarding aquaculture-based marine litter prevention, reduction, monitoring, quantification, recycling and removal;
- A list of implementation opportunities for solutions;
- A list of policy and cross-cutting recommendations;
- First evaluation of proposals and candidate tools (ranking) from socio-economic point of view and recommendations for the toolbox.

The outcomes of the Learning Labs together with the data collected in the work package 2 (WP2) will feed the *Tide Against Marine Litter Toolbox* to be developed in the framework of WP4, the deliverable 3.5 *Learning Lab outcome portfolio of best practice fact sheets*. They will also provide the information for policy recommendations (deliverable 5.1), transferability mechanisms (deliverable 5.3) and the exploitation plan (deliverable 5.4) to be elaborated in the framework of the work package 5 (WP5).

## Learning Lab scenario

The Learning Lab workshop will be a one-full-day event. However, depending on the time slot and room available, the duration of the LL workshop can be adapted. If there is less time, the ice-breaking activity can be left out and the time of World café parts can be shortened on condition that they are no shorter than 20 minutes each and that the first part is longer to give the participants enough time to get involved with the topic.

The suggested detailed agenda (here below) can be adapted to the local context. A layout with AQUA-LIT's Learning Labs visual identity is provided in the Practical Toolkit Dropbox folder.

WHEN	WHAT	WHO?	WHICH SUPPORTING MATERIAL?
09:00-10:00	<p><b>Plenary session</b></p> <p>Welcome of participants, presentation of the agenda of the day, practical information and a short ice breaking activity (optional).</p> <p>An example of an ice breaking activity: participants get in pairs and introduce themselves. After 2-3 minutes every participant introduces their colleague to the entire group. (20')</p> <p>General introduction to World Café:</p> <ul style="list-style-type: none"> <li>🐟 Screening of the video about the AQUA-LIT project (1'38'')</li> <li>🐟 State of play, main actors, main sources of non-organic litter from the aquaculture sector, the regional perspective in relation to 3 stages: prevention &amp; reduction, monitoring &amp; quantification and recycling &amp; removal – to inspire participants (PPT) (15'). An inspiring keynote speech can be part of this presentation.</li> <li>🐟 Objectives of the Learning Lab and expected outcomes (tools &amp; cross-cutting recommendations). Agenda of the day (PPT) (10')</li> <li>🐟 Questions and answers (15')</li> </ul>	Organiser/main facilitator	<p>AQUA-LIT video</p> <p>PPT presentations:</p> <ul style="list-style-type: none"> <li>4) State of Play</li> <li>5) Keynote speech (if any)</li> <li>6) LL objectives, expected outcomes &amp; agenda of the day</li> </ul> <p>Computer, screen, beamer</p> <p>Internet access</p>

10:00-10:45

## World Café Part 1

A short introduction to every round table with a focus on the specific stage and highlight of the state of play by its keynote speaker/facilitator. Roundtables:

### Table 1 – How can the aquaculture industry be more effective in preventing and reducing its non-organic waste?

- 🐟 TQ1.1 What are the barriers to preventing and reducing the loss, damage or discard of gear and other equipment in the aquaculture sector?
- 🐟 TQ1.2 What are the (technical) innovative solutions, business models and (policy) measures to prevent or reduce the loss, damage or discard of gear and other equipment in the aquaculture sector?

Helping questions that the facilitator can use to stimulate discussion:

Re: TQ1.2

- What is your opinion about following a Circular Economy Design?
- What are reusable product alternatives for cages, gear?
- What kind of cooperation between research and aquaculture business is in place in your area? Please list them.
- What do you think of the Life Cycle Assessment Design?
- Which best practices are the most efficient for your business?

Re: TQ1.3

Organiser/main facilitator to keep time and focus.

Keynote speakers/facilitators to facilitate discussions and keep focus. Rapporteurs to summarise & write down the answers. Rapporteurs to write down proposals on a template.

3 tables with 5 chairs each

Choose a facilitator and a rapporteur at every table

3 table tents with triggering questions (preferably in the native language)

Large sheets of paper to write down ideas, coloured pens, etc. – cf. LL materials & supplies section

Colourful post-it notes (one colour per table)

Additional questions can be printed on a separate sheet of paper and given to the facilitator who will ask them to inspire and help participants define their proposals

- Please list the measures for a sustainable aquaculture production (including farm & technology approvals) that you know of.

### Table 2 - How can the aquaculture sector be more effective in monitoring and quantifying its non-organic waste?

- 🐟 TQ2.1 What are the monitoring systems for waste quantification that you have applied in your activity or that you know of?
- 🐟 TQ2.1 What monitoring measures and schemes should be introduced, improved or enforced to encourage and empower every stakeholder to tackle the issue efficiently?

Helping questions that the facilitator can use to stimulate discussion:

ReTQ2.1

Which best practices are the most efficient for your business?

### Table 3 - How can the aquaculture sector be more effective in removing and recycling its non-organic waste?

- 🐟 TQ3.1 What are the barriers to removal and recycling of gear and other equipment that is damaged, discarded or lost?
- 🐟 TQ3.2 What are innovative solutions and business models that can be used to remove or recycle the gear and other equipment that is damaged, discarded, derelict or lost?

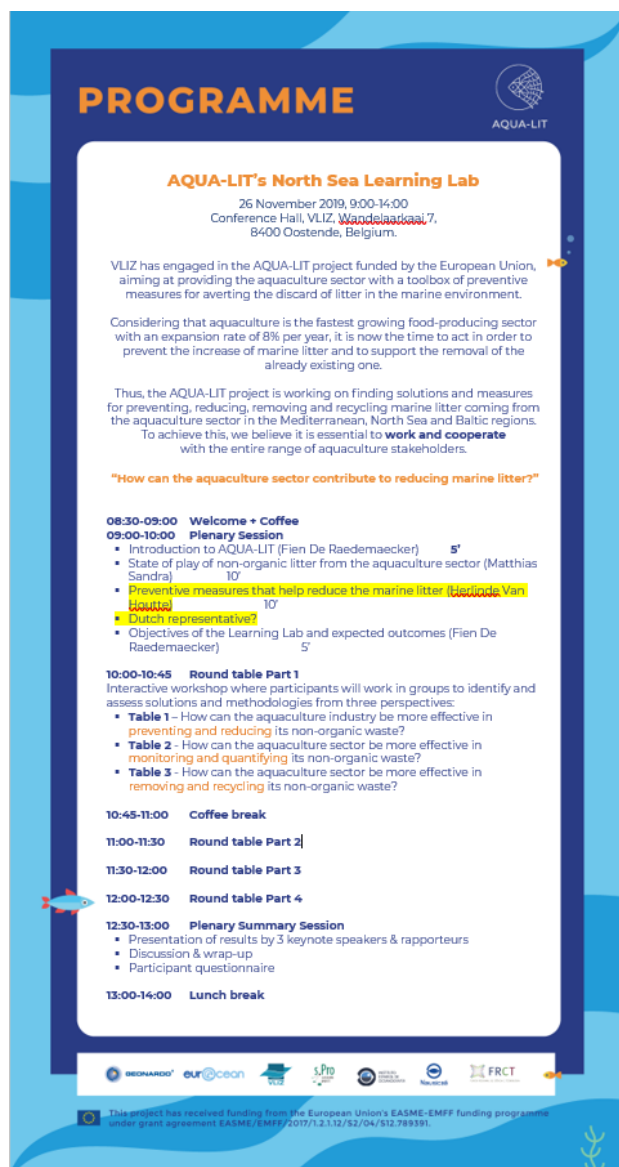
Helping questions that the facilitator can use to stimulate discussion:

Re: TQ3.1

	<ul style="list-style-type: none"> <li>• Where do you see the need for improvement of your internal processes or administrative procedures?</li> <li>• What impact does the new Port Facility Directive have on your interest in recovering the gear and other equipment that is damaged, discarded, derelict or lost?</li> <li>• What is your opinion about including the aquaculture in the Extended Producer Responsibility (EPR) Directive?</li> </ul> <p>Re: TQ3.2</p> <ul style="list-style-type: none"> <li>• What are the recycling facilities or plants in your area? Please list them.</li> <li>• What do you think of an insurance fund for aquaculture farmers?</li> <li>• Which best practices are the most efficient for your business?</li> </ul>		
10:45-11:00	<b>Coffee break</b>		
11:00-11:30	<b>World Café Part 2</b> Participants move to another table to discuss the triggering questions and generate solutions. The facilitator/rapporteur stays at the same table and summarises the outcomes of the previous discussion to a new group.	As in Part 1	As in Part 1
11:30-12:00	<b>World Café Part 3</b> Participants move to another table to discuss the triggering questions and generate solutions. The facilitator/rapporteur stays at the same table and summarises the outcomes of the previous discussion to a new group.	As in Part 1	As in Part 1
12:00 -12:30	<b>World Café Part 4</b> Participants return to their initial table to assess innovative solutions/technologies/installations/tools/business models and measures. At every table, they answer the last question:	As in Part 1	As in Part 1

	<p><b>Please rate your proposals on a scale from 1 (low) to 5 (high) in terms of efficiency/feasibility.</b></p> <p>Together with the keynote speaker/facilitator &amp; rapporteur they rank their answers and prepare the summary presentation for the rest of the LL participants.</p>		<p>Coloured post-it notes to stick proposals on the chart</p> <p>Coloured sticky dots for voting</p>
12:30-13:00	<p><b>All tables:</b></p> <p><b>What are the worst and the best scenarios for managing the non-organic waste by the sector?</b></p> <p>Participants imagine the best and worst scenarios (15') and share them with the rest of the LL (15').</p>	As in Part 1	As in Part 1
13:00-14:00	<b>Lunch break</b>		
14:00-16:00	<p><b>Plenary Summary session</b></p> <ol style="list-style-type: none"> <li>5. Presentation of results by 3 keynote speakers &amp; rapporteurs</li> <li>6. Discussion</li> <li>7. Conclusion and closing remarks</li> <li>8. Participant questionnaire</li> </ol>	<p>Organiser/main facilitator to give the floor, keep time and focus</p> <p>Keynote speakers/facilitators &amp; rapporteurs to summarise results</p>	<p>Computer, screen, beamer</p>

\* Please use the Learning Lab agenda template (located in the Practical Toolkit Dropbox folder) as shown in the following image:



**PROGRAMME**

**AQUA-LIT's North Sea Learning Lab**  
26 November 2019, 9:00-14:00  
Conference Hall, VLIZ, Wapelaan 7,  
8400 Oostende, Belgium.

VLIZ has engaged in the AQUA-LIT project funded by the European Union, aiming at providing the aquaculture sector with a toolbox of preventive measures for averting the discard of litter in the marine environment.

Considering that aquaculture is the fastest growing food-producing sector with an expansion rate of 8% per year, it is now the time to act in order to prevent the increase of marine litter and to support the removal of the already existing one.

Thus, the AQUA-LIT project is working on finding solutions and measures for preventing, reducing, removing and recycling marine litter coming from the aquaculture sector in the Mediterranean, North Sea and Baltic regions. To achieve this, we believe it is essential to **work and cooperate** with the entire range of aquaculture stakeholders.

**"How can the aquaculture sector contribute to reducing marine litter?"**

**08:30-09:00 Welcome + Coffee**  
**09:00-10:00 Plenary Session**

- Introduction to AQUA-LIT (Fien De Raedemaeker) 5'
- State of play of non-organic litter from the aquaculture sector (Matthias Sandra) 10'
- Preventive measures that help reduce the marine litter (Ludovic Van Hauke) 10'
- Dutch representative?
- Objectives of the Learning Lab and expected outcomes (Fien De Raedemaeker) 5'

**10:00-10:45 Round table Part 1**  
Interactive workshop where participants will work in groups to identify and assess solutions and methodologies from three perspectives:

- **Table 1** - How can the aquaculture industry be more effective in preventing and reducing its non-organic waste?
- **Table 2** - How can the aquaculture sector be more effective in monitoring and quantifying its non-organic waste?
- **Table 3** - How can the aquaculture sector be more effective in removing and recycling its non-organic waste?

**10:45-11:00 Coffee break**  
**11:00-11:30 Round table Part 2**  
**11:30-12:00 Round table Part 3**  
**12:00-12:30 Round table Part 4**  
**12:30-13:00 Plenary Summary Session**

- Presentation of results by 3 keynote speakers & rapporteurs
- Discussion & wrap-up
- Participant questionnaire

**13:00-14:00 Lunch break**

This project has received funding from the European Union's EASME-EMFF funding programme under grant agreement EASME/EMFF/2017/1.2.1.12/S2/04/S12.789391.

\* Text to be modified and inserted in the Learning Lab agenda template:

## AQUA-LIT's #Sea Basin# Learning Lab

Date, hour  
Location.

#Organizing partner# has engaged in the AQUA-LIT project funded by the European Union, aiming at providing the aquaculture sector with a toolbox of preventive measures for averting the discard of litter in the marine environment.

Considering that aquaculture is the fastest growing food-producing sector with an expansion rate of 8% per year, it is now the time to act in order to prevent the increase of marine litter and to support the removal of the already existing one.

Thus, the **AQUA-LIT project is working on finding solutions and measures for preventing, reducing, removing and recycling marine litter** coming from the aquaculture sector in the Mediterranean, North Sea and Baltic regions.

To achieve this, we believe it **is essential to work and cooperate with the entire range of aquaculture stakeholders.**

## "How can the aquaculture sector contribute to reducing marine litter?"

08:30-09:00 Welcome + Coffee

09:00-10:00 Plenary Session

▪ Agenda points

10:00-10:45 Etcetera ...



## Reporting on the Learning Lab

The results and findings of the Learning Labs are public. The report will be included in the deliverables and forwarded to the European Union. These deliverables are:

- 🐟 D3.2 AQUA-LIT first Learning Lab report on prevention/reduction; monitoring/quantification; and recycling/removal marine litter in the Baltic Sea (stakeholder inputs, methods used and filtered tools) by s.Pro (M15);
- 🐟 D3.3 AQUA-LIT second Learning Lab report on prevention/reduction; monitoring/quantification; and recycling/removal marine litter in the Mediterranean Sea (stakeholder inputs, methods used and filtered tools) by IEO (M15);
- 🐟 D3.4 AQUA-LIT third Learning Lab report on prevention/reduction; monitoring/quantification; and recycling/removal marine litter in the North Sea (stakeholder inputs, methods used and filtered tools) by VLIZ (M15);
- 🐟 D 3.5 Learning Lab Outcome (portfolio of best practice fact sheets) by Nausicaá (M18).

A common template will be designed for the deliverables D3.2, D3.3 and D3.4.

## The role of the main facilitator, table facilitators and rapporteurs

The role of the facilitator is essential. By facilitating the discussion and activities, they ensure the quality of the results. Some of their tasks may vary depending on the format, the composition of the group, the topic and context. However, in general, the responsibility of a facilitator is to maintain the flow of the proceedings and to keep participants on track and on time.

The facilitators of every table will be in charge of presenting shortly the topic that will be discussed at the tables and the triggering questions related to it (cf. section Learning Lab scenario).

The table facilitators will facilitate discussion, encourage the generation of tangible solutions and measures empowering the aquaculture sector to tackle marine litter and help participants assess them in view of shaping the AQUA-LIT toolbox. To help the table discussion they will be provided with a State of Play paper and make use of additional helping questions:

	Main trigger questions	Additional helping questions
<b>Table 1</b>  How can the aquaculture industry be more effective in preventing and reducing its non-organic waste?	TQ1.1 What are the barriers to preventing and reducing the loss, damage or discard of gear and other equipment in the aquaculture sector?	

	TQ1.2 What are the (technical) innovative solutions, business models and (policy) measures to prevent or reduce the loss, damage or discard of gear and other equipment in the aquaculture sector?	<ul style="list-style-type: none"> <li>What is your opinion about following a Circular Economy Design?</li> <li>What are reusable product alternatives for cages, gear?</li> <li>What kind of cooperation between research and aquaculture business is in place in your area? Please list them.</li> <li>What do you think of the Life Cycle Assessment Design?</li> <li>Which best practices are the most efficient for your business?</li> </ul>
Table 2 How can the aquaculture sector be more effective in monitoring and quantifying its non-organic waste?	TQ2.1 What are the monitoring systems for waste quantification that you have applied in your activity or that you know of?	Which best practices are the most efficient for your business?
	TQ2.1 What monitoring measures and schemes should be introduced, improved or enforced to encourage and empower every stakeholder to tackle the issue efficiently?	
Table 3 - How can the aquaculture sector be more effective in removing and recycling its non-organic waste?	TQ3.1 What are the barriers to removal and recycling of gear and other equipment that is damaged, discarded or lost?	<ul style="list-style-type: none"> <li>Where do you see the need for improvement of your internal processes or administrative procedures?</li> <li>What impact does the new Port Facility Directive have on your interest in recovering the gear and other equipment that is damaged, discarded, derelict or lost?</li> <li>What is your opinion about including the aquaculture in the Extended Producer Responsibility (EPR) Directive?</li> </ul>

	TQ3.2 What are innovative solutions and business models that can be used to remove or recycle the gear and other equipment that is damaged, discarded, derelict or lost?	<ul style="list-style-type: none"> <li>What are the recycling facilities or plants in your area? Please list them.</li> <li>What do you think of an insurance fund for aquaculture farmers?</li> <li>Which best practices are the most efficient for your business?</li> </ul>
<p>ALL tables:</p> <p>Please rate your proposals on a scale from 1 (low) to 5 (high) in terms of efficiency/feasibility.</p>		Please list the measures for a sustainable aquaculture production (including farm & technology approvals) that you know of.
<p>All tables:</p> <p>What are the worst and the best scenarios for managing the non-organic waste by the sector?</p>		

Together with the rapporteurs, the table facilitators will be also in charge of reporting the results of the discussion in the plenary session in the afternoon. To this end, they will select the most pertinent results of the discussion.

The facilitators will be flexible, unbiased, empathetic, good listeners and enthusiastic. They will develop a trustful relationship with the participants, be respectful and communicate in a clear and friendly manner.

The table facilitators will lead the discussion without dominating it. They will fade into the background as the discussion evolves and participants gain more confidence. A successful facilitator:

- Listens attentively to each participant;
- Does not give their own point of view at any time;
- Seeks to give equal time to all sides of the issue and to all group members;
- Pays attention to see how everyone in the group is doing;
- Encourages everyone to join in the discussion including online participants;
- Helps participants to find common ground;

- Looks for the bright spots (focuses on where and why things are successful);
- Encourages deeper reflection;
- Helps participants prioritize their ideas for action;
- Structures the interactions between the participants;
- Clarifies and summarises both individual opinions and a group position.

## Facilitation materials and supplies

The materials and supplies will include:

- Three tables with five chairs each for table sessions;
- If possible, a dais and a table (for plenary sessions: one in the morning and one afternoon);
- A flipchart on easels and paper for recording ideas. It is better to use paper rather than chalk or white boards;
- Table tents with triggering questions, different for each table;
- 2-3 large sheets of paper on every table for recording ideas and that can be used for archival purposes;
- Individual sheets for quick sketches that can be used for archival purposes;
- Space to hang the flipchart sheets;
- Tape or tacks to attach paper to walls;
- Several broad tipped, colour markers, coloured pens and/or pencils;
- Post-it sticky notes (in multiple colours);
- A set of coloured sticky dots (for voting)
- A digital camera for taking photos;
- A computer (with a high-resolution web camera and a digital microphone if webcasting is planned);
- A slide projector / beamer and a screen;
- A microphone;
- A telephone;
- A printer;
- A copy machine.

## Learning Lab participants

### The role of participants

During the Learning Lab participants will:

- Produce a list with proposals of tools and best practice aiming at preventing, reducing, monitoring, qualifying, removing and recycling marine litter resulting from aquaculture operations;
- Evaluate their needs, benefits and barriers as well as causes and impacts relating to marine litter from aquaculture;

## Number of participants

There will be at least 15 stakeholders per Learning Lab who will work in 3 groups, i.e. 5 stakeholders per table.

## Type of participants

The suggested composition of the Learning Lab workshop:

<b>STAKEHOLDER GROUPS</b>
<b>Aquaculture farmers (fish, shellfish, seaweed)</b>
<b>Equipment manufacturers (e.g. of aquaculture material &amp; gear)</b>
<b>Engineering, system design and construction companies</b>
<b>Academic research groups</b>
<b>Professional clusters, associations and platform representatives</b>
<b>NGOs</b>
<b>Governance (including policy makers &amp; implementers, and port staff)</b>
<b>Classification and certification bodies</b>
<b>Companies processing waste (including waste recycling and incineration)</b>
<b>Communicators (media, press, science communicators)</b>

## Learning Lab table tents

On every table there will be a table tent with a different set of questions:

### Table 1 – How can the aquaculture industry be more effective in preventing and reducing its non-organic waste?

- 🐟 TQ1.1 What are the barriers to preventing and reducing the loss, damage or discard of gear and other equipment in the aquaculture sector?
- 🐟 TQ1.2 What are the (technical) innovative solutions, business models and (policy) measures to prevent or reduce the loss, damage or discard of gear and other equipment in the aquaculture sector?

### Table 2 - How can the aquaculture sector be more effective in monitoring and quantifying its non-organic waste?

- 🐟 TQ2.1 What are the monitoring systems for waste quantification that you have applied in your activity or that you know of?
- 🐟 TQ2.1 What monitoring measures and schemes should be introduced, improved or enforced to encourage and empower every stakeholder to tackle the issue efficiently?

### Table 3 - How can the aquaculture sector be more effective in removing and recycling its non-organic waste?

- 🐟 TQ3.1 What are the barriers to removal and recycling of gear and other equipment that is damaged, discarded or lost?
- 🐟 TQ3.2 What are innovative solutions and business models that can be used to remove or recycle the gear and other equipment that is damaged, discarded, derelict or lost?

In addition to the questions on the table tents, the facilitators will be provided with helping questions to stimulate discussion.

The table tents are located in the Dropbox but will be provided by EurOcean printed and ready to be used.

## Table 1

### How can the aquaculture industry be more effective in preventing and reducing its non-organic waste?



#### Q1.1

What are the barriers to preventing and reducing the loss, damage or discard of gear and other equipment in the aquaculture sector?

#### Q1.2

What are the (technical) innovative solutions, business models and (policy) measures to prevent or reduce the loss, damage or discard of gear and other equipment in the aquaculture sector?



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## Table 2

### How can the aquaculture sector be more effective in monitoring and quantifying its non-organic waste?



#### Q2.1

What are the monitoring systems for waste quantification that you have applied in your activity or that you know of?

#### Q2.1

What monitoring measures and schemes should be introduced, improved or enforced to encourage and empower every stakeholder to tackle the issue efficiently?



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## Table 3

### How can the aquaculture sector be more effective in removing and recycling its non-organic waste?



#### Q3.1

What are the barriers to removal and recycling of gear and other equipment that is damaged, discarded or lost?

#### Q3.2

What are innovative solutions and business models that can be used to remove or recycle the gear and other equipment that is damaged, discarded, derelict or lost?



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FRCT



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