



Democratising  
jUst  
Sustainability  
Transitions

## Deliverable 6.1 : Communication, dissemination and exploitation strategy and plan

DUST : Work Package 6, Task 6.1

Final delivery date: 30-04-2023

<b>Deliverable version</b>	V1
<b>Dissemination level</b>	PU
<b>Authors</b>	Samir AMIN, Yoann CLOUET (ISOCARP Institute)
<b>Contributors</b>	Verena BALZ (TU Delft)

*Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Agency. Neither the European Union nor the granting authority can be held responsible for them.*



This project has received funding from the European Union's Horizon Europe research and innovation programme under Grant Agreement No 101094869.

# Document Information

Project Acronym	DUST
Project Title	Democratising jUst Sustainability Transitions
Project Coordinator	Verena BALZ, Anna GRALKA - Technische Universiteit Delft (TU Delft)
Project Duration	36 M (February 2023 – January 2026)
Deliverable Number	D6.1
Deliverable Type	REM
Dissemination Level	PU
Contractual delivery date	M3
Delivery date	30-04-2023
Version	v.1
Pages	59
Work package	WP6 – Dissemination, communication and exploitation
Lead Beneficiary	ISOCARP Institute
Contributing beneficiaries	TU Delft
Keywords	communication, dissemination, exploitation

# Revision History

Date	Version	Author	Description
23-04-2023	v.0	Samir Amin Yoann Clouet	First draft
25-04-2023	v.0.1	Verena Balz	Internal Review
28-04-2023	v.1	Samir Amin Yoann Clouet	Final

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# Abbreviation list

Term	Description
AC	Education and academic networks
AESOP	Association of European Schools of Planning
APES	Actor-Process-Event Scheme
CDE	Communication, Dissemination and Exploitation
CDEP	Communication, Dissemination and Exploitation Plan
CIT	General public
CO	Future Facilitators
COR	Committee of the Regions
DG EMPL	Directorate-General for Employment, Social Affairs and Inclusion
DG ENER	Directorate-General for Energy
DG REGIO	Directorate-General for Regional and Urban Policy
DG RTD	Directorate-General for Research and Innovation
EC	European Commission
EDC	Europe Direct Centers
EEAB	External Expert Advisory Board
ERDF	European Regional Development Fund
ERSA	European Regional Science Association
ESF	European Social Fund
EU	European Union
EuroPCom	European Public Communication Conference,
FAC	Facilitators of impacts
JTF	Just Transition Fund
KPI	Key Project Indicator
LBA	Local Bridging Actors
LEC	Least Engaged Communities
LPO	Local and regional policy & decision-makers in need of development of capacity to reach least engaged groups
MOOC	Massive open online course
NGO	Non-Governmental Organisations
NOM	Networks of Municipalities
PO	Policy and decision-makers
PN	Policy Networks
PU	General public
REA	Research Executive Agency
RFFL	Regional Futures Literacy Lab
RSA	Regional Studies Association
SAB	Stakeholder Advisory Board
SC	Scientific community
SDG	Sustainable Development Goals
STEP	Stakeholder Engagement and Participation
UACES	University Association for Contemporary European Studies
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization



# Executive Summary

This deliverable is part of task 6.1 Communication, Dissemination and Exploitation Plan (CDEP or the Plan) within Work Package 6 on Dissemination, communication and exploitation (CDE). The Plan outlines objectives and strategies for CDE throughout the project, as well as identifying stakeholders and target audiences, and defining project outreach and engagement activities with stakeholders in the DUST consortium and wider networks. The CDEP is guided by the concept of two-way affective communication, in which the deployment of CDE activities is related to ideas of social justice, considering the scope and approach of the project in dealing with the least-engaged communities in case-study regions. Through the detailed activities planned until the culminating M36 of the project, all Key-Performance Indicators (KPIs) relating to CDE are met. These activities are divided into three phases where the aim is to build audiences (Phase 1), amplify DUST experiments (Phase 2), and disseminate results beyond the project (Phase 3). This document is the first iteration of D6.1 delivered by M3. It will be updated at M12, M24 and finally M36.

# 1. Introduction

This document constitutes the strategic framework developed for communication, dissemination and exploitation activities in the DUST project. The document serves to clearly outline the objectives, strategies, activities and administrative considerations in the deployment of CDE throughout the project. As a living document this deliverable is to be continually updated as new ideas and approaches are introduced to the project, allowing for consistent orientation against communicative objectives.

Effectively planning the communication, dissemination and exploitation strategy is a crucial element for the success of a Horizon Europe project. As stated in Art. 17(1) of the Grant Agreement: “the beneficiaries must promote the action and its results, by providing targeted information to multiple audiences (including the media and the public) [...] in a strategic and effective manner”. Due to the innovative approach taken in the DUST project and its close interactions with least-engaged communities in case-study regions, the CDEP is aligned with ideas of social justice and seeks to amplify voices, developments and results in authentic and diverse ways. The CDE strategy is guided by the concept of affective communication in which communication, dissemination and exploitation activities are oriented around the emotive absorption of information, to produce real impacts and platform powerful voices within the project network.

The Communication, Dissemination and Exploitation Plan (CDEP) is structured to explain the process of defining and deploying CDE strategies. It begins with a conceptual outline in chapter 2 where the guiding concepts behind strategies are outlined. Chapter 3 then presents these strategies, highlighting the contextual location of the CDEP, central strategies, target audiences and exploring DUST CDE research strands. The implementation of CDE activities is introduced in chapter 4, following a three phase process. Lastly, chapter 5 reports on the internal organisation of CDE in DUST and presents relevant KPIs. A concluding chapter is found in chapter 6.

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## 2. Conceptual Design of DUST CDE

When undertaking the design of the CDEP for DUST, it is important to consider the purpose and approach of the overall project. The scope of the project, in attempting to seek out and amplify the voices of the least-engaged communities in regions affected by sustainability transitions, provides a point by which to orient the design of communicative activities. In short, it is crucial that the communication, dissemination and exploitation of project results does justice to the communities involved in the project and aligns itself with the heritage, traditions and unique voices located within case-study regions. To do this, the CDEP is guided by concepts relating to participatory justice and co-creation, resulting in a strategy of two-way affective communication. This is explored here.

### 2.1. Conceptual Orientation

The DUST project takes an innovative approach to the engagement of communities affected by sustainability transitions. The place-based approach of the project considers how to engage communities through active subsidiarity and at scale, orienting itself around ideas of social justice. Most relevant for the development of robust and effective communication strategies, the project challenges policymakers to recognise diverse voices in regional and procedural processes, considering regional specificities and challenges of scale. Specifically here we consider ideas of procedural and epistemic justice, where specific community perspectives in processes relating to sustainability transitions are often overlooked (procedural justice) (Bell & Carrick, 2018) and where diverse forms knowledge are often undervalued due to biases in social identity and means of expression (epistemic justice) (Fricker, 2007; O'Neill, 2001). It is crucial that the development of CDE strategies for DUST work towards broader project goals, acknowledging how plans, processes and results are positioned within these two forms of justice.

To address ideas of procedural and epistemic justice in CDE strategies for DUST, we deploy the concept of **two-way affective communication**. Affective communication focuses on the expression of emotions in communication, elevating ideas of value and belief as drivers of understanding (Gudykunst & Ting-Toomey, 1988). It is drawn from the concept of learning operating in two domains: the cognitive domain and the affective domain. Where the cognitive domain relates to factual and critical thinking, the affective domain deals with how feeling and attitudes relate to the absorption and processing of new information (Cervellon & Dubé, 2002; Wood et al., 2018). In the case of DUST, we consider affective communication to be of great importance in both internal and external communicative activities. First in the interaction with least-engaged communities it is crucial to be aware of existent forms of knowledge, heritage and emotion, and produce visual material that utilises case-specific designs. Second, it must be acknowledged that in many cases the DUST project will seek to tell stories that are not our own. Here, in the amplification of local stories, voices and perspectives, the structure and design of visual material should locate itself in the form and function of expression within case study regions, to remain authentic to the narratives at hand. It is also noted that maintaining a robust guiding principle, such as affective communication, helps to navigate challenges of scale, where reaching large numbers can often compete with the authenticity of strategies.

The interaction of project communication and narrative construction in the project is key to the development of strategies that seek to increase democracy in conversations surrounding sustainability transitions. Narrative construction is recognised as an effective means to acknowledge the constructs that impact development and planning (Ortiz, 2022). Building narratives through the co-construction of shared stories can be an effective way to include multiple voices in developmental debates and increase the longevity of solutions (Devos et al., 2018). Affective communication allows for CDE activities in the project to be fit around existing and shifting narratives in case-study regions. It provides guidance for how to approach communities and indicates strategies for appropriate non-verbal expression. It also provides a means to understand the construction of identity and value systems in the least-engaged communities and thus iteratively adjust the form and content of communication.

For the concept of affective communication to be applied successfully, two-way processes of information exchange are imperative. We must both acknowledge how existing narratives use affective communication in the shaping of perception and intrinsic value and how affective communication can be used to inform the construction of new narratives. To do so, it is important to understand local contexts, relying on co-creative exchange with community members, civil society organisations, policy-makers and academic partners. Co-creation is therefore at the forefront of our approach, both in the acquisition of relevant information and the formation of new forms of visual and sensory expression.

The DUST CDEP acknowledges multiple guiding principles, as explained above. The strategies and activities further outlined in this report maintain guiding principles of conducting two-way affective communication influencing the co-creative construction of narratives in case-study regions, through innovative multi-media mediums. The development of this CDEP utilises outlined concepts in the formation of the central objectives outlined below.

## 2.2. DUST Objectives for CDE

The development of a comprehensive CDEP is intended to support all partners with the following objectives:

- Define the DUST approach for CDE to draw on strategies of affective communication in the delineation of objectives, activities and administration.
- Build a strong project identity with the implementation of CDE guidelines, the appropriate use of relevant media and tools and actively and effectively promoting DUST at all levels, creating awareness of project results and achievements and maximising DUST's visibility during and beyond the project.
- Actively engage with relevant communities of stakeholders in the two-way co-creation of DUST results that spotlight key outputs from the least-engaged communities.
- Engagingly express DUST results drawing on strategies of affective communication through various multi-media channels.
- Iteratively understand the optimal forms of co-creative interaction with the least-engaged communities through strategies of affective communication.
- Clearly outline and express the key learnings of the DUST project to target audiences in attractive and functional ways, with a specific focus on supporting policy-making.
- Define internal organisation and coordination of CDE activities to ensure DUST consortium partners correctly implement CDE activities

## 3. Strategic approach

To devise our Strategic approach to DUST's CDEP and deliver on the objectives set above, it is crucial to understand the context in which the project operates, set fixed principles for communication, dissemination and exploitation, identify the relevant tools and define the specific target audiences DUST must address.

### 3.1. DUST contextual location

DUST is a Research and Innovation Action under Horizon Europe investigating active subsidiarity in the sustainability transitions. It has been selected for funding under Horizon Europe. Its objectives, including its CDE's, must therefore be aligned with those of the programme as the policies of the European Union policies linked with the topics.

DUST is funded by Horizon Europe under the topic HORIZON-CL2-2022-DEMOCRACY-01-02, which aims to propose ways **to improve the interaction between policymakers and citizens** to enhance the public sphere. This is linked with its parent call, HORIZON-CL2-2022-DEMOCRACY-01, which was programmed under Cluster 2's Destination "Innovative research on Democracy and Governance" (Cluster 2) which aims, as per Horizon Europe Strategic Plan 2021-2024<sup>1</sup> and Decision (EU) 2021/764<sup>2</sup>, to **reinvigorate democratic governance** by "improving the accountability, transparency, effectiveness and trustworthiness of rule-of-law based institutions and policies and through the expansion of active and inclusive citizenship empowered by the safeguarding of fundamental rights"<sup>3</sup>.

In line with these objectives, DUST focuses specifically on active subsidiarity in the sustainability transitions and proposes to conduct 8 case-studies and 4 experiments in regions targeted by the Just Transition Fund (JTF). This funding instrument introduced as part of the EU Cohesion Policy 2021-2027 Package aims to alleviate the socio-economic consequences of sustainability transitions in regions that are dependent, to different extents, on energy-intensive industry for jobs and economic growth, but are now facing increasing pressure to transition to cleaner and more sustainable forms of energy production. DUST will also consider other place-based instruments at EU, especially those linked with **Policy Objective 5 "A Europe closer to citizens"** under the EU Cohesion Policy (ERDF and ESF), but also instruments at national, regional and local levels.

As such, DUST is also in line with the 2019-2024 priorities of the European Commission, "**A new push for European democracy**", which includes, *inter alia*, strengthening **citizen participation to ensure that its citizens have a greater say in the decision-making process**. DUST also reflects the objective of the European Green Deal, notably in seeking to ensure citizens' engagement against climate change and in the sustainability transition.

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<sup>1</sup> European Commission, Directorate-General for Research and Innovation, *Horizon Europe : strategic plan 2021-2024*, Publications Office of the European Union, 2021

<sup>2</sup> Council Decision (EU) 2021/764 of 10 May 2021 establishing the Specific Programme implementing Horizon Europe – the Framework Programme for Research and Innovation, and repealing Decision 2013/743/EU

<sup>3</sup> [https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-5-culture-creativity-and-inclusive-society\\_horizon-2021-2022\\_en.pdf](https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-5-culture-creativity-and-inclusive-society_horizon-2021-2022_en.pdf) p.11

DUST aims to support the **emergence of alternative and inclusive sustainability transition narratives** in regions facing increasing pressure to transition to cleaner and more sustainable forms of energy production.

To address these objectives, DUST will test a new hybrid format, the “Regional Futures Literacy Labs”, that applies the UNESCO Futures Literacy Lab format combined with design-led territorial and digital tools.

DUST results will therefore feed into the **political, institutional** and **academic** debates on reinvigorating democratic participation not only its case-study regions, but in Europe and beyond. Its CDEP needs to reflect these contextual considerations when developing DUST communication messages, identifying dissemination channels and defining the exploitation approach.

## 3.2. Central Strategies

To meet the objectives for CDE outlines previously, a number of strategies will be deployed throughout the project. The main principles underlying DUST strategic approach to CDE are:

- Two-way **co-creative** definition of methods for **affective communication** informing approaches for non-verbal communication with the least-engaged communities, including the **design of visual material** and the use of digital tools.
- The use of **storytelling** and creative media to communicate with stakeholders and citizens and **spotlight engaging information** pertaining to the least-engaged communities.
- Close collaboration with regional partners, civil society organisations and the Community Champion Network with Local Community Leaders to conduct **two-way co-creative design** of visual material.
- Professional training activities focusing on **capacity building** to engage stakeholders who can adopt the learnings from DUST into their own activities.
- Broad dissemination and exploitation of the project's results and research outcomes, through **ambitious and innovative** means of **affective communicative expression**.
- Capitalisation on the **practitioner networks** of project partners to share results beyond the scope of the project and ensure the uptake of DUST **policy recommendations**.
- Scientific impact by presenting the project's results at prestigious **international conferences** and in high-impact **scientific open access articles**.
- Concise, comprehensive and regular **internal communication** on CDE activities.

Through adhesion to the principles listed above, DUST engages with CDE activities following distinct strategies.

### 3.2.1. Communication

Communication activities in the project pertain to activities focusing on the visibility of project results within the consortium, such that these can be extended to external networks. The main communication activities revolve around generating public awareness and sharing results and learnings for their application in specific contexts. Communication activities focus on short and medium term impacts through tools and channels listed in Table 1. The central communicative

message in DUST is that **the transition has to be locally-owned and everyone must be involved!**

## Strategy for communication

Communication is conducted in collaboration with project partners and largely includes:

- Collaboration with activities throughout the project to provide guidance on affective communication and collect information on interactions with the least-engaged communities
- Establishment of a constructive project identity that's use is clearly and comprehensively communicated to partners
- The shared usage of multi-media online tools for communication on DUST updates and results
- Informing of the granting authority, before engaging in a communication or dissemination activity expected to have a major media impact

Table 1: Main Communication Tools & Channels

Main tools and channels for communication	
DUST Website	The website <a href="http://www.dustproject.eu">www.dustproject.eu</a> represents the entry point for general information about DUST: all the necessary and relevant information about the project will be included on the website.
Social media platforms	<p>DUST will develop an the audience across social media platforms by developing engaging content, with an emphasis on visual rather than text.</p> <ul style="list-style-type: none"> <li>• DUST LinkedIn targets a following of academic and urban professionals</li> <li>• DUST Twitter targets an audience of EU policy makers, academics and urban professionals ; hashtags and mentions of other accounts are important to get involved into conversations</li> <li>• DUST Facebook will be primarily use to communicate towards citizens in the DUST experiments</li> <li>• DUST Instagram will be used as its art gallery platform</li> </ul> <p>In general, DUST activity across social media will engage with the European Research Executive Agency's (REA) and DUST partners' social media accounts.</p>
Deliverable Summary Reports	For specific deliverables, Summary Reports will be prepared presenting the main take-aways into visual information. They will be published on DUST website.
Graphic design	DUST will use distinctive visual elements such as typography, colours, images, layout and visualisations to convey complex information and ideas in a simple and engaging way to a target audiences.
Videography	DUST video content will convey complex information and ideas in an engaging and memorable way, focusing on telling the stories of the project.

Main tools and channels for communication	
<b>Presentations</b>	DUST partners will communicate on the project during ad hoc they may organised or be part of, using standard presentations slides introducing the main feature of the project.
<b>Events</b>	DUST will organise events at different scale to inform and promote the project. Its main event will be its final conference.
<b>Co-creation</b>	Co-creation will used to orient DUST communication: bringing together the different perspectives and skill sets from DUST partners within the consortium and beyond, to generate new ideas and approaches that might have been over-looked.
<b>News release in the press</b>	DUST news updates will be frequently published, with the objective of having the significant and interesting ones featured in various news outlets at the international, national, or regional level.
<b>Digital tools<sup>4</sup></b>	Digital tools have revolutionised the way citizens can participate in public decision-making processes, providing new channels for engagement and empowerment. DUST will use several including decision-making platforms (such as POL.is), feedback crowdsourcing (such as an online suggestion boxes), digital whiteboards (such as MIRO), etc.
<b>Community Champion Networks</b>	DUST's Community Champion Networks will be the crucial channel to communicate about the project in the case-study area, it will also facilitate capacity building and knowledge exchange across case-study regions

### 3.2.2. Dissemination

Dissemination activities in the project target specific audiences in research, industry and society. Dissemination focuses on the providence of project results to those with capacity to utilise learnings in their own activities. The focus here is on longer term impact, aiming at packaging results such that target audiences are able to extract key messages from the outputs of the project. As such, dissemination activities can be divided in different strands, shown in Tables 2 – 5.

#### Academic dissemination

Scientific dissemination involves actions to share DUST's research results to the scientific community. It is articulated around:

- The project website as DUST main information platform and DUST LinkedIn page with its following of academic and professionals.
- Dissemination of academic outputs in academic conferences and in academic journals, non-academic media and in an open access book.
- The organisation of research focused workshops.
- Collaboration with EU-funded projects active in the same areas on research outputs.

<sup>4</sup> These will be further investigated as part of T6.5.



Academic dissemination will be strategically coordinated by TUD to ensure that the highest academic quality is delivered and choice of impactful journals.

Table 2: Main Academic Dissemination Tools & Channels

Main tools and channels for academic dissemination	
Scientific papers in academic journals	DUST Scientific papers aim to share improved and qualified knowledge through peer-reviewed publications, conference presentations, and open research outputs. Publications will be in outlet such as: Journal of European Public Policy, Regional Studies, Discourse and Society, European Planning Studies, International Journal of Urban and Regional Research, Environment and Planning, Cities, Sustainable Cities and Society, Policy Studies Journal, Planning Practice and Research.
DUST Working Paper Series	DUST Working Paper Series aims to disseminate its preliminary research results in its own Working Paper Series, that will be feature on DUST website.  DUST Working Papers may also be feature in EU institutional publications such European Structural and Investment Fund Journal, DG Regio’s Panorama magazine, or COR Magazine Cities and Regions.
Open Research Europe	DUST will use Open Research Europe as a dissemination channel. It is the EC’s open peer review publishing venue, to promote open science practices and support the dissemination of research results across all disciplines. The platform provides a peer-review service, and all articles are published under a Creative Commons license
Open Access Book	DUST will publish Open access edited book collecting most of the project’s scientific advances.
Handbooks	Online handbooks will be prepared to disseminate DUST results. (STEP Index, Digital tools, etc.)
Participation in scientific conferences	DUST partners will attend scientific conferences and meetings that are focused on a related scientific fields to actively engage with researchers, academics, and professionals hat are focused on a specific scientific field or topic (eg. CPR, AESOP, UACES, ISOCARP, RSA conferences)
Clustering	DUST will collaborate (e.g. on research papers) with other EU-funded projects investigating similar topics.

### Policy Feedback

DUST aims to feed into the current policy debates on democratic participation and just transitions. DUST will provide policy feedback into the policy cycles at regional, national and European levels.

Following the Conference on the Future of Europe initiative and the approaching 2024 European elections, DUST policy outputs will be particularly relevant for preparation process of the next EU funding cycle (2028-2034).

To do so, the policy dissemination strategy is organised around:

- Key messages targeting audiences of European, national, regional, and local policymakers and public officials.
- Engagement with policy-makers through diverse dissemination material and policy briefs.
- Strengthening of uptake capacities at national and regional level in case-study regions.
- Boosting dissemination in the EU policy cycle by collaborating (e.g. on research papers and policy briefs) with other EU-funded projects investigating similar topics, notably its sister projects ORBIS, RESPONSIVE and INCITE-DEM (funded under HORIZON-CL2-2022-DEMOCRACY-01-02) and BOLSTER. Collaboration with other Horizon projects investigating related topics will also be engaged (BOLSTER, projects from the 2022 call “Democracy in Flux”: ReDIRECT, TRUEDEM and ACTEU, projects on co-creation: EUComMeet, RE DEAL and PHOENIX and projects on trust Tigre, Entrust, PeritiaS).

Table 3: Main Policy Tools & Channels

Main tools and channels for policy feedback	
<b>DUST Policy Brief Series</b>	<p>DUST will disseminate its policy recommendations its own Policy Brief Series, that will be feature on DUST website.</p> <p>DUST Policy Briefs may also be featured in EU institutional publications such European Structural and Investment Fund Journal, DG Regio’s Panorama magazine, or COR Magazine Cities and Regions.</p>
<b>Project officers</b>	DUST will regular engage with its project officers at DG RTD and REA as key channels to foster interest in the EU institutions.
<b>Participation in policy events</b>	<p>DUST partners will attend policy events conferences and meetings that are focused on a related policy topics.</p> <ul style="list-style-type: none"> <li>• High-level policy events include: Annual Political Dialogue of the EU initiative for coal regions in transition and the Annual meeting of the Just Transition Platform</li> <li>• Wider policy events policy events in Brussels and beyond, that gather a large audience of policy stakeholders (European Week of Cities and Regions, EU Green Week, Cities Forum, etc.)</li> </ul>
<b>Clustering</b>	To boost its dissemination in the EU policy cycle, DUST will collaborate (e.g. on policy briefs) with other EU-funded projects investigating similar topics.

### Amplification of dissemination through in-house and external intermediaries

Through established connections with project partners and those working closely with DUST partners, the dissemination of results to academics, policy audiences and experts is amplified.

Table 4: Main Amplification Tools & Channels

Main tools and channels for amplification of dissemination	
<b>Networks of DUST partners</b>	DUST will increase its dissemination outreach via the mobilisation of the networks of DUST partners, notably ISOCARP and the European Policies Research Centre (EPRC) at Strathclyde University (STRATH)

Main tools and channels for amplification of dissemination	
External networks and their events	DUST will organise target outreach to policy networks, education and academic networks and others
Personal networks of SAB members	DUST Stakeholder Advisory Board (SAB) members, who are stakeholders active in the case-study regions, will act as dissemination relay at national and regional levels in the case-study regions.
Personal networks of EEAB members	DUST External Expert Advisory Board (EEAB) members, who are academic experts, will act as dissemination relay at national and European levels, and in the scientific community
Dissemination tools from the EC	DUST will make use of the EC tools to support its dissemination of their results: <ul style="list-style-type: none"> <li>• Approved deliverables will be automatically published on CORDIS</li> <li>• Advice from the Horizon Research Booster will be sought</li> </ul>

### Strategy for dissemination to a broader audience

To target non-expert citizens and audiences beyond academic and practitioner communities, the DUST project aims at:

- Explaining project results and spotlight key players within the DUST project
- Contributing to community oriented initiatives to create societal learnings

Table 5: Main Tools & Channels for Broad Audiences

Main tools and channels for dissemination to a broader audience	
Story-telling <sup>5</sup>	DUST will disseminate its findings and messages using storytelling techniques, presenting the information in a narrative format, using characters, anecdotes, and examples to engage the audience and make the message more relatable and memorable, and help create an emotional connection between the audience and DUST messages, increasing the likelihood of engagement and action.
Exhibitions	DUST will organise online and offline exhibitions of the Visual materials produced during the projects. These will happen across the case-study regions and beyond (eg., FUTURIUM in Berlin, Pakhuis de Zwijger in Amsterdam)

### 3.2.3. Exploitation

The exploitation of project results considers the reuse of communication and dissemination material beyond the scope of the project, stipulating specific future deployment of results and learnings gathered throughout the project. It builds on the audiences established in dissemination activities (researchers, practitioners, policymakers and the wider public) and

<sup>5</sup> The Story-telling tool will be further investigated as part of T6.5.

considers their uptake, replication and fitting to external contexts. Main tools and channels are shown in Table 6.

The exploitation of DUST assets and results should lead to:

- Increased knowledge on and capacity for design-led territorial instruments for participation that allow for enlarging consultancy activities in facilitating or contributing to participatory processes.
- Improved comparative evaluation of civil society participation in different EU Member States in the implementation of the JTF and other key sustainability transition policies and plans.
- Increased proactive and strategic participation of least engaged communities through citizen anticipation, imagination, and visualisation in transition policies.

Five exploitable assets are identified in DUST and will be the specific target of the exploitation strategy to ensure their future up-take and potential replicability:

- Stakeholder Engagement and Participation (STEP) index
- New application of the Actor-Process-Event Scheme (APES)
- New design-led territorial instruments for enhancing and expanding citizen participation
- Regional Futures Literacy Labs methodology
- A new hybrid format for blending digital online and offline participation

Table 6: Main Exploitation Tools & Channels

Main tools and channels for exploitation	
DUST partners' commitment	DUST partners will be asked to sign letters of intent on hosting and maintaining products in the first months of the project. This will include the integration of DUST Academic activities, like MOOC, master education and professional seminars in the partners institutional lifelong learning activities.
The DUST Academy	Developed and implemented in close collaboration between the partners, local governments, and civil society organisations of all case study regions, it will build on the project's insight, policy tools and recommendations to develop capacity building activities engaging practitioners from case study regions during the project.
Exploitation tools from the EC	The EC offers Horizon projects several tools to support the exploitation of their results: <ul style="list-style-type: none"> <li>• Exploitation assets will be published on the Horizon Results Platform</li> <li>• Advice from the Horizon Research Booster will be sought</li> </ul>

### 3.3. Key Target Audiences

The strategic approaches for CDE in the DUST project are tailored to key target audiences, depending on their involvement in the project activities and the objectives for CDE. Target audiences are grouped in this chapter, with strategies outlined for each, including preferred tools and channels, and key messages.

### 3.3.1. In the case-study regions

Key target audiences in the case-study regions include the Least Engaged Communities (LECs), Local bridging actors (LBA), Local and regional policy & decision-makers in need of development of capacity to reach least engaged groups (LPO) and the General public (CIT).

#### **Least Engaged Communities (LEC)<sup>6</sup>**

If sustainability transition policies and plans are to succeed, they must address territorial specifics, and mobilise commitment from communities that are the most vulnerable in the face of the transitional challenge, what we identify as Least Engaged Communities (LEC).

They are the main targets of DUST, they will be engaged in:

- Research on the democratic quality of participation across eight case study regions as part of WP2 and WP3)
- Experimentation in the co-creation of place-based policies, using digital and non-digital citizen engagement tools in Regional Futures Literacy Labs (RFL) in four of these regions.

DUST's societal partners and LBA will facilitate their involvement from the onset of the project. Further targeting on specific groups (youth, businesses, rural residents, women, ethnic minorities, mining communities) in the LEC will be identified following the results of the initial research phase. They are one of the main communication targets of the project. The key message for LECs is shown below:

*We are all part of the sustainability transition, and your voice matters! Even if you may not feel directly involved, we can work together to collectively build a better future for ourselves and our region that benefits everyone.*

A number of tools and channels are strategically selected to involve LECs. These include:

- The DUST Website
- Social media platforms
- Graphic design
- Videography
- Co-creation
- Community Champion Networks
- Digital tools
- Story-telling events
- News release in the press
- Exhibitions
- Personal networks of SAB members

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<sup>6</sup> The general communication approach towards LEC is at the heart of DUST, the information included in this first iteration of DUST CDEP will change based on the results from WP2 and WP3.

### **Local bridging actors (LBA)**

Local bridging actors will support DUST understanding of territorial responses to just sustainability transition in the case-study regions, and how they be democratised to maximise citizen participation and increase trust in democratic governance. Particularly, they have the capacity to reach/represent the LEC and will be involved in:

- focus groups for the exploration of the community perspective on participation in just sustainability transition policies (WP3);
- the RFL experiments (WP4-5);
- the Community Champion Networks (WP6)

Depending on the further targeting of specific LEC groups, specific LBA will be targeted civil society organisations, youth groups, parent groups, youth worker/educator/teacher, business groups, labour organisations. The key message for LBAs is seen below:

*You play a crucial role in the regional sustainability transition: by building bridges between different sectors and stakeholders, you facilitate collaboration and collective action towards a more sustainable future. The transition has to be locally-owned and everyone must be involved!*

To reach LBAs, numerous tools and channels will be used, as listed:

- DUST Website
- Social media platforms
- Deliverable Summary Reports
- Graphic design
- Videography
- Presentations
- Co-creation
- Story-telling events
- Personal networks of SAB members
- Exhibitions
- DUST Academy

### **Local and regional policy & decision-makers in need of development of capacity to reach least engaged groups (LPO)**

In developing a more sophisticated and innovative understanding of how policy processes and instruments can help anticipate, plan, and implement just sustainability transitions at regional and local scales, DUST will engage with LPO.

They are engaged in:

- DUST research (via interviews) as providers of in-depth knowledge on the factors impacting the scale and quality of participation of LEC in deliberative governance of transition policies (WP3-5);
- in RFLs (via interviews, workshops, and dialogues)
- in the SAB

The key message for LPOs is:

*DUST aims to support you with developing new communication strategies, building trust and relationships, and creating opportunities for meaningful participation and co-creation so that you can effectively reach the least engaged communities and hear all voices and perspectives to build a sustainable future for all*

Tools to reach LPOs include:

- DUST Policy Brief Series
- Policy events
- Presentations
- Social media platforms
- Videography
- Graphic design
- News release in the press
- Personal networks of SAB members
- Co-creation
- Story-telling
- Community Champion Networks
- Exhibitions
- DUST Academy

### **General public (CIT)**

They are engaged in DUST experiments (WP4-5), as well as in the population survey and focus groups (WP2-3).

The key message for CIT is:

*We are all part of the sustainability transition, and our collective action is needed to create a more sustainable future for all. Our participation matters, and we encourage you to become informed and engaged in the sustainability transition process. The*

*transition has to be locally-owned and everyone must be involved!*

To reach the CIT we utilise a number of tools and channels, including:

- DUST Website
- Social media platforms
- Videography
- Graphic design
- News release in the press
- Story-telling
- Exhibitions

### 3.3.2. Facilitators of impacts

Key target audiences that aim to enable project impact beyond the scope of DUST include: Facilitators of impacts and capacity-building (FAC) and Future facilitators (CO)

#### **Facilitators of impacts and capacity-building (FAC)**

These intermediaries between the project and wider communities of practice across Europe and beyond will be actively engaged in WP6 education, outreach, and dissemination activities. The group includes 'in-house' networks:

- STRATH networks: IQ-Net, EoRPA networks on regional and Cohesion policies
- ISOCARP (global network of planning professionals)

FAC also includes:

- **Education and academic networks (AC)** in regional studies, planning and political science: Association of European Schools of Planning (AESOP), Regional Studies Association (RSA), European Regional Science Association (ERSA), European Consortium for Political Research, or University Association for Contemporary European Studies (UACES) (non-exhaustive list)
- **Non-Governmental Organisations (NGO)** active on the issue of just transition and citizen participation at the national and EU level: Climate Action Network Europe, Friends of the Earth Europe, GreenPeace Europe, European Environmental Bureau, Just Transition Centre of the Just Transition Centre of the International Trade Union Confederation, Just Transition Alliance, the Transition Network (non-exhaustive list; LBA will support the outreach to NGO at the national level)
- **Europe Direct Centers (EDC)** in regions targeted by the Just Transition Fund: they help bring the European Union closer to people on the ground and help facilitate their participation in debates on the future of the EU. Therefore, EDC in regions that have adopted a Territorial Just Transition Plan (TJTP) under Regulation (EU) 2021/1056 are key targets for dissemination and exploitation.
- **Networks of Municipalities (NOM):** Council of European Municipalities and Regions (CEMR), Eurocities, Covenant of Mayors European Network Of Cities And Regions For The Social Economy (REVES), EUniverCITIES (Non-exhaustive list of NOM at EU level; LBA will support the outreach to NOM at the national level)



- **Global Futures Literacy Network (FLN)**, a community of researchers, practitioners, and supporters that includes 20 UNESCO Chairs in Futures Studies and Futures Literacy<sup>7</sup>.
- **Policy networks (PN)**: European Urban Knowledge Network, Initiative for coals region in transition (DG ENER initiative), Just Transition Platform (DG REGIO initiative), INFORM-INIO / INFOR EU Network, COR EuroPCom, Club of Venice (non-exhaustive list)

FACs are particularly relevant for dissemination and exploitation, as facilitators of knowledge exchange and capacity-building for citizen participation in policies. The key messages for FACs are that:

*DUST results foster collaboration and partnership between different stakeholders, including workers, communities, businesses, and governments. A major focus is to develop capacity-building to ensure and communities have the skills and knowledge needed to participate in and benefit from the transition to a sustainable economy*

To reach FACs, the preferred tools and channels are:

- Mobilisation of DUST partners' networks
- Outreach to External networks and their events
- Personal networks of SAB members
- Personal networks of EEAB members
- DUST Policy Briefs Series
- DUST Working Papers Series
- Scientific publications
- Participations in scientific events
- Participations in policy events

#### **Future facilitators (CO)**

Future facilitators are the public policy consultancies, spatial planning and design firms, etc. (CO) who could replicate the DUST approach. The key message for this target audience is:

*DUST aims to equip you with the tools and knowledge to support you in designing novel participatory activities that are critical for ensuring that the sustainability transition is inclusive and*

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<sup>7</sup> List of chairs available here: <https://en.unesco.org/futuresliteracy/network>

*equitable, and that the voices of the least engaged communities are heard*

A number of tools and channels are to be utilised to reach COs, including:

- Social media platforms
- Policy briefs
- Policy events
- News release in the press
- DUST Academy
- Mobilisation of DUST partners' networks
- Outreach to External networks and their events
- Personal networks of SAB members
- Personal networks of EEAB members

### 3.3.3. Policy and decision-makers

DUST will advocate for the democratisation of territorial policy-making process related to just sustainability transitions, highlighting the risk posed by perceptions of creating 'winners' and 'losers,' which could lead to eroding trust in governance, increasing resistance to change, and exacerbating polarization and social unrest.

Policy & decision-makers at national level (PO NAT) are primarily composed of national ministries in EU Member States, and more specifically in EU countries targeted by the JTF. LBA will support the outreach to PO NAT. Policy & decision-makers at EU level (PO EU) are the institutions and officials of the EU that steer the block's policies on sustainable transitions and democratic participation:

- European Commission, especially the Directorate-General for Regional and Urban Policy (DG REGIO), Directorate-General for Energy (DG ENER), Directorate-General for Employment, Social Affairs and Inclusion (DG EMPL) and its executive agencies (REA and CINEA). DUST project officers at REA and DG RTD are key entry points.
- Council of the European Union, especially the Member states' officials that support the Council on General Affairs (CAG) and the Working Party on Structural Measures and Outermost Regions (SMOR)
- Committee of the Regions (COR)
- European Parliament, especially the MEP and their staff belonging to the REGI committee, as well as the LIBE committee
- European Economic and Social Committee

Key messages for POs are that:

*Citizens have a central role to play in sustainability transition policy of the European Union and should hold a permanent seat at the table. Specific attention should be given to least engaged communities*

To reach POs, preferred tools and channels include:

- DUST Website
- Social media platforms
- DUST Policy Briefs Series
- Policy events
- News release in the press
- DUST Academy
- Mobilisation of DUST partners' networks
- Outreach to External networks and their events
- Personal networks of SAB members
- Personal networks of EEAB members

### 3.3.4. Scientific community (SC)

The scientific community (SC) is engaged to ensure DUST academic dissemination. The scientific community is an important target group for the continuation of DUST research strands. Key messages for the SC are also that:

*Citizens have a central role to play in sustainability transition policy of the European Union and should hold a permanent seat at the table. Specific attention should be given to least engaged communities*

Preferred tools and channels for the SC include:

- The DUST Website
- Social media platforms
- Scientific publications
- DUST Working Papers Series
- Participation in scientific conferences
- Mobilisation of DUST partners' networks
- Outreach to External networks and their events
- Personal networks of EEAB members

### 3.3.5. General Wider Public (PU)

DUST will aim to also be known by the general public beyond the case-study regions. This will create general interest for the project and help to disseminate results in wide circles. The key messages for the PU is that:

*We are all part of the sustainability transition, and our collective action is needed to create a more sustainable future for all. Our participation matters,*

*and we encourage you to become informed and engaged in the sustainability transition process*

To reach the PU, public tools and channels will be used, namely:

- The DUST Website
- Social media platforms
- News release in the press
- Exhibitions

## 3.4. Researching Affective Communication

As outlined in chapter 2 on conceptual orientation, the concept of affective communication underpins the strategies deployed for CDE in the DUST project. In order to ensure its legitimate deployment throughout the project and provide orientation for work occurring in other work packages, a strategy for consistent and iterative research into the use of affective communication in communicative interactions is designed. This draws on information outlined in D1.1: Theoretical and conceptual framework and D1.2: Methodological framework developed in DUST WP1.

### 3.4.1. Research Design

The guiding principle for the deployment of DUST CDE activities is to support the construction of narratives in the least-engaged communities, through explorations of existing narratives and the subsequent design of visual material that utilises affective communication to generate new forms of knowledge and understanding. This is particularly important considering that the efficacy of narrative construction is heavily impacted by the positioning of those in power (Evans, 2014). It is argued here that the mode of delivery of information relating to the construction of new narratives is as important as the information itself. As such, it is crucial to understand the visual elements that impact message absorption and understanding.

To best understand how non-verbal communication can assist processes of narrative construction, there is a need for research conducted co-creatively, on a two-way basis. Throughout the DUST project, an iterative process of feeding ideas of affective communication into activities and reflecting on their subsequent use is to be conducted. This initiates with a preliminary literature review that explores ideas of affective learning and communication in a variety of sectors (see following section). The purpose of this literature review is to isolate the central questions that are of relevance when communicating with diverse communities. Such questions can then be evaluated against the scope and activities planned within the project and selected by relevance to DUST. A strategy for the deployment of affective communication in non-verbal communication with communities is then to be developed from these guiding questions. Considering ideas of message, audience, medium, visualisations, and involvement, strategies are to be designed to provide points of orientation for researchers and enrich understanding of case-specific forms of knowledge and understanding.

It is important that the formation of initial strategies for affective communication avoids normatively prescribing restricted lists of design options that do not acknowledge the variety of

potential modes of delivery (Gough et al., 2014). To do so, the strategies for affective communication are to be iteratively adapted based on their deployment in other project activities. This involves working closely with partners in the project and their networks to understand how strategies were adapted, if partners were able to deploy them, how strategies changed during activities, how target audiences experienced them, and if they led to increased authenticity in non-verbal communication. The collection of this data will vary depending on the task at hand, however methods such as semi-structured interview, surveying and observation will be utilised to garner an understanding of the efficacy of strategies for affective communication. A description of how this work will be conducted through interactions with other work packages can be seen in Figure 1 below.

Ultimately, the research on affective communication aims to consistently facilitate better connections between researchers, practitioners and community members, particularly with regard to the understanding of existing narratives and construction of new narratives. The research strand will address knowledge gaps relating to the value of affective communication in such projects. Through this exploration, new methodologies for affective communication and strategies for deployment are to be explored.

### 3.4.2. Preliminary Literature Review

The preliminary literature review conducted for the first exploration of affective communication in community interactions can be found in Annex 1 of this report. The literature review was conducted considering ideas of affect and value creation in non-verbal communication, across a range of sectors.

Literature for the review was collected from research into scientific communication, engagement and understanding of arts, and cognition and development studies. The combination of these three areas is argued to cover a range of perspectives on affect within communication and learning. As such, the questions extracted from the literature are able to propose orientations for researchers that are not prescriptive, but consider multiple angles. In Annex 1, the first two tables display the collected literature, with relevant parts listed and their potential use stated. This is divided by information pertaining to the structure of affective communication strategies (Table 1) and the content of such strategies (Table 2). The third table lists the questions isolated from the literature, indicating each source and outlining the stage of non-visual design it is relevant for or further questions it leads to. The purpose of doing this is to understand the potential ordering of questions, to indicate a possible structure for the framework, with the argument that ensuring affective communications is reliant on a series of ordered considerations that constructively build on one another (Gough, 2017).

The preliminary literature review aims to generate a series of guiding questions that can be structured into an ordered approach for affective communication. Questions will be selected, grouped and ordered based on the scope of the DUST project. A second round of literature review will then be conducted to isolate possible non-verbal strategies that address each of the grouped questions. This is such that potential options can be provided to researchers, facilitating the co-creative ideation of modes of affective engagement. These strategies will then be compiled into guidelines for the deployment of two-way affective communication in the project.

### 3.4.3. Interaction with other WPs

Figure 1 below outlines the planned interactions of the research strand on affective communication with other WPs. This primarily pertains to WP3, WP4 and WP5. Together these interactions seek to produce information informing the design of strategies for affective communication throughout the DUST project.

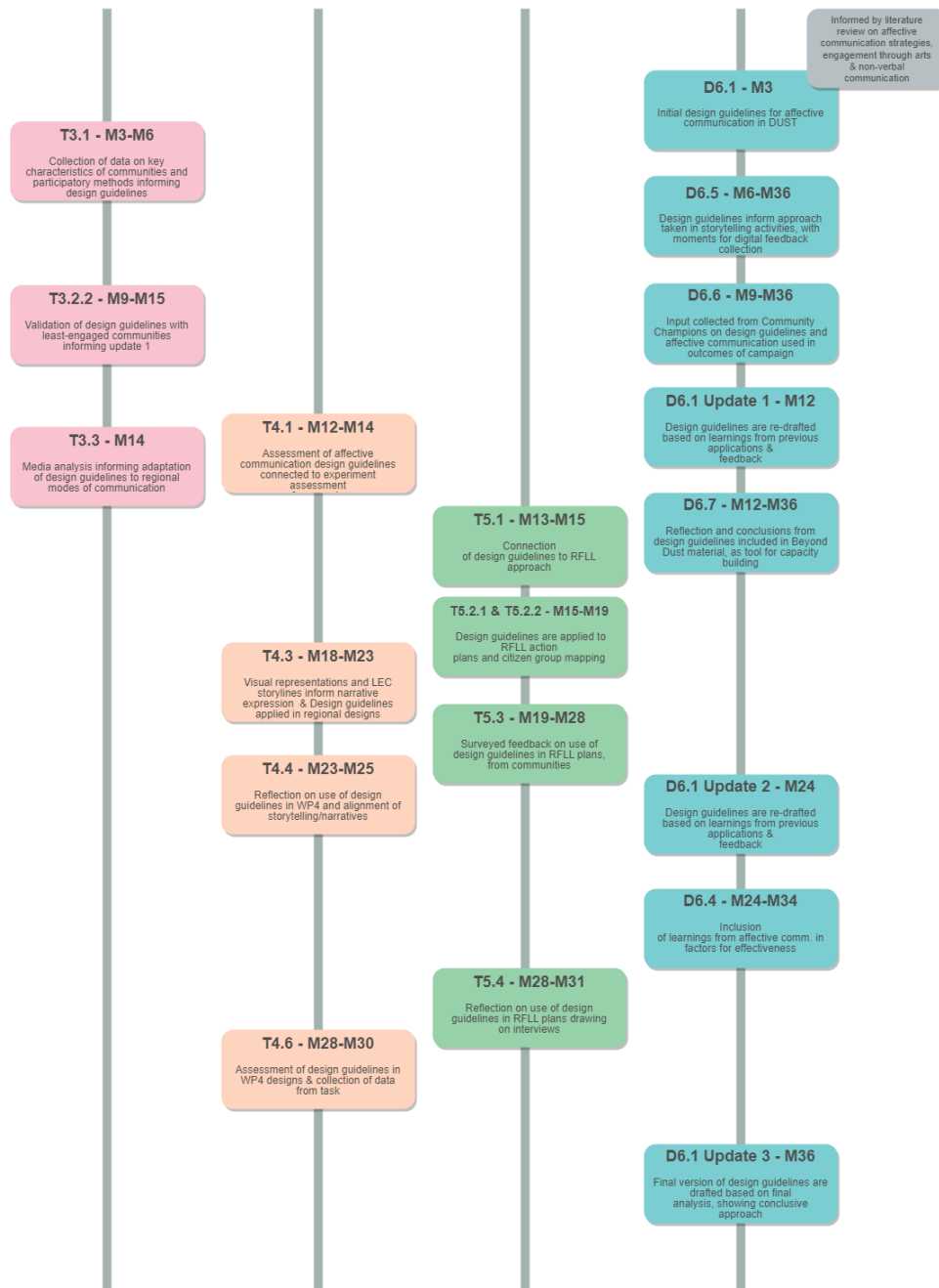


Figure 1: Interactions of research on affective communications with other WPs

## 4. Multi-Phase Implementation

Building on the strategies presented in the previous chapter, the deployment of CDE activities in the project is divided into three phases. These phases have distinct objectives and constructively build on one another to realise the overall objectives for CDE in the DUST project. The lists of activities contained in this chapter have been built considering the KPIs for CDE in the project. As such, the planned implementation ensures KPIs are met in full.

### 4.1. Phase 1 – Building an audience

Phase 1 which runs from M1 to M12 focuses on bringing people into the project, through a number of different activities aimed at generating viewership. This phase focuses on short and easily explainable modes of communication and dissemination, where key elements can be easily output. The main aim is to platform project elements in attractive and thought-provoking ways, such that visitors to the project are drawn into the work being done and their interest is retained, establishing a base for the further release of material in later phases.

The main objectives of this phase are the:

1. Establishing project character and uniformity through the release of project identity material on digital platforms
2. Creation of interest in the DUST project through the packaging and release of captivating preliminary information.
3. Contribution to strategies for affective communication through the collection of information on least-engaged communities.
4. Platforming of positive narratives from case-study regions through the identification of stories and individuals in least-engaged communities.

To meet the first objective of establishing project character and uniformity, a number of activities are planned. These largely pertain to the design and delivery of visual material and the online resources required to platform these. Objective 2 serves to highlight key aspects and details of the project such as partners, communities and experiments. These are platformed through a number of means, utilising spaces for updates on the website and linking these to DUST social media channels. Objective 3 focuses on the development of strategies for affective communication, drawing on the collection of information and the use of this information in the aggregation of data pertaining to affective communication. The continuation of the literature review found in annex \_ and interactions with other WPs will inform the iterative design of guidelines for visual communicative interactions with LECs. The last objective is to be met through activities in which LECs, influential members of communities and organisations based around communities are interacted with to find key information to platform, in the sharing of positive narratives. Interactions with the communities is to be conducted in consultation with local partners, to identify individuals and stories that can be platformed on the DUST website, social media and through engagement with other WPs. All activities are seen in Table 7 below.

### 4.1.1. Planning of activities during Phase 1

Table 7: Phase 1 Activity Planning

Activity	Objectives	Target group	C	D	E
<b>Website</b>					
<b>DUST Website</b> is online from 31.03.23 and will be regularly updated with new information to serve as the main information platform for the project.	1, 2, 4	ALL	X	X	
<b>Production of material and publications</b>					
<b>Visual Identity:</b> Logos, colours, typography, graphics and templates designed and distributed to partners	1	ALL		X	X
<b>Flyer:</b> 2 page leaflet broadly outlining the details of the project is designed and distributed to partners for use.	1	ALL		X	X
<b>Photo &amp; Video:</b> Captivating photos and videos (external and in-house) are shared on social media channels.	1, 2, 4	ALL		X	X
<b>Press kit:</b> packaged set of promotional materials available for partners and press	1,2	ALL		X	X
Preparation of <b>press releases</b> for main events and milestones aiming to have them featured in news outlet	2	ALL		X	X
<b>Social media presence</b>					
<b>Social media campaign 1</b> – Partner spotlight (until M14): every month 1-2 project partners are introduced on the website and which is shared on SM; similar content with EEAB and SAB will also be created	2	ALL		X	X
<b>Social media campaign 2</b> – Community spotlight (M6-M12): as interactions with communities begin, community champions, initiatives and local art will be highlighted on the website, which is shared on SM.	2, 4	LEC, LBA, LPO, CIT		X	X
<b>Social media campaign 3</b> – DUST experiment promotion (M10 to M18): Based on initial meetings of DUST experiments, the purpose and plans of the experiments are highlighted, aiming to garner interest and secure participation.	2	LEC, LBA, CIT, LPO, FAC, CO, PO		X	X
<b>Community Champion Network Creation</b>					
Preliminary identification of <b>community leaders</b> within LECs: collaborations with regional partners to identify local organisations and individuals engaging in initiatives to elevate communities in sustainability transitions.	4	LEC, LBA, LPO, CIT		X	X
<b>Events</b>					
<b>Story-telling events:</b> 2 storytelling events are held in collaboration with LBA and local partners, where stories from LECs are platformed through the DUST channels. Events may be in-person or online using digital tools.	4	LEC, LBA, LPO, CIT		X	X
<b>Support the organisation of local events:</b> Utilising the knowledge, tools and platforms within the DUST consortium, local events are supported through the production of material and platforming of speakers.	2, 4	LEC, LBA, LPO, CIT		X	X
<b>Clustering</b>					
First <b>meetings with sister projects</b> and other similar projects on co-creation and trust	2	PO EU, SC		X	X



## 4.2. Phase 2 – Co-creative amplification of the DUST experiments

Phase 2 runs from M13 to M24 of the project where communication and dissemination in the project runs as an accompaniment to ongoing experiments in case-study regions. This phase serves to amplify the procedural aspects of such activities, disseminating key results as they emerge. The approach to this phase is defined by a two-way co-creative process in which learnings from the exploration of affective communication are fed into experiments, and where outputs of experiments are disseminated to audiences. Outputs are positioned on the interface of science and society, with a strong focus being place on how to present and package results for diverse and dispersed audiences.

The main objectives of this phase are the:

1. Enrichment of DUST experiments through the integration of learnings from research into affective communication
2. Highlighting of inspirational actors of change in the least-engaged communities through the dissemination of co-creatively designed material from case-study regions
3. Promotion of learnings and updates from DUST experiments to wide audiences through various mediums
4. Highlighting of key academic outcomes from DUST experiments through the publication of scientific papers <sup>8</sup>

To meet the objectives for phase 2, activities will focus on building on the platforms established in phase 1, to platform the progress being made in the project. In the enrichment of DUST experiments, objective 1, activities will focus on the dissemination of updates through digital means mainly through press releases and social media. Objective 2, the highlighting of inspirational actors is met through close collaboration with communities through community champion networks, allowing for the dissemination of engaging content through digital tools, events and storytelling activities. To promote the learnings from DUST experiments and meet objective 3, a focus will be placed on expressing updates through academic and practical modes. Using a variety of digital and in-person methods, the ongoing results from experiments will be fed into targeted networks. The last objective, highlighting academic outcomes is to be met through work on scientific publications and conferences. Here a strong emphasis is also placed on collaboration with other projects, to share results and learnings. All activities in this phase can be seen in Table 8 below.

### 4.2.1. Planning of activities during Phase 2

Table 8: Phase 2 Activity Planning

Activity	Objectives	Target group	C	D	E
<b>Website</b>					
<b>DUST website</b> will be regularly updated with new information to serve as the main information platform for the project.	2,3	ALL	X	X	
Major <b>website update</b> : introduction of new features and content to reflect the outputs of the project	2,3	ALL			

<sup>8</sup> See Publication Strategy in Annex for more details on planned academic publications

Activity	Objectives	Target group	C	D	E
<b>Production of material and publications</b>			X	X	
<b>Deliverable Summary reports</b>	2,3	ALL			
Publication of <b>Scientific Papers</b> and <b>Working Papers</b>	1,4	SC			
Preparation of <b>press releases</b> for main events and milestones aiming to have them featured in news outlet	3,4	ALL			
DUST <b>Policy briefs</b> (1 on active subsidiarity, 1 on participation in sustainability transitions)	3	PO EU, PO NAT, SC			
<b>Social media presence</b>			X	X	X
<b>Social media campaign 3</b> – DUST experiment promotion (M10 to M18): Based on initial meetings of DUST experiments, the purpose and plans of the experiments are highlighted.	1	LEC, LBA, CIT, LPO FAC, CO, PO			
<b>Social media campaign 4</b> – DUST experiments implementation (until M30): Based on the implementation of DUST experiments, the activities and results of the experiments are highlighted.	1,2,3	LEC, LBA, LPO, CIT, FAC, PU			
<b>Social media campaign 5</b> – DUST academy (M20 to M34): Promotion of the exploitation and replication offer of the DUST Academy to secure participation	2,3	LBA, LPO, FAC, CO			
<b>Community Champion Network Activation</b>			X	X	X
Continued identification of <b>community leaders</b> within LECs: collaborations with regional partners to identify local organisations and individuals engaging in initiatives to elevate communities in sustainability transitions.	2	LEC, LBA, LPO, CIT			
<b>Mapping and spotlighting of local initiatives:</b> Interactions with community champions to locate and platform initiatives aligned with the scope and purpose of the DUST project	2,3	LEC, LBA, LPO, CIT			
Exploration of <b>new initiatives</b> with community champions and co-creative design of learning sessions focusing on peer-to-peer learning and capacity training	2,3	LEC, LBA, LPO, CIT			
<b>Events</b>			X	X	
<b>Story-telling events:</b> 2 storytelling events are held in collaboration with LBA and local partners, where stories from LECs are platformed through the DUST channels. Events may be in-person or online using digital tools.	2,3	LEC, LBA, LPO, CIT			
<b>Support the organisation of local events:</b> Utilising the knowledge, tools and platforms within the DUST consortium, local events are supported through the production of material and platforming of speakers.	2,3	LEC, LBA, LPO, CIT			
<b>Support the organisation of DUST experiments</b> through the production of communication material.	1	LEC, LBA, LPO, CIT			
<b>Participation to external events</b>			X	X	
Participation to <b>Academic conferences</b>	4	SC			
Participation to the <b>Annual Political Dialogue of the EU initiative for coal regions</b> in transition in June 2024	3,4	PO EU, PO NAT			
Participation <b>the Annual meeting of the Just Transition Platform</b>		PO EU, PO NAT			
<b>Clustering</b>					

Activity	Objectives	Target group	C	D	E
Production of <b>common publications</b> with sister projects and other similar projects	4	PO EU, SC			
Participation to <b>Network on Democracy</b>	3,4	PO EU, SC			

### 4.3. Phase 3 – Active Dissemination and Beyond Dust

Phase 3 runs from M24 to M36 and focuses on the dissemination and exploitation of project results, highlighting the key learnings from the DUST experiments. The phase revolves around the production and dissemination of frequent material, to communicate the outcomes of the project and express the legitimacy of its achievements. A number of different formats are targeted here, combining the scientific outcomes of the project with co-creative collaborations formed in former phases, to produce engaging material for a variety of societal groups. As such, the methods used will range from artistic expression to interpersonal events and scientific publication.

The main objectives of this phase are the:

1. Formulation of central project results to both scientific and non-scientific audiences and the dissemination and exploitation of these through various means
2. Release of engaging final material co-creatively generated with project partners, highlighting key moments, learnings and actors in the project
3. Enrichment of literature relating to the central learnings of DUST, through the publication of articles in scientific journals<sup>9</sup>
4. Locate and promote central points of engagement with the DUST project in final events using innovative communication methods to go beyond traditional project presentation

In the final phase activities are designed to meet multiple objectives, with significant overlap visible in the planning table below. The formulation of central project results, objective 1, is met through a variety of activities where collaboration with internal and external partners is utilised to isolate important results and feed these into digital and in-person modes of dissemination. Objective 2 revolves around expressing the outcomes of the project in engaging and artistic ways, here activities focus on the identification of results that can be attractively packaged to non-academic audiences through activities such as social media and storytelling. To meet objective 3 and enrich literature relating to the main outcomes of DUST, a focus is placed on producing scientific material, presenting at conferences and sharing results through academic networks. The last objective, to share project results in final events involves the use of novel modes of expression, using multi-media, tactile and visually engaging modes to exhibit results at regional events, final conferences and storytelling events. All activities in phase 3 are displayed in Table 9 below.

<sup>9</sup> See Publication Strategy in Annex for more details on planned academic publications

### 4.3.1. Planning of activities during phase 3

Table 9: Phase 3 Activity Planning

Activity	Objectives	Target group	C	D	E
<b>Website</b>					
<b>DUST Website</b> will be regularly updated with new information to serve as the main information platform for the project.	1,2	ALL	X	X	
<b>Minor website update:</b> introduction of new features to feature the content produced during DUST experiments	2	ALL			
<b>Production of material and publications</b>					
<b>Deliverable summary reports</b> are produced		ALL			
Publication of <b>Scientific Papers</b> and <b>Working Papers</b>	1,3	SC			
Preparation of <b>press releases</b> for main events and milestones targeting aiming to have them featured in news outlet	1,3	ALL			
DUST Policy briefs (1 on RFFL, 1 on affective communication, 1 on story-telling,	1,2	PO EU, PO NAT			
Highly <b>visual publications</b> on the DUST experiments and on the DUST results	2	ALL			
Publication of content linked with the <b>rated policy statements</b> on alternative just transition policies (from POL.is), the position papers community-led just transition policies in visual storylines, and the <b>citizen learning reports</b> .	1, 2, 3	ALL			
Preparation and publication of an <b>open access book</b> collecting DUST main results	1,2,3	SC			
Preparation and publication of <b>online handbooks</b> (1 on storytelling tools, 1 on the STEP index)	1,3	PO, FAC, CO, LPO, SC			
<b>Social media presence</b>					
<b>Social media campaign 4</b> – DUST experiments implementation (until M30): Based on the implementation of DUST experiments and related deliverables the activities and results of the experiments are highlighted.	1,2	LEC, LBA, LPO, CIT, FAC, PU			
<b>Social media campaign 5</b> – DUST academy (M20 to M34): Promotion of the exploitation and replication offer of the DUST Academy to secure participation	2,4	LBA, LPO, FAC, CO			
<b>Social media campaign 5</b> – Beyond DUST (M30 to M36): Promotion of DUST results and exploitation potential	1,2	PO, SC, LBA, LPO, FAC, CO			
<b>Community Champion Network Activation</b>					
Continuing co-creative collaboration with community champions to deliver <b>learning sessions</b> focusing on peer-to-peer learning and capacity training	1,2	LEC, LBA, LPO, CIT			
Collaboration with community champions to package and <b>disseminate main project results to community members</b> , through innovative forms of communication	2,4	LEC, LBA, LPO, CIT			
<b>Events</b>					
			X	X	X

Activity	Objectives	Target group	C	D	E
<b>Story-telling events:</b> 2 storytelling events are held in collaboration with LBA and local partners, where stories from LECs are platformed through the DUST channels. Events may be in-person or online using digital tools.	1,2,4	LEC, LBA, LPO, CIT			
<b>Support the organisation of local events:</b> Utilising the knowledge, tools and platforms within the DUST consortium, local events are supported through the production of material and platforming of speakers.	1,4	LEC, LBA, LPO, CIT			
<b>Exhibitions</b> in case study areas and beyond to engage wider audience in sustainability transitions	4	CIT, LEC, PU			
<b>Interservice presentation</b> at the European Commission	1,3,4	PO EU			
<b>Final Conference</b>	4	PO EU, PO NAT, SC			
<b>Participation to external events</b>			X	X	X
Participation to <b>Academic conferences</b> to present the RFFL methodology (e.g., AESOP Conference, ISOCARP Congress, RSA Congerence)	1,3	SC			
Participation to the <b>EU Green Week 2025</b>	1,3	PO EU, PO NAT, NOM			
Participation to <b>EuropCom 2025</b>	1,3	PO EU, PO NAT			
Participation to the <b>European Week of Cities and Regions 2025</b> focusing on presenting the 4 DUST experiments, potentially together with BOLSTER project	1,3	PO EU, PO NAT, NOM			
Participation to the <b>Cities Forum 2026</b> focusing on the RFFL approach	1,3	PO EU, PO NAT, NOM, LPO			
<b>DUST Academy</b>			X	X	
Delivery of <b>capacity-building</b>	2	LPO			
<b>Clustering</b>			X	X	
Production of <b>common publications</b> with sister projects and other similar projects	1,3	PO EU, SC			
Participation to <b>Network on Democracy</b>	1,3	PO EU, SC			
<b>Publication of results</b>			X	X	
Publication of <b>DUST main results on the EC main dissemination and exploitation tools.</b>	1				

## 5. Internal organisation and KPIs

This chapter outlines the administrative considerations in the deployment of CDE strategies for DUST. Internal organisation is first explored, considering roles and budget. The KPIs for CDE in the project are then outlined, for reference.

### 5.1. Internal organisation of CDE activities

Throughout the project, CDE activities are divided between partners, with the aim to co-creatively develop strategies and activities that authentically align with the scope and approach of the project. It is useful to define roles and available budget for CDE activities.

#### 5.1.1. Definition of roles in WP6

The ISOCARP Institute leads WP6 and is responsible for the organisation of tasks pertaining to CDE. Collaboration between partners in the deployment of CDE strategies is also a main responsibility, through regular meetings, consistent email conversation and in-person workshops. The ISOCARP Institute is also directly responsible for activities relating to:

- Design and delivery of external communication material
- Storytelling and community engagement through digital tools
- Construction and utilisation of Community Champion Networks
- Design and delivery of affective communication research

The Technische Universiteit Delft (TUD) leads activities relating to academic dissemination (T6.3), structuring the release of publications, conference inputs and books. A specific Academic Dissemination Plan will also be prepared (D6.3) by M36, TUD is also responsible for work conducted that looks beyond DUST. Such activities include the final conference, exhibitions and multi-media material that seeks to generate impact after the culmination of the DUST project.

The Uniwersytet Ekonomiczny w Katowicach (UEK) is responsible for developing the DUST Academy (T6.4). This task involves isolating central learnings from the project and considering how these are transferable across various countries facing similar challenges. This task seeks to establish capacity training and inspiration for future leaders, where the outcomes of the DUST project are fed into future planning processes.

It should be noted that all DUST partners will be consistently involved in WP6. Partners will be made aware of potential CDE activities occurring in WP6, such that their contributions may be collected. Similarly, events and other activities in which DUST could be represented will be tracked to ensure the highest possible visibility.

#### 5.1.2. Budget

While WP6 partners will be leading CDE activities, all partners have budget available to also contribute, organise or participate to these, especially activities linked with academic dissemination. An overview of budgeting for CDE can be seen in Table 10 below.

Table 10: CDE Budgeting

<b>TUD</b>	
<b>4 600 EUR</b>	Attendance conference and network events
<b>20 000 EUR</b>	Publications in open access outlets (incl. a book)
<b>NR</b>	
<b>4 400 EUR</b>	Attendance conference and network events
<b>CSD</b>	
<b>4 400 EUR</b>	Attendance conference and network events
<b>BTU</b>	
<b>4 400 EUR</b>	Attendance conference and network events
<b>UEK</b>	
<b>4 400 EUR</b>	Attendance conference and network events
<b>ISOCARP</b>	
<b>4 400 EUR</b>	Attendance conference and network events
<b>20 000 EUR</b>	Building and maintaining public website
<b>10 000 EUR</b>	Production and distribution of diverse dissemination and communication materials
<b>HSSL BD</b>	
<b>400 EUR</b>	Attendance network events in case study region
<b>SZ REDA</b>	
<b>400 EUR</b>	Attendance network events in case study region
<b>KiJuBB</b>	
<b>400 EUR</b>	Attendance network events in case study region
<b>KADRA</b>	
<b>400 EUR</b>	Attendance network events in case study region
<b>UZH</b>	
<b>4 000 EUR</b>	Attendance conference and network events
<b>STRATH</b>	
<b>4 000 EUR</b>	Attendance conference and network events

## 5.2. Key project indicators for CDE

The initial planning of activities presented in the previous section is linked with several of DUST KPIs, which are details below.

### 5.2.1. Communication KPI

Table 11: Communication KPIs

<b>KPI</b>	<b>Objectives</b>
<b>Website visitors</b>	At least 25,000 visits to the website up to 5 years after the project end
<b>Social media following</b>	2500 followers across all channels at the end of the project
	Twitter: 700 followers on Twitter at the end of the project
	Twitter: 250 tweets from the DUST account with at least 500 impressions per tweet
<b>Regional Exhibitions</b>	1000 visitors for each exhibition

#### **KPI specific to citizen participation**

Table 12: Citizen Participation KPIs

KPI	Objectives
<b>Citizen engagement</b>	2000 citizens involved in 4 experiments in RFLs during the project using POL.is
	Hundreds of citizens and policy stakeholders will see the visualisation in public online and offline exhibitions across the case study areas and beyond
	Response rate among local stakeholders to invitations to workshops and seminars is 80%.
<b>Story-telling events</b>	At least 2 storytelling events per year during the project will be carried out
<b>Community Champions Network</b>	A network of 15 Community Champions with at least 3 Community Champions Leaders in each case study region, who participate in at least 4 co-creation workshops and broaden the number of Pol.is participants by at least 100, while amplifying communication effort towards citizens

## 5.2.2. Dissemination KPI

Table 13: General Dissemination KPIs

KPI	Objectives
<b>Publication of online materials on website</b>	3 concise and visual summary reports available via project website ; at least 120 downloads of each report within 3 months after being made available on the project website <ul style="list-style-type: none"> <li>• 1 for D1.1, D1.2 and D1.3</li> <li>• 1 for D3.3 and D3.4</li> <li>• 1 for D5.1 and D5.3</li> </ul>
	the online materials made available via project website and social media are viewed at least 3000 times within 3 years after the project
	Policy briefs (D5.2): 100 downloads of the policy briefs presenting participatory practices for least engaged communities in just transition policies during the project duration and at least 300 downloads within 3 years after the project.
<b>Institutional presentations</b>	2 presentations in EU bodies (e.g., DG Regio), networks or policy events (e.g., at European Week of Regions and Cities)
<b>Final conference</b>	The final conference attracts 100 in situ participants and 300 online
<b>Handbook on storytelling</b>	at least 200 physical copies will be distributed to each community champions across each of the cases identified, to trainers and capacity-builders, and participants of the final conference;
	+ 200+ downloads are expected within 3 years after the project.
<b>Dissemination in the press</b>	Local, national, international/ articles per city per year and 1 article per country in national news outlet, and 1 per year (Year 2 and year 3) in international news outlet

### KPI specific to academic dissemination

Table 14: Academic Dissemination KPIs

KPI	Objectives
<b>ResearchGate Profile</b>	2000 followers of DUST via ResearchGate
	ResearchGate profile with 4000 reads of research materials posted there within 3 years after the project end.



<b>Participation in academic conferences</b>	Presentation at X international academic conferences
	Dissemination of case-study methodology (D4.4) at 2 conferences
<b>Publication of scientific papers</b>	At least 16 open access article, of which at least 10 are published in leading academic journals, in a leading academic journal with Altmetric score of at least 20 and >500 views 1 month after publication <ul style="list-style-type: none"> <li>• 1 on D1.1, D1.2 and D1.3</li> <li>• 1 on D2.1 and D2.5</li> <li>• 2 on D2.2, D2.3, D2.4 and D2.6</li> <li>• 2 on D3.1 and D3.2</li> <li>• 1 on D4.2 (in a leading academic journal on urban design)</li> <li>• 1 on D4.2 and D4.3</li> <li>• 1 on D4.4</li> <li>• 1 on D5.1 and D5.3</li> </ul>
<b>Book publication</b>	1 open access edited book covering most of the project’s scientific advances (e.g. via Springer), with 1000 online reads within a year after publication;

### 5.2.3. Exploitation KPI

Table 15: Exploitation KPIs

KPI	Objectives
<b>The DUST Academy (Exploitation)</b>	5000 learners reached 5 years after the project via DUST Academy’s online and offline activities, of which 50% are reached 3 years after the project
	4 capacity-building workshops during the project duration
	Approximately 10,000 learners reached via 1 MOOC and 4 University courses at MSc level until 5 years after the project
<b>Replication</b>	10 JTF receiving regions have used the STEP Index 3 years after the project end
	Population survey data made available for use in future research for 5 years after project ends
	Recommendations taken up and discussed with policy stakeholders in four regions (in RFLs)
	Within 2 years of project completion, at least 15 European cities/regions beyond DUST cases will have taken up the RFL method and applied it to improve participation in their policies

### 5.2.4. Monitoring progress

#### Communication and Dissemination Tracker

A CDE Tracker is a tool used to monitor and record the distribution of information and messaging to the various key target audiences. It is especially useful for DUST, as we need to communicate with difference type of audiences, and not all activities will be led by WP6. To do so, WP6 has built a form using Microsoft Forms that is now integrated the internal DUST Teams as seen in Figure 2 below. Partners will be periodically asked to fill this tracker.

Figure 2: DUST CDE tracker

The tracker allows for the systematic organization of CDE efforts in a centralised and standardised manner, helping the implementation of the CDE strategy. Additionally, the tracker will facilitate reporting of CDE activities to EC on the Participant portal.

**Online metrics dashboard**

Keeping track of social media metrics is essential for understanding the effectiveness of communication activities online. To do this, online metrics will be tracked monthly in a online metrics dashboard.

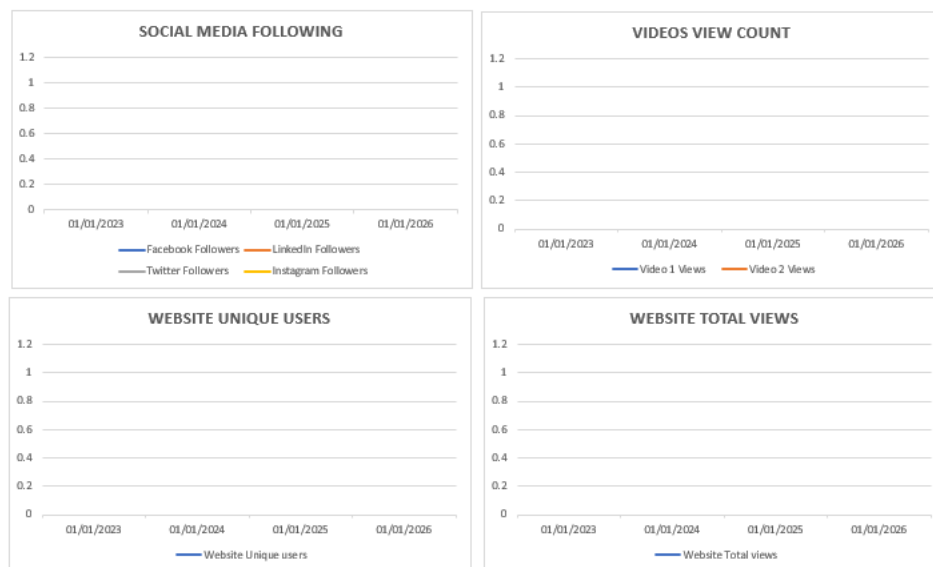


Figure 3 - DUST Online metrics dashboard

The insights gained will help us optimize DUST social media content and overall online communication strategy, providing insights into what online activities are most effective, allowing for continuous improvement and optimization of future communication efforts.

## 6. Conclusion

The contents of this document serve to outline the objectives, strategies, activities, planning and administrative consideration for the deployment of CDE in the DUST project. The constructive structure of the report allows for CDE impact to be outlined in full, to meet project objectives and KPIs. The formulation of the CDEP begins with the guiding concepts, bringing all strategies and activities back to the idea of affective communication, where CDE activities seek to amplify voices within case-study regions and retain ideas of social justice in doing so. A realism is lent to the strategies in the consideration of contextual location and target audience, where more abstract objectives are pragmatically oriented to the practicalities surrounding the DUST project. Building on this, specific activity planning then allows for the impact of CDE strategies to be predicted and measured, while relating specific events and activities to central objectives formulated around the conceptual basis. By constructively building information to create specific and realistic plans, the KPIs for CDE in DUST are predicted to be met in full, drawing on the co-creative efforts of project partners.

This CDEP is constructed as a living document and as such will be updated as new developments occur in the project. Updates to the plan will occur in M12, M24 and M36. This iterative process will allow for CDE activities to be consistently re-evaluated against central objectives and new plans formulated to best deploy strategies in effective, affective and just ways.

# References

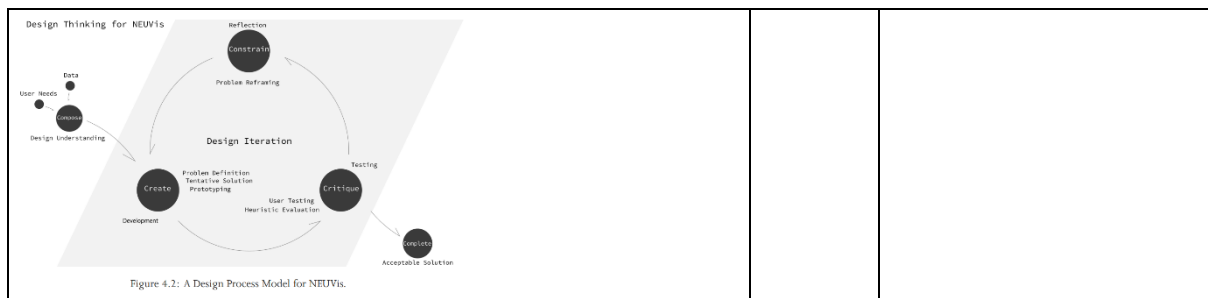
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# Annex 1: Literature Review on Affective Communication

This annex contains the preliminary literature review conducted as part of DUST T6.1. The tables below display the information extracted from literature collected relating to the inclusion of affective learning in scientific communication. The literature ranges from theoretical explorations of affect in scientific learning to strategies for emotive engagement in the arts. The reasoning for such a range is to encompass multiple perspectives on affective communication to maximise the experiences of community engagement, such that relevant parts can be taken forward in project activities. Tables 1 and 2 below describes the relevant components of the first round of literature review. Table 2 after this compiled the guiding questions from this review that highlight important considerations in the design of affective modes of communication with least-engaged communities.

Table 1: Overview Literature Review Round 1 Structural

Element	Article	Usage
<p>Listed elements of affective design, could be use as structure for design guidelines</p> <p>Important not to reduce affective comm. To catalogs of rules but rather consider thought processes and how to anticipate/deal with the potential fallout of non-verbal communication.</p>	(Carliner, 2000)	<p>Usable elements of affective design:</p> <ul style="list-style-type: none"> <li>• Attention</li> <li>• Motivation</li> <li>• Change Management</li> <li>• Language</li> <li>• Cross-Cultural</li> <li>• Social &amp; Political</li> <li>• Legal &amp; Ethical</li> <li>• Client Service</li> </ul>
<p>NEUVis process is:</p> <p>1. Create: a problem is defined, based on the user needs. The designer is solving a problem as they understand it, which satisfies the needs of the user. A tentative solution is proposed in response to this problem, which is developed into a testable prototype.</p> <p>2. Critique: user testing with the potential audience or market for the design should be undertaken. As well as this, heuristic evaluation against specific criteria (Nielsen's usability heuristics [145], for example, see 2.2.1 on page 32) can provide important feedback. If the design satisfactorily solves the problem, and serves the user needs, it can be completed. If not the designer must reflect on how the user needs are not satisfied.</p> <p>3. Constraints: this reflection allows the user to redefine the problem they are solving, in order to better satisfy the needs of the user. This technique of problem reframing [2] allows the designer</p>	(Gough, 2017)	<p>Structure for approaching analysis of information to be presented and to determine approach for affective comm.</p>



<p><b>1. Cultural domain: <i>culturally rich and vibrant communities</i></b></p> <ul style="list-style-type: none"> <li>a. sense of connection to past (history, heritage, identity)</li> <li>b. respect for diversity and difference</li> <li>c. aesthetic pleasure experienced</li> <li>d. knowledge generated and shared</li> <li>e. expression of communal meanings (including spiritual, transpersonal connection)</li> <li>f. creative stimulation engendered</li> <li>g. opportunity for creative or symbolic expression</li> </ul> <p><b>2. Personal wellbeing: <i>flourishing and fulfilled individuals</i></b></p> <ul style="list-style-type: none"> <li>a. experience of pleasure, fun</li> <li>b. emotional wellbeing</li> <li>c. sense of physical and emotional safety</li> <li>d. confidence in capabilities</li> <li>e. identity affirmation</li> <li>f. self-awareness</li> <li>g. opportunity for emotional expression</li> </ul> <p><b>3. Economic domain: <i>dynamic and resilient local communities</i></b></p> <ul style="list-style-type: none"> <li>a. employment-enhancing skill development</li> <li>b. individual economic impact</li> <li>c. direct employment</li> <li>d. indirect employment</li> <li>e. visitor direct expenditure</li> <li>f. visitor indirect expenditure</li> <li>g. local business stimulation</li> </ul> <p><b>4. Ecological domain: <i>sustainable built and natural environments</i></b></p> <ul style="list-style-type: none"> <li>a. positive sense of place</li> <li>b. contribution to neighbourhood character</li> <li>c. positive connection to the natural world</li> <li>d. awareness of environmental issues</li> <li>e. carbon emissions generated</li> <li>f. use of resources</li> <li>g. priority on local resources</li> </ul> <p><b>5. Social domain: <i>healthy safe and inclusive communities</i></b></p> <ul style="list-style-type: none"> <li>a. equality of opportunity for all people in the community</li> <li>b. recognition from valued others</li> <li>c. social capital - bonding (positive connection to like others)</li> <li>d. social capital - bridging (positive connection to unlike others)</li> <li>e. inter-generational connections (positive connection between people of different generations)</li> <li>f. equality of men and women in social life</li> <li>g. friendships developed</li> </ul> <p><b>6. Civic domain: <i>democratic and engaged communities</i></b></p> <ul style="list-style-type: none"> <li>a. sense of community belonging</li> <li>b. active citizenship</li> <li>c. membership of local organisations and decision-making bodies</li> <li>d. opportunity have a say on important issues</li> <li>e. sense of engagement in political processes</li> <li>f. sense of a positive future</li> <li>g. collaboration between groups in the community</li> </ul>	Dunphy	Guidelines of evaluating arts programs
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5.1: Domains and sub-domains of change

Table 2: Overview Literature Review Round 1 Content

Element	Article	Usage
What questions should be addressed when using visual techniques:	Berardi, 2018	Questions preliminary to the design of visual approaches

<p>Motivation to us to use visual techniques, such as drawings, photos or videos?          How do they affect the way we work together (as researchers)?          How do visual techniques affect the way we engage communities during the research?          Who do we think benefits from the use of visual techniques?          What do we think is the role of technology in the use of visual techniques?          How are communities' rights and knowledges taken into account and advanced when we use visual techniques?          How do visual techniques contribute to positive change, including sustainability and justice, within communities?          What do you think are the limits of visual techniques?</p>		
<p>EPPM conceptualizes the effectiveness of persuasive appeals (e.g., health messages) by identifying affective and emotional reactions that can lead to the acceptance or rejection of preventive behaviors.</p> <p>The affective component of fear can both affect and be affected by the cognitive components of self-efficacy and perceived threat. The affective component of negative emotion and uncertainty is significantly negatively connected to information provided by scientists</p>	<p>(Szcuka et al., 2020)</p>	<p>Guiding question for design of material:  <i>What potential behavioural change are we dealing with? What are the emotional reactions that are linked to such behaviours? What information should be included/excluded from the production of material?</i></p> <p>Need to present scientific information through other lines of persuasion and not position researchers as bearers of news. News should be communicated from locals to locals to avoid generating fear.</p>
<p>Mediation is a crucial process that has the potential to empower all stakeholders as it enables them to immerse themselves into, and learn from, local storytelling and contexts.</p> <p>Digital tools are indispensable for mediating, planning and continuing collaborations between geographically marginalised global communities</p>	<p>(Sarantou et al., 2018)</p>	<p>On the importance of mediation when developing art-based research activities, including virtual mediation</p>

<p>1. the coordination of effective conversations must be designed to create meaning from relationships;</p> <p>2. cultural diversity is important to the establishment of identities and roles;</p> <p>3. access to information is crucial for shared understanding and meaning making;</p> <p>4. the interpretation of salient cues is essential to continued actions and conversations;</p> <p>5. ongoing events drive both face-to-face and virtual teams, but the demands of physical workplaces are not always evident;</p> <p>6. plausibility depends on information sharing in social context, retrospect, salient cues, language and cultural understanding; and</p> <p>7. enactment (the process of acting on something) follows understanding and meaning making. (Nemiro, Beyerlein, Bradley &amp; Beyerlein, 2008)</p>		
<p>[social media] technologies have (arguably) empowered ordinary civilians to engage in political and cultural communications and to contribute to expression, formation and dissemination of discourses away from (usually closed) official channels</p> <p>The argument is that modern societies have started to show uneasiness against grand narratives, extreme objectivity in reporting human experience. Consequently, there is a shift in the foundational assumption that politics is concerned with argumentative content and rational discourse.</p> <p>...persuasiveness is more sought after at the triangle of discourse, digital action and the affective state of the individual users. At the interface of participatory web affordance and the user, users have the (perception of) chance of being able to act completely individualistic and are encouraged to prioritize their affective moods, e.g., rage, fear, etc. while in the past these affective qualities of individuals would be filtered, controlled</p>	<p>KhosraviNik, 2018</p>	<p>the argumentative content is less central compared to the affective content --&gt; prioritising feelings over facts can be more impactful?</p> <p>Use of provocation to make one's performance more authentic and real Emphasize the affective-subjective content</p> <p>Use of discourse</p>



<p>and moderated by various systems of mass media gate-keeping. For example, newspapers would not trust and rely on a non-professional individual's (perhaps one-sided and misguided) assertions and would tend to evaluate the argumentative value and content whereas, in Social Media, such an individual would see no barrier for not only expressing themselves but also gaining credibility through popularity of expressions of their argumentatively incoherent but affectively loaded and strong emotive proposition. Coherence is after all a cognitive disposition as far as the audience is concerned. This is exactly why notions of discourse are important. Discourse is what gives coherence to seemingly fragmented expressions. Discourse is the scaffolding for scattered subjective utterances. In this sense, Social Media platforms not only empower and validate individual's emotive understanding of the affairs but also encourage a dynamic of communication that rewards such behavior with a form of perceived validation</p> <p>Although the utopian hopes for enhancement of real public deliberation via the Social Media and democratization of public sphere have not materialized, these platforms can still play a significant role for niche politics and non-mainstream representations</p>		
<p>In general listener responses can serve several feedback functions. Allwood et al. (1992) distinguish four kinds: contact, perception, understanding, and attitude.</p> <ol style="list-style-type: none"> <li>1. Contact: signals that show whether the interlocutor is willing and able to continue the interaction</li> <li>2. Perception: behaviours that indicate whether the interlocutor is willing and able to perceive the message</li> <li>3. Understanding: actions that display whether the interlocutor is willing and able to understand the message</li> </ol>	<p>(André et al., 2011)</p>	<p>Possible distinction for structure of analysing uptake and response of communities.</p> <p>Possible guidelines for body language:</p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Facial expression</li> <li>• Showing interest</li> <li>• Hand gestures</li> <li>• Open posture</li> </ul> <p>(too basic?)</p>

<p>4. Attitude: reactions that tell whether the interlocutor is willing and able to react and (adequately) respond to the message, specifically whether he/she accepts or rejects it.</p> <p>Eye contact is a powerful tool for persuasive purposes.          Facial expressions convey a large amount of non-verbal information          importance of showing interest in what the other has to say          Great speakers use hand gestures more project an open, honest, cooperative posture</p>		
<p>The significant challenge of merging the message and implications of the data with the needs and context of the user can be addressed, in part, by considering the following questions:</p> <ul style="list-style-type: none"> <li>• How does this new knowledge benefit the user?</li> <li>• What about this data is relevant or important?</li> <li>• What is otherwise inaccessible to the user?</li> <li>• What can the user access for themselves?</li> <li>• What myths and misconceptions are relevant to this data?</li> <li>• What is the potential for impact, and what are the risks of this visualisation?</li> </ul> <p>NEUVis is the user-centred design of visualisations by creative practitioners in collaboration with primary researchers, for the benefit of an audience without expertise in the domain of the data.</p> <p>Collaboration between scientists and creative practitioners is facilitated by the use of boundary objects, tools and methods that aid the collaborative process.</p>	<p>(Gough, 2017)</p>	<p>Guiding questions for process of considering how to approach communities and consider the presentation of information</p> <p>Elements from NEUVis usable:</p> <ul style="list-style-type: none"> <li>• Collab between scientists and artists</li> <li>• Evaluate message against medium</li> <li>• Consider engagement in design</li> <li>• Prioiritise clarity</li> </ul>

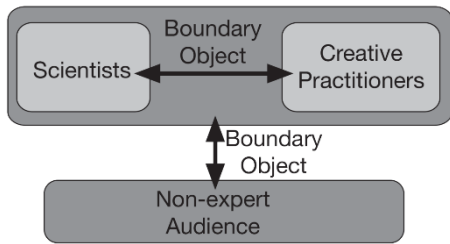


Figure 4.1: Boundary Objects in a NEUVis context

Important to evaluate the message against the medium: within the constraints of time, cost, effort, expertise and desired outcome

A model of engagement developed from exploratory research by O’Brien and Toms [151] proposes four stages of engagement for user experiences with technology:

- **Point of engagement:** Supporting user goals and task accomplishment, Social motivations, Presenting information of interest, Using novel layouts and interfaces
- **Period of sustained engagement**
- **Disengagement**
- **Reengagement**

we shall use these criteria to establish NEUVis as a wicked problem:

- You don’t understand the problem until you have developed a solution
- Wicked problems have no stopping rule.
- Solutions to wicked problems are not right or wrong
- Every wicked problem is essentially unique and novel
- Every wicked problem is a one-shot operation
- Wicked problems have no given alternative solutions
- Every wicked problem is a symptom of another higher level problem

As important to consider what you’re displaying as it is to consider how you

(Gough et al., 2014)

Elements from article that can be translated into design guidelines:

- Start by understanding demographics of audience
- Design can be iterative and presented as such
- Consider medium constraints against effect
- Visualisations can present different levels of information/duration (allow for personalisation)
- Test designs before release (user testing)
- Make iterations of designs, based on different individual considerations
- List unique constraints of expressed problem and use to define boundaries of visualisation
- Be open with visualisations. Show

<p>display it (communication that extends beyond the 'echo chambers' of linkedin, twitter, and the scientific community, but actually reaches diverse audiences)</p>		<p>multiple solutions if there is no clear preference</p> <ul style="list-style-type: none"> <li>• Ensure collab between scientists and artists/designers</li> </ul>
<p>Foresight is both a social construction and a mechanism for social construction. Foresight, as a concept and as practice, is a social construction; there are many examples of how society accepts the value and necessity of anticipating and contemplating futures (e.g. risk assessment, planning, storage and tool-making), so these activities are done. These acts, often institutional, and which are part of everyday life and constitute preparation for the future, are socially constructed. Foresight as a process of contemplating futures is a mechanism for the social construction of knowledge. In the process of enacting foresight programmes and processes, people construct knowledge. Thus, most significantly for this article, foresight methodology, the processes and perspective that provide an explanation of 'how we know' something, is a mechanism for the social construction of knowledge</p>	<p>Fuller &amp; Loogma 2009</p>	<p>claims to knowledge should take an explicit account of the:</p> <ul style="list-style-type: none"> <li>• Construction of time within the context of the study at hand;</li> <li>• power manifest in representational choice;</li> <li>• performative power of symbolic representations;</li> <li>• mode by which domain knowledge is produced;</li> <li>• meaning generated by the community that engages, and what performative power such engagement has;</li> <li>• degree to which the production of meaning must be embedded in its constituency, in relation to the responsibility taken for subsequent actions;</li> <li>• performative power of social discourse and challenges to self and community identity;</li> <li>• dominant discourses and languages through which participation in the generation of knowledge actually occurs;</li> <li>• interaction between knowledge and action;</li> <li>• values that accompany the interpretation of meaning.</li> </ul>
<p>Value of the arts --&gt; intrinsic effects (McCarthy et al 2004)</p> <ol style="list-style-type: none"> <li>1. Immediate benefits (pleasure, captivation)</li> <li>2. Growth in individual capacities such as enhanced empathy for other people and cultures and understanding of the world</li> </ol>	<p>(Dunphy, 2015)</p>	

<p>that results from participation over time</p> <p>3. Benefits that accrue largely to the public, including the social bonds created when individuals share their arts experiences through reflection and discourse, and the expression of common values and community identity through artworks commemorating events significant to a nation's (or people's) experience</p> <p>Contrasted with Instrumental value of arts participation:</p> <ul style="list-style-type: none"> <li>• Economic value / social goals</li> </ul>		
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Table 3: Guiding Questions Literature Review Round 1

Question	Literature	Indicated stage/follow-up
How does the user respond to different kinds of NEUVis?		Testing/Medium
What models of collaboration between primary researchers and creative practitioners exist, and how do they differ?		Initiation/Design
What design considerations are essential for developing NEUVis?		Initiation/inventory
How does the presentation's construction, medium and message relate to the end-user experience?		Structure/testing
How does this new knowledge benefit the user?	(Gough, 2017, p. 78)	Message
How will the user understand this knowledge?		Message
What about this data is relevant or important?		Message
What is otherwise inaccessible to the user?		Content/visualisation
What can the user access for themselves?		Content
What myths and misconceptions are relevant to the data?		Message/visualisation

What is the potential for impact, and what are the risks of this visualisation?		Initiation/message/audience
How much intrinsic and instrumental value is created for the user? (e.g. how much aesthetic pleasure did you experience as a result of your participation?)	(Dunphy, 2015)	Design/Visualiation/Testing
how strong a sense of connection to past (history, heritage, identity) overall did users experience?		Message/visualisation
How did the experience impacts users wellbeing?		Design/Medium
What are the immediate benefits for the user? (pleasure, captivation)		Medium/visualisation
How does the information impact individual capacities and lead to growth over time?		Design/message/medium
What questions should be addressed when using visual techniques: Motivation to us to use visual techniques, such as drawings, photos or videos?		(Berardi, 2018)
How do these affect the way we work together (as researchers)?	Design/inventory/medium	
How do visual techniques affect the way we engage communities during the research?	Medium/visualiation	
Who do we think benefits from the use of visual techniques?	Audience	
What do we think is the role of technology in the use of visual techniques?	Medium/visualisations	
How are communities' rights and knowledges taken into account and advanced when we use visual techniques?	Audience/message/medium	
How do visual techniques contribute to positive change, including sustainability and justice, within communities?	Medium/message/audience	

What is the potential for negative change from visual techniques?		
What do you think are the limits of visual techniques?		Medium/visualisation
What potential behavioural change are we dealing with?		Audience/message/visualisation
What are the emotional reactions that are linked to such behaviours?	(Szczuka et al., 2020)	Message/visualisation
What information should be included/excluded from the production of material?		Message/content
How can digital mediation be used to manage the challenges of expressing and platforming voices within the marginalized?		Medium/content
How can elements of empathy be brought into the interrelation with the marginalized?	(Sarantou et al., 2018)	Message/content
Can conversations be illustrated in a practical sense to express the key narratives?		Medium/visualisation
Where can social media allow for the expression of affect (mood) of citizens?		Medium/audience
Where do multiple discourses play into the same expression and how should these be navigated?	(KhosraviNik, 2018)	Medium/visualisation/content
What forms of validation are needed within target audiences and how to ensure this?		Content/testing
What forms of body language do communities respond to?		Content/visualisation
How should researchers position themselves physically when engaging with communities?	(André et al., 2011)	Content/visualisation
What is the user point of engagement with the information?		Audience/message
What are the user goals and task accomplishment?	(O'Brien & Toms, 2010)	Audience/message/content
What are the social motivations for engagement?		Audience/content
How is the information of interest to the user?		Message/content/visualisation
Is the layout/interface of the information novel?		Medium/visualisation

What is the predicted period of sustained engagement?		Medium/content
How does the user disengage with the information?		Medium/content
What task will the user move on to after disengagement?		Medium/content/message
What is the likelihood of re-engagement?		Medium/content
In what ways may the user re-engage?		Medium
For how long will the user likely re-engage?		Medium/content
What are the demographics of the audience?		Audience/medium/content
Is the design iterative? Can it be presented as such?		Testing/medium/content
How do the constraints of chosen medium impact effect?		Medium/message
What is the level of information targeted?		Medium/content/audience
What is the required duration of engagement for the required level of information?		Medium/content
Can the designs be tested before release?	(Gough et al., 2014)	Testing
How can feedback be used to iteratively change the design?		Testing/design
What are the boundaries of visualisation drawn from the unique constraints of the expressed problem?		Content/visualisation
Can multiple mediums/visualisations be used to explain the same information in parallel?		Medium/content/visualisation
Who could add to visualisations from networks of artists, designers and citizens?		Design/inventory
How does the content construct reflections of time for the audience?		
How does the content impact representational choice?		Message/content/visualiation
What symbolic representations of power are generated in the visualisation?	(Fuller & Loogma, 2009)	Message/content/visualiation
How does the visualisation interact with other domains of knowledge?		Message/content/visualiation



What are the potentially interpretable meanings of the message, considering other narratives?		Message/content/visualiation
What are the possible further actions that a user may take?		Message/content
How do the visualisations potentially impact self and identity?		Message/content
What discourses exist through which this information is usually expressed? How is this different? Should it be different?		Message/content/medium
What values of audiences are interacted with in the generation of this information?		Message/content

# Annex 2 – Initial Publication Strategy

WP	Topic	Type	Potential target outlet(s)	Main author	Phase
WP1	Literature review the participation of the least engaged communities in just sustainability transitions policies.	Working paper	<ul style="list-style-type: none"> <li>high impact regional studies journal</li> <li>DUST's own working paper series</li> </ul>	TUD	2
WP1	Key conceptual developments of the project	Journal paper	<ul style="list-style-type: none"> <li>high-impact public policy (e.g. Journal of European Public Policy)</li> <li>high impact regional studies (e.g. Regional Studies)</li> <li>planning journal (e.g. European Planning Studies).</li> </ul>	TUD	3
WP1	Key conceptual developments of the project	Policy brief	<ul style="list-style-type: none"> <li>DUST's own policy brief series</li> </ul>	TUD	3
WP2	STEP index and its application	Journal Paper	<ul style="list-style-type: none"> <li>high-impact public policy (e.g. Journal of European Public Policy)</li> </ul>	CSD/UZH	2
WP2	Citizen survey results in a comparative perspective. Target outlet	Journal Paper	<ul style="list-style-type: none"> <li>high-impact public policy (e.g. Journal of European Public Policy)</li> </ul>	UZH	2
WP2	Application of the APES method, comparative. Target outlet	Journal Paper	<ul style="list-style-type: none"> <li>high-impact public policy (e.g. Journal of European Public Policy)</li> </ul>	UZH	2
WP2	Opportunities and barriers for active subsidiarity in just sustainability transition policies	Policy brief	<ul style="list-style-type: none"> <li>DUST's own policy brief series</li> </ul>	UZH/CSD	2
WP3	Initial research into participatory processes in eight case study regions	Journal Paper	<ul style="list-style-type: none"> <li>high impact regional studies (e.g. Regional Studies)</li> </ul>	STRATH	2
WP3	Qualitative comparative engagement of communities in the transitions	Journal paper	<ul style="list-style-type: none"> <li>high impact regional studies (e.g. Regional Studies)</li> </ul>	STRATH	2
WP3	Results of the media analysis	Working paper	<ul style="list-style-type: none"> <li>DUST's own working paper series</li> </ul>	CSD	2
WP3	Key recommendations on engagement in just sustainability transitions	Policy brief	<ul style="list-style-type: none"> <li>DUST's own policy brief series</li> <li>EPRC paper series - IQ Net or EoRPA</li> </ul>	STRATH	2
WP4	Results of spatial analysis done across the regions hosting a DUST experiment	Working paper	<ul style="list-style-type: none"> <li>DUST's own working paper series</li> </ul>	TUD	2

WP	Topic	Type	Potential target outlet(s)	Main author	Phase
WP4	Comparative results of the spatial analysis and design proposals across the regions hosting a DUST experiment	Journal paper	<ul style="list-style-type: none"> <li>high-impact urban design or planning journal.</li> </ul>	TUD/OOZE	3
WP4	Comparative analysis of Pol.is application	Journal paper	<ul style="list-style-type: none"> <li>high-impact public policy journal</li> <li>high-impact regional studies journal</li> </ul>	TUD	3
WP4	Methodology for RFLs and its application and performance	Journal paper	<ul style="list-style-type: none"> <li>high-impact regional studies journal</li> <li>high-impact planning journal.</li> </ul>	TUD/NR	3
WP4	Highly visual publication on imaginations of the regional futures	Visual media	<ul style="list-style-type: none"> <li>DUST's website</li> <li>open access TU Delft's BK Books publication or similar</li> </ul>	OOZE/TUD	3
WP5	Application of the RFLs in the 4 case study regions	Journal paper	<ul style="list-style-type: none"> <li>high-impact regional studies journal</li> <li>high-impact planning journal.</li> </ul>	NR	3
WP5	Comparison of the application of the RFL methodology across the 4 DUST experiments	Working paper	<ul style="list-style-type: none"> <li>DUST's own working paper series</li> </ul>	NR	3
WP5	Policy recommendations stemming out of the RFLs experiments	Policy brief	<ul style="list-style-type: none"> <li>DUST's own policy brief series</li> </ul>	NR	3
WP5	A citizen perspective on the RFLs application	Working paper	<ul style="list-style-type: none"> <li>DUST's own working paper series</li> </ul>	NR/TUD/STRA TH	3
WP6	Value of affective communication in community-based research project	Working paper	<ul style="list-style-type: none"> <li>DUST's own working paper series.</li> </ul>	ISOCA RP	3
WP6	Strategies for affective communication with least-engaged communities.	Policy brief	<ul style="list-style-type: none"> <li>DUST's own policy brief series</li> </ul>	ISOCA RP	3
WP6	Key project results and contributions from invited scholars	Book	<ul style="list-style-type: none"> <li>Springer open access books or TU Delft's own BK Books series</li> </ul>	TUD	3
WP6	Storytelling and engagement tools	Policy brief	<ul style="list-style-type: none"> <li>DUST's own policy brief series</li> </ul>	ISOCA RP	3
WP6	Highly visual publication on the main project results	Visual material	<ul style="list-style-type: none"> <li>DUST's website</li> </ul>	ISOCA RP	3