

 EAGLE Engagement Scenarios, Synthesis and Analysis	Document Type Report
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EAGLE- EnhAnced Government LEarning

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c) Holistic learning solutions for managing, reaching and engaging learners in the public administrations

Small-scale Collaborative Project (STREP)
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Lead Participant: [HRW]

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Author	HRW	Leader	18/10/2014
Reviewer	DHBW	reviewer	29/01/2015



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 EAGLE Engagement Scenarios, Synthesis and Analysis	Document Type Report
	Contract Number 619347

Table of Contents

GLOSSARY 3

1 INTRODUCTION 4

1.1 STRUCTURE OF THE DELIVERABLE 4

2 METHODOLOGY: ENGAGEMENT SCENARIOS 5

2.1 DESCRIBING THE ROLE AND FUNCTIONS OF ENGAGEMENT SCENARIOS IN EAGLE..... 5

2.2 DESCRIBING THE DEVELOPMENT OF ENGAGEMENT SCENARIOS IN EAGLE 6

3 OVERALL ENGAGEMENT SCENARIOS FOR THE EAGLE PROJECT 7

3.1 OVERALL EAGLE ENGAGEMENT SCENARIO..... 7

3.1.1 *Abstract of Overall Engagement Scenario*..... 7

3.1.2 *Plot of Overall Engagement Scenario* 7

4 ENGAGEMENT SCENARIOS FOR THE EAGLE PROJECT PER COUNTRY..... 12

4.1 ENGAGEMENT SCENARIO IN LUXEMBOURG 12

4.1.3 *Abstract of Engagement Scenario in Luxembourg no.1* 12

4.1.4 *Plot of Engagement Scenario in Luxembourg* 12

4.1.5 *Plot of Engagement Scenario in Luxembourg no.2* 14

4.1.6 *Abstract of Engagement Scenario in Luxembourg no.2*..... 14

4.2 ENGAGEMENT SCENARIO IN IRELAND 16

4.2.1 *Abstract of Engagement Scenario in Ireland*..... 16

4.2.2 *Plot of Engagement Scenario in Ireland* 16

4.3 ENGAGEMENT SCENARIO IN MONTENEGRO 19

4.3.1 *Abstract of Engagement Scenario in Montenegro no 1.* 19

4.3.2 *Plot of Engagement Scenario in Montenegro no.1* 19

4.3.3 *Abstract of Engagement Scenario in Montenegro no.2*..... 21

4.3.4 *Plot of Engagement Scenario in Montenegro no.2* 21

4.4 ENGAGEMENT SCENARIO IN GERMANY..... 23

4.4.1 *Abstract of Engagement Scenario in Germany no 1*..... 23

4.4.2 *Plot of Engagement Scenario in Germany no 1.* 23

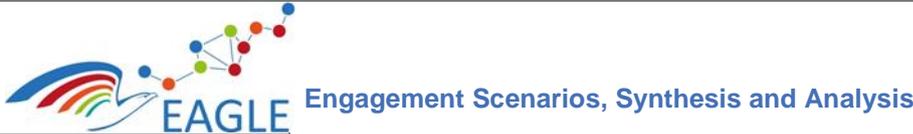
5 CONCLUSION 24

REFERENCES 24

 Contract Number 619347	Document Type Report
	Version final

Glossary

CC	Creative Commons
EAGLE	Enhanced Government Learning
ES	engagement scenario
INAP	Institut national d'administration publique, Luxembourg
LEV	Learning Environment
OER	Open Educational Resources
WP	Work package

	Document Type Report
	Version final
Contract Number 619347	

1 Introduction

This deliverable describes the key scenarios used for two main purposes in the EAGLE project: understanding main scenarios from the users' perspective and supporting engagement and understanding about the EAGLE ideas.

EAGLE has a very ambitious vision: introducing e-learning and Open Educational Resources (OER) in Public Administration, in particular in rural local governments. As we have explored in Deliverable 2.2., e-learning is not yet common practice in this target group – and even less OER. Therefore, it is necessary to communicate intensively with users and their communities.

For this purpose, we have adopted a scenario approach (Sutcliff et al, 1998). This approach is a methodological standard in Requirements Engineering to explore, express and validate user requirements, describing typical situations and utilization of information and communication technologies. Scenarios are also used as a major technique in user experience (UX) design. The scenarios developed in the requirements stage will be used further on in the project in the UX-based validation (WP8) and thus connect requirements definition and validation.

Due to the target group and the project constraints, we follow a second main purpose: utilizing scenarios as a communication tool to create awareness and engagement on the project ideas. Here, users should be able to see possible benefits and added value when contributing to the EAGLE project.

Due to the complexity of the project, we have created typical scenarios for the participating countries: Germany, Ireland, Luxembourg and Montenegro. We collected country scenarios to better understand typical situations in those countries. Focusing on the development perspective, we aggregated the country-specific scenarios into one common, more abstract overall scenario.

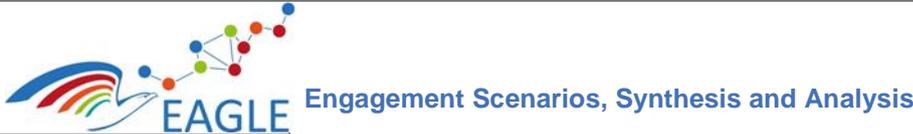
A key link to the previous deliverable 2.2 is the relation through the corresponding enabler statements which were explored in the initial requirements elicitation. In each scenario, we show the key barriers as well as enablers for a successful project implementation.

The scenarios can therefore be used 1) by developers to create the EAGLE system taking country-specific requirements into account and 2) by users and the consortium to create a better understanding and initial engagement about the project.

1.1 Structure of the deliverable

We start the deliverable with an introduction on the methodology and the specific extensions to the generic scenario-technique used in Requirements Engineering. We focus on the combination of aspects regarding the requirements elicitation and awareness building / engagement creation.

We then present the main scenario which is the key document from the developers' perspective. This scenario contains typical situation which are common in all countries. Finally, we present country scenarios from the participating countries, i.e., Luxembourg, Ireland, Montenegro and Germany. These scenarios shall support developers and implementers to accommodate for local specifics and engage the community in the EAGLE project.

	Document Type Report
	Version final
Contract Number 619347	

2 Methodology: Engagement Scenarios

In the EAGLE project Engagement Scenarios [ES] are very important and fulfil several functions. One is to communicate with stakeholders and prospective users from the RE workshops. Thereby results of the requirements analysis can be validated and refined. Another goal is to use ES as an illustration how the integration of the EAGLE platform into everyday work-life could be performed. In this respect, the understanding and feasibility of the EAGLE implementation can be further prepared and (re)defined. Not at last, scenarios are important for developers of the platform. To know how the platform will be situated and used is important to qualify the design of the applications. In view of these points, the importance of the country ES in EAGLE, their role and the chosen method to develop scenarios will be more defined below.

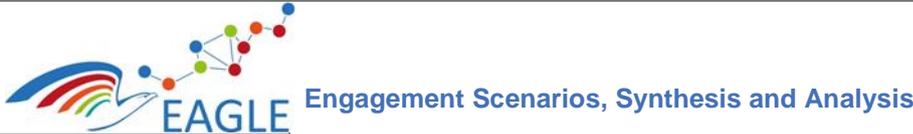
2.1 Describing the role and functions of engagement scenarios in EAGLE

‘Engagement’ plays a crucial role in the EAGLE project: The forthcoming platform shall be designed in a participatory manner and users shall be integrated and engaged from the early beginning on. This participatory development shall lead to develop acceptance and trust as well as a more tailored, and appropriate EAGLE solution for users in the public sector.

Scenarios, in general, refer to qualitative data analysis such as narratives. They tell a story or ‘day in the life’ of a typical participant in the project. The story should be context-sensitive and “...situate[] activities within the flow and rhythms of life, explaining how people engage with [the EAGLE] product or service[s] in relation to [] concerns. [A scenario] shouldn’t feel abstract or cold; instead, it should feel organically driven by people’s values and experiences.” [Goodman et al. 2012, p.504]

Orienting the development on [Goodman et al. 2012] one function of the scenarios in EAGLE is to serve as an instrument for the aspired user engagement. Country leaders will take the scenarios to participants who took part in EAGLE requirements analysis workshops. The documentation the analysis enables to keep contact to previous participants and show how an introduction of EAGLE in every-day life is conceived on base of what requirements have been found. At the same time, new interested persons or administrations in the sector may be introduced to engagement scenarios. In this way, a context specific scenario how EAGLE may be situated within everyday work-life can serve to engage with old and prospective EAGLE users.

A second major function of engagement scenarios in EAGLE is their input for validation. Presenting the stories to participants allows asking: Have the gathered requirements have been understood well, are findings comprehensive? Does the EAGLE scenario meet the most salient demands, requirements and concerns of users in their particular context? Based on the feedback and collaborative (re)design, the country scenarios can be improved. Country leaders can explore how the targeted introduction of EAGLE has been received; and whether involved participants can identify with the EAGLE-enhanced work-life.

	Document Type Report
	Version final
Contract Number 619347	

Finally, a function of ES is to give developers of the platform insight about the potential use of EAGLE in every day work life. To develop an integrated, collaborative platform throughout countries, a global coherent and more general EAGLE scenario needs to be developed for their perspective as well.

2.2 Describing the development of engagement scenarios in EAGLE

After focusing on the role and functions of engagement scenarios in the EAGLE project, this section will define the outlay and development of scenarios.

Firstly, the country scenarios have two parts. One part provides an ‘abstract’ of the scenario which lists the barriers, context, and actors included, for example. The second part provides the plot and storyline of a typical public servant in his every day work-life.

The characteristics of the plot can be more clearly defined: the story illustrates how EAGLE enables to overcome particular barriers and how EAGLE would contribute to introduce and/or enhance open e-Learning in the public sector. Moreover, the included barriers and activities of persons in the story reflect important and relevant activities/barriers for the respective contexts. More precisely, reported activities which EAGLE supports/facilitates are routines or critical moments when learning needs have to be resolved. However, the story does not have to be smooth. The plot presents a logical flow of events in time and space-relations but nuanced perspectives, alternative activities and constrains can be outlined and discussed [cf. Goodman et al. 2012, p.503].

Secondly, the ES in EAGLE build upon the previous barrier (requirements) analysis. Each difficulty will be addressed in the format of the barriers in the deliverable d2.2. for each country. Correspondingly, for each country scenario and barrier, the context of the reported problem addressed in the storyline of ES can be looked up in the original country reports if aspired.

Overall the two parts of the engagement scenario in EAGLE serve two of the defined functions of ES. On the one hand, the plot can be easily presented and discussed with participants. On the other hand, the abstract can serve to note down the feedback and evaluation of participants. Hence, the validation of engagement scenarios and can be approached in a systematic manner [Goodman et al. 2012, p.503].

The final step for developing ES is to translate the contextual country scenarios for platform developers. Following discussions in the projects it was decided that a general, overall EAGLE scenario is built on base of the country scenarios. It provides a more general and coherent view which allows developers to design a generic collaborative e-Learning program. For particularities country reports can be approached and considered if needed.

In the following the overall EAGLE scenario will be presented. Subsequently the country reports are outlined.

 EAGLE Engagement Scenarios, Synthesis and Analysis	Document Type Report
	Version final
Contract Number 619347	

3 Overall Engagement Scenarios for the EAGLE project

The following section will provide the overall engagement scenario for the EAGLE project. Unlike country scenarios the overall engagement scenario will represent how in different situations and for different roles of users the EAGLE platform can enable enhanced learning at the workplace. Related to that, the overall engagement scenario serves for developers to design a coherent platform vision and artefact for the project.

3.1 Overall EAGLE Engagement Scenario

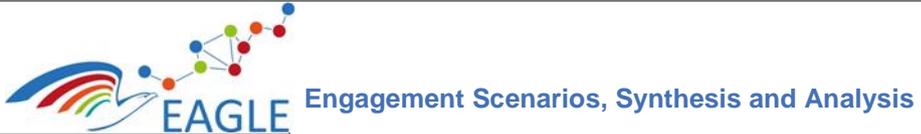
3.1.1 Abstract of Overall Engagement Scenario

Roles- Learner	Different civil servants
Roles- Content producer	Different civil servants
Setting	Different themes with national and international relevance
Context	Workplace constrains and demands, inter-personal constrains and demands, high workload, need to allocate relevant information for the workplace quickly
Enabler/ Action Goal	WP3 Enhance managerial organization and change management, establish a quality committee, enhance knowledge about TEL WP4 Introduce an LEV, raise motivation, trust building, map competences, Motivation WP5 Enhance usability of learning platforms, Accessibility, enable knowledge sharing personalize the platform, enable performance tracking, meet security concerns, facilitate information sharing WP6 Facilitate content retrieval, enable authoring of resources WP7 Adapt collaborative culture, facilitate collaboration

3.1.2 Plot of Overall Engagement Scenario

Biljana was still tired from yesterday. It had been a long day with the presentation of the municipality's new waste water treatment plant in the presence of several ministers and high-ranking national officials. She had represented an association of small rural communities who were all part of the new waste water treatment system. They had been congratulated on their effort and progress. They had cemented their role as leading innovative and green municipalities in the country.

But now that the plant was installed, work was only beginning. When Biljana had started the project a few years ago she had a larger vision. She wanted to build the plant as a proof of concept and then convince other municipalities to do the same. The environment mattered to her very much. In the years that the project had taken, Biljana and her team had collected huge amounts of data, waded through piles of laws and regulations, and had dealt with ever-changing European laws on waste water treatment policies and acceptable levels of contaminants. She is convinced that the knowledge and paperwork must be shared if others are to adopt the waste-water-technology.

	Document Type Report
	Version final
Contract Number 619347	

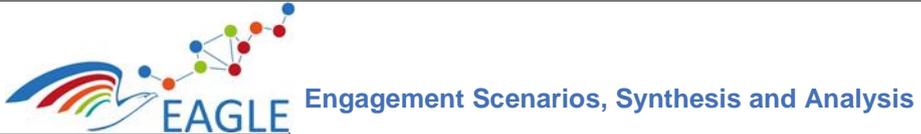
A few years ago she would have gotten in contact with the ministry and proposed to elaborate on a training plan and to compile classroom material if they had agreed to include the topic in their continuous learning catalogue. But times had changed and EAGLE offered new tools. Though Biljana's workload was high and she could not spend more effort on this theme alone she could now share her experience and get in contact with similar experienced peers through the EAGLE platform. She could thus provide experience-based feedback to other municipalities how to fall in line with European regulations and protect the environment. [*enabler: Motivation, Enable authoring of resources, enable collaboration*]

Biljana went to work as usual and drafted a plan to create several OER to walk people through how to best approach the new technology and how to cope with the paperwork and legalities based on her experience. Biljana went in the spare room the municipality had set apart to engage in e-learning activities. Here she met with John, head of HR of one of the slightly bigger municipalities in the region. The room provided enough space so they both could move in with their papers and source material and be undisturbed for an extended period. This was one of the small changes of the new learning policy at the workplace. [*enabler: introduce and establish a LEV*].

She saw a message on her phone about some new OERs. She had seen some OER-examples on the EAGLE platform; some were from known and other unknown public employees. She found it helpful that the system supported the selection of regional, national and European sources. At the moment she was mostly interested in examples from other European countries. Inspired by these she decided to develop a general timetable including a template Gantt chart enriched with real data from their municipalities' project where it was abstract enough to serve in this context. She also included a checklist containing competences as well as procedures to gather and start before initiating such a project. Furthermore, they attached information of potential experts and contact partners on the European level. [*enabler: enhanced usability of learning platforms*].

After a few hours of work the set of OER was compiled. Biljana remembered how she had felt about EAGLE at first. Very sceptical and not convinced she could handle the new technology at her age, but at the same curious what it was all about. She soon saw a chance though to improve her work for the municipalities. The OER tutorial for authoring, developed by the EAGLE team and some pioneer users in the municipalities explained how to use EAGLE and create OER in simple steps. The tutorial included a short video clip, made by one of the IT apprentices and a lot of reading material, either text documents with screenshots or power point presentations. Working in a region with many different languages in use, she appreciated that the EAGLE system had some language compatibility features. This enabled her to reach an even bigger number of municipalities, if she was to feed OER into the system. She had been very satisfied with her first version of OER. [*enabler: enable authoring of resources, introduce and establish a LEV, motivation*].

John and she used the EAGLE facilities now to add all their documents on waste-water treatment and the validation committee automatically received a notice of the set of new, pending OER. When they first used EAGLE it took a few days' time to receive the report from the validation committee, who had undoubtedly checked the sources and reference material for ethical and quality issues. An accepted OER meant the support of the ministry in that it was legally sound and in line with their policies and that they had applied the

	Document Type Report
	Version final
Contract Number 619347	

appropriate CC-license. Now it took a lot less time, because John and Biljana were accredited users of EAGLE, which meant their documents got fast-tracked. [*enabler: establish a quality committee, facilitate collaboration, facilitate collaboration*]

They were confident that they had not made any mistakes, but the committee served its purpose well. Once the set of OER was approved, a community of practice on waste water treatment was started on EAGLE, including facilities for file upload of additional material or relevant forms as well as a forum and a chat for subscribed members of the community. It also allowed connecting automatically to other relevant public databases, if those provided the technical interface. [*enabler: facilitate information sharing, enhanced usability of platforms, establish a quality committee*]

John and Biljana were now able to upload their OER under their name and the name of the verifying institution on the platform. Uploading new OER often inspired others to add more information to the system. This usually led to the build-up of a very up-to-date knowledge base. Besides author information, the OER also provides information on the date of creation and any updates. When an OER was downloaded, the user was asked to give feedback how useful the resource was. This builds up an easy-to-understand feedback for future users. They both left the e-learning room with a good feeling, hoping that their OER would be accepted by the committee soon. The upload of the resources already showed up on their profile. They both had reached the level of so-called power user already, which meant the system would recommend them as contact for new users in the areas they had provided input for. They both had chosen not to provide their phone number or email, but a link to their preferred web communication tool. For John this was skype and if he was free, the typical green check-sign would indicate his availability. [*enabler: enable authoring of resources, facilitate content retrieval, enable knowledge sharing, personalize the platform, enable performance tracking, meet security concerns*].

John went back to his office, thinking about how much had changed already. They had started without any clear vision where they wanted to go. He just knew then that he wanted to make any form of learning easier and more accessible for his colleagues, without making their schedule even tighter. They started out with the simple EAGLE change management tool, guiding them through a set of questions. They had not only found answers to the questions. They had actually developed the blue-print for their learning environment, which included the platform and its maintenance, time and space for learning, adapting or authoring new OER and the linkage between EAGLE content and face-to-face courses offered in the region. The buzz of the intergenerational learning culture they now had helped also with knowledge exchange between different departments and communities. The little EAGLE booklet, outlining the main features and its structure, had become recommended reading for new employees or new users not only in their community. [*enabler: enhance managerial organization and change management, enhance knowledge about TEL, adapt collaborative culture*].

Meanwhile Gabi was struggling with a new machine for cutting larger shrubs. She decided to ask EAGLE for an answer. She at first had been very suspicious of all the talk about the learning platform. But she eventually gave it a try. She now had gotten used to checking for information in their landscape online community, where all the local municipalities uploaded information on new machines and technology they used. They also started exchanging short

 Contract Number 619347	Document Type Report
	Version final

experience report. This had saved a lot of money last year, when they had almost bought a machine, which a report from a neighbouring community had shown to cause extremely high maintenance cost. But for Gabi the most important things were all the manuals for almost any technical equipment in use, which she could also access on her mobile phone when she was out and about. And also today she found what she was looking for with just a few clicks. *[enabler: enhance knowledge about TEL, accessibility, enhance usability of learning platforms, facilitate content retrieval]*

Seamus was sitting in the community associations new call center and remembered how his job used to be. He had often felt dumbfounded when he had not been able to answer people’s questions. What had made it worse was that they all knew each other: they were neighbors or friends. Now he was usually able to call people back within a day or two, thanks to the EAGLE system, which allowed to quickly getting a general overview on any topic, possibly some case studies from colleagues in other communities or best practice recommendations from higher administration levels. He was now allowed to switch to “busy”, so he would not get calls for a while, if he was using the EAGLE system for learning. *[enabler: enhance usability of learning platforms, map competences, raise motivation]*

Louisa sat in the IT room, their place dedicated to learning when it didn’t host school classes. Seamus, one staff member from the association call center for citizens, had asked over coffee about who prepared all the information and training material in EAGLE, which seemed to be written specifically for their local situation. He had been very surprised hearing that most were authored by colleagues in the region or even from other parts of the country. His colleagues in the small call center often turned to him for advice, but he did not feel capable of authoring any resources. Just the thought of having to find suitable software and using it to create texts, let alone podcasts or short video clips, scared him. *[enabler: introduce a learning environment; raise motivation]*

She had an idea; she was going to create some educational resources on how to author resources. It should include a step-by-step guide on how to author, adapt or validate resources. Resources could include guides on authoring texts with Carneades, the tool to create legal texts, videos showing and explaining the key points of the topic in question, and a few template documents with comments on how to best arrange forms to account for the multitude of languages spoken by the municipalities’ inhabitants. She was going to explain how to use, author and adapt the FAQ section, which would benefit from input from a variety of people. Authoring of test questions to check knowledge levels was not necessary; EAGLE was able to create those once open resources were available. *[enabler: enable performance tracking, Introduce and establish LEV, raise motivation]*

Louisa outlined a plan and went over for another coffee break with Seamus. Reluctant at first, she was able to disperse Seamus’ last doubts by telling him that the content was verified by a workgroup from the regional planning authority and that she needn’t worry about the correctness of the content. She also showed him some OERs already in EAGLE about tool use. A half hour later, Seamus was busy consuming the OER. It was well written and offered guidance and knowledge on how to tackle his current situation. *[enabler: establish a quality committee, raise motivation, trust building]*

	EAGLE Engagement Scenarios, Synthesis and Analysis	Document Type Report
Contract Number 619347		Version final

He appreciated the effort someone had put into creating these resources for everyone to use. It allowed him to do his work and, what was even better, enabled him to author his first OER for his colleagues to use. That he had aced the quiz coming with the material was just the cherry on the topping! [*enabler: adapt collaborative culture7*]

 Contract Number 619347	Document Type Report
	Version final

4 Engagement Scenarios for the EAGLE project per country

The chapter one elaborates on the engagement scenarios for the different countries.

4.1 Engagement Scenario in Luxembourg

4.1.3 Abstract of Engagement Scenario in Luxembourg no.1

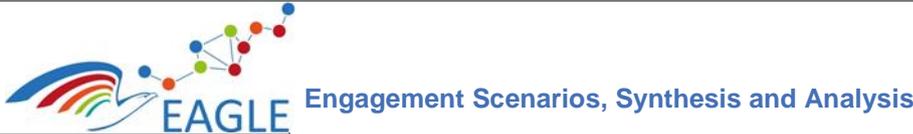
Roles- Learner	Known and unknown public employees
Roles- Content producer	Expert staff, validation committee ¹
Setting	theme with European relevance Project on the run Administration is digitized
Context	Personal constraint: high workload, lack of resources (space, time, aggregated and valid information) personal motivation: sharing
Barriers	Organization and renown, lack of change management, content creation and evaluation [1.1.c.], unfamiliarity OER platforms [1.2.a.] Acceptance learning at the workplace [2.4.c.], quality and depth of OER, lack of resources [3.1.2.], platform Requirements, information overload [3.1.4.c.]
Enabler/ Action Goal	Establish a LEV, establish a quality committee (WP3), introduce a LEV, raise motivation (WP4)

4.1.4 Plot of Engagement Scenario in Luxembourg

John was still tired from yesterday. It was a long day with the presentation of his municipality's new waste water treatment plant in the presence of several ministers and high-ranking national officials. They had been congratulated on their effort and progress. They had cemented their role as leading innovative and green municipality in the country [*Role content producer: expert staff*].

But now that the plant was installed, work was only beginning. When John had started the project six years ago he had a larger vision. He wanted to build the plant as a proof of concept and then convince other municipalities to do the same. The environment mattered to him very much. In the six years that the project had taken, John and his team had collected huge amounts of data, waded through piles of laws and regulations, and had dealt with ever-changing European laws on waste water treatment policies and acceptable levels of contaminants. He is convinced that the knowledge and paperwork must be shared if others are to adopt the waste-water-technology. [*Setting: theme with European relevance; barrier: information overload, change management*]

¹ Composed of governmental and national stakeholders as well as dynamically changing experts depending on OER topics, requirement raised in Luxembourg workshops.

	Document Type Report
	Version final
Contract Number 619347	

A few years ago he would have gotten into contact with INAP and proposed to elaborate on a training plan and to compile classroom material if they had agreed to include the topic in their continuous learning catalogue. But times had changed and EAGLE offered new tools. Though John's workload was high and he could not spend more effort on this theme alone he could now share his experience and get in contact with similar experienced peers through the EAGLE platform. He could thus provide experience based feedback to other municipalities how to fall in line with European regulations and protect the environment. *[Context: personal constraints and high motivation; enabler: EAGLE as a meeting and experience based LEV]*

So John went to work as usual and drafted a plan to create several OER to walk people through how to best approach the new technology and how to cope with the paperwork and legalities based on his experience. John went in the spare room his municipality had set apart to engage in e-learning activities. Here he could move in with his papers and source material and be undisturbed for an extended period of time that a new learning policy at his workplace granted him *[barrier: acceptance learning at the workplace, enabler: introduce a LEV]*.

From known and other unknown public employees he had seen some OER-examples on the EAGLE platform. Inspired by these he decided to develop a general timetable including a template Gantt chart enriched with real data from his municipalities project where it was abstract enough to serve in this context. He also included a checklist containing competences as well as procedures to gather and start before initiating such a project. Furthermore, he included a list of potential experts and contact partners on the European level. While he could also have prepared some bits on how to interpret European and national law in regard to the project, he simply had no time to create an OER for it. He decided to keep this information for later as well as reserve some detailed data about the waste technology for request *[Event: creation and evaluation of OER, barrier: unfamiliarity OER, lack or resources / depth of OER, enabler: raise motivation]*.

After a few hours of work his first set of OER was compiled. He was satisfied with this first version of digital documents (OER). He used the EAGLE facilities to add all his documents on waste-water treatment. He then used EAGLE to notify the committee of the set of new, pending OER. In a few days' time he would receive the initial report from the validation committee who had undoubtedly checked his sources and reference material for ethical and quality issues. An accepted OER meant the support of the ministry in that it was legally sound and in line with their policies *[Event: validation of OER, barrier: quality of OER, enabler: establish quality committee]*

He was confident that he had not made any mistakes but the committee served its purpose well. Once they had green lighted his set of OER, he would open a thematic group on EAGLE and upload his OER under his name and the verifying committee on the platform. He was confident that subsequent OERs on the topic could follow from other known and unknown public employees in the same style. *[Event: creation and evaluation of OER; enabler: establish a quality committee]*.

 Contract Number 619347	Document Type Report
	Version final

He left the e-learning room with a good feeling, hoping that his OER will be accepted by the committee soon. When he left the room to go back to his front-desk he imagined to educate and to collaborate with others how to initiate similar projects time and resource efficient in the future.

4.1.5 Plot of Engagement Scenario in Luxembourg no.2

Roles-Learner	known public employees
Roles-Content producer	Expert staff, validation committee ²
Setting	theme with European relevance Project on the run Administration is digitized
Context	Personal constraint: high workload, lack of resources (space, time, aggregated and valid information); personal goal: competency
Barriers	Organization and renown, lack of change management, content creation and evaluation [1.1.c.], unfamiliarity OER platforms [1.2.a.], acceptance learning at the workplace [2.4.c.], quality and depth of OER, lack of resources [3.1.2.], platform Requirements, information overload [3.1.4.c.], perceived contractual distance [1.3.c.]
Enabler/ Action Goal	Establish a LEV, establish a quality committee (WP3), introduce a LEV, raise Motivation (WP4), facilitate information sharing, enhanced usability of platform WP5

4.1.6 Abstract of Engagement Scenario in Luxembourg no.2

Maria was struggling. She only had a few days until she needed to present the finalised documentation to the municipal council members in their next meeting. She knew that they needed to adapt to the new European regulation on bio waste bins by the end of the year but now that the government had ratified the law early, they had to stem a lot of inquiries from the population. Without proper documentation and a plan on how their municipality was going to implement the necessary steps to enact the law, the front office could not answer any questions. She was sad and felt dumbfounded when she had to send people away. What made it worse is that they all knew each other: they were neighbours or friends. She dreaded the gossip to come. [*Setting: theme with European relevance; barrier: information overload, change management, context: personal goals and constraints*]

To prepare a plan, she had been granted the time and close the front-office for two days. Unfortunately, she had no clue how to start. She had never done this before. Maria sat in the IT room, their place dedicated to learning when it didn't host school classes. She had an idea. She would phone her friend Anne and ask for advice. Anne worked in a municipality close by. They had met during a continuous learning course for clerks. Anne was quick to up the phone and hearing her colleague's distress she agreed to help. In fact, one of Anne's

² Composed of governmental and national stakeholders as well as dynamically changing experts depending on OER topics, requirement raised in Luxembourg workshops.

 Contract Number 619347	Document Type Report
	Version final

colleagues had already prepared the documentation and their municipality was ready for the change. Unfortunately though, the documents were not applicable as is to Anne's municipality as her colleague's municipality was much bigger and hosted their own waste-disposal facilities. But she had an idea. [*Barrier: lack of resources, unfamiliarity platform, motivation, perceived distance, enabler: establish a LEV*]

Maria was surprised when Anne told her to look for her colleague's documentation on EAGLE anyways, which provided information about their implementation of the national and European law. Why would this be on this EAGLE system? She did not fully understand what this platform had to do with any of it. Also she wondered if she would manage to find what Anne had referred to. Anne was much younger and a bit more tech savvy than Maria. She guided her through the steps of logging into the EAGLE platform. While Maria had received her account details earlier that year, she has had no time or desire to experience it for herself. With the help of Anne she was able to log in and was a bit taken aback by the software. Nevertheless, she managed to find all the buttons and tabs Anne was telling her to use and she managed to get to where she was supposed to. [*barrier: information overload/change management, usability issues; enabler: Introduce a LEV, raise motivation*]

Upon opening the educational resource, Maria was taken aback by how easy it seemed. A step-by-step guide offered to walk her through the interpretation of the legal texts and a video seemed to show some key points of their big waste management facilities. To top it off, a few template documents showed how to best arrange forms to account for the multitude of languages spoken by the municipality's inhabitants. Hence, everyone should be able to complete the required documentation to apply for the mandatory bio waste management programme. There was even a FAQ section featuring a few questions Maria wanted to get answers to. Finally, a test section offered to quiz her on the resource's content to check whether she had understood the content. [*barrier: acceptance learning at the workplace, enabler: raise motivation, enhanced usability of platforms*]

Anne was able to dispense Maria's last doubts by telling her that the content was verified by agents from the Ministry of Internal Affairs and that she needn't worry about the correctness of the content. If something came up, she was always welcome to call. A half hour later, Maria was busy consuming the OER. It was well written and offered guidance and knowledge on how to tackle her current situation. [*Context: validation of OER, enabler: establish quality committee*]

After two days of work, Maria was satisfied when she had a plan outline. She would never have believed that something she would find on a computer could be that much of a help, especially from a different commune, when it came to legalities. She appreciated the effort Anne and her colleague had put into creating these resources for everyone to use. It allowed her to do her work and, what was even better, enabled her to keep her face when she was finally again able to answer questions at the front desk. That she had aced the quiz was just the cherry on the topping!

Concluding words

The country scenarios from Luxembourg will be used to inform previous and future participants in the EAGLE project. In the following the focus will shift to Ireland.

 Contract Number 619347	Document Type Report
	Version final

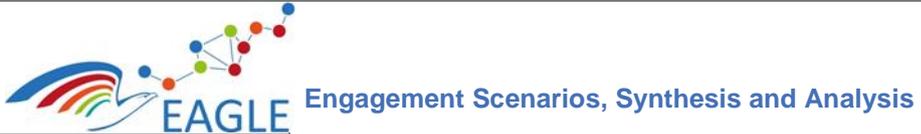
4.2 Engagement Scenario in Ireland

4.2.1 Abstract of Engagement Scenario in Ireland

Roles-Learner	Unkown and known user
Roles-Content producer	Unkown user becomes content creator
Setting	Specific, national topic
Context	Collaboration with others (approval), high workload,
Barriers	Lack of coordinators [1.1.c.], low familiarity with OER [1.2.a.], lack of partnership (culture) [1.3.a.], acceptance learning at the workplace, usability of OER [quick solutions 2.1.], information validation of OER [2.1.b.], preference direct contact [2.4.a.], lack of time [3.1.1.]
Enablers& commitment	Establish a validation committee WP3, Introduce LEV, establish a LEV (WP3, WP4), motivation WP4, Enhanced usability of learning platforms , enable knowledge sharing (WP5), enable authoring of resources WP6

4.2.2 Plot of Engagement Scenario in Ireland

Daniel was very stressed, he was trying to deal with a difficult situation that arouse with a member of the planning department. The issue with a building plan was very difficult to resolve. Daniel was under pressure, as the planning department needed a final solution to the problem in the next couple of days. Daniel would need to present the solution to a panel for approval before it could be approved and subsequently implemented. While Daniel was aware of the relevant European regulations on planning permission he was unsure of the implementation practice of the regulation regarding issues associated with the provision of planning for new buildings in zoned and restricted rural areas in Ireland. The case was specific to this area of the legislation. While Daniel had the proper documentation, he lacked information on how an existing building plan would need to be altered to meet the specific requirements of restricted planning laws associated with the zoned area and needed to advise the planning department on how to proceed. The planning department would need to implement the necessary steps to facilitate planning through realignment of the plans and the legal implication of the requirements. The member of the planning department was unsure of the regulation and required an informative solution from Daniel before proceeding. [Setting: national topic, context: collaboration with others (approval), barrier: lack of time, information validation, partnership culture]

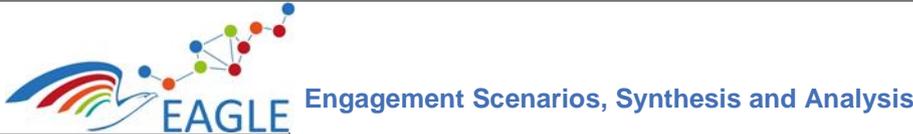
	Document Type Report
	Version final
Contract Number 619347	

Daniel was afforded some time to step outside his regular duties to research the problem and find the most appropriate solution. Daniel was unsure how to proceed and where to start and had become quite overwhelmed at the concept of the responsibility placed on him to find a solution. Daniel had not experienced this level of responsibility before. Daniel decided that he would contact his colleagues across other county councils in the country to enquire as to how he should approach the situation. He wondered if any of his colleagues had previously experienced a similar problem. As it turned out the second person he contacted has recently encountered a similar situation where there had been issues associated with restrictions on window frame size had caused a difficulty in a zoned rural area in their county. **[Barrier: low familiarity with OER, preference direct contact]**

William was only too happy to help Daniel in his quest to find a solution. Although the problem faced by Daniel was different there were similar connotations and William was quick to reassure his colleagues that there would be a solution to the problem. William was happy to share his experience with Daniel and also offered to help Daniel to research the problem, as William was aware of the possibility that the same problem could potentially emerge in his own county at a future date. William told Daniel to look for any documentation from other colleagues on the new EAGLE system. The system allows experts and staff to share experiences and expert opinion via its forums and chats and provides information about their implementation of the national and European law. It also allows members to upload revisions based on experience to existing documentation. **[Barrier: partnership culture, low familiarity with OER, coordinators/tutors, enabler: establish a LEV, introduce a LEV, enable knowledge sharing]**

Daniel was unsure of how the EAGLE system worked and how he could use it to access such information posted by his colleagues. He was also unsure as to how he could communicate with colleagues in different rural locations who had experienced similar issues via the EAGLE system. William was aware of the system and had already accessed documentation from the system. He offered to show Daniel how to use the system for the attainment of maximum relevant information. William guided Daniel through the steps of logging into the EAGLE platform. Once logged in, Daniel found the system was straight forward to use and he managed to access widgets easily. He found that the system was very user-friendly and intuitive. **[barrier: usability; coordinators, low familiarity, enabler: Introduce LEV, coordinators, motivation, establish quality committee]**

Daniel noted that the system offered a help facility and provided a user handbook. The system also offered significant management tools that facilitated the user to filter through content using hashtags and keywords providing easy access to legal and policy texts and video and text-based content uploaded by experts and colleagues who had faced similar situations in their daily work environment. The system explored building blueprints that meet the rural zoning restrictions for one-off properties. The blueprints drafted by registered architects and civil engineers, represented expert documents created by employees of Irish rural councils. The system provided details based on the registration and qualification level of the experts.

	Document Type Report
	Version final
Contract Number 619347	

Therefore Daniel was reassured that the information available was valid and reliable which would allow Daniel to create a template to develop a solution to the issues faced by the planning department. [*barrier: acceptance learning at the workplace, partnership culture, information validation , enabler: enable authoring of resources, enable knowledge sharing, establish a validation committee*]

Daniel could relax; he had been successful in finding a solution to present to the panel. The solution was made possible via the EAGLE system, and the assurance that the information was provided by experts relieved his stress. After a number of hours' work, Daniel was satisfied with his planned outline. He really appreciated the help, which he received from his colleague William and those who had created the resources available on the system. EAGLE had been a significant tool and had ensured that the correct information was available to Daniel to achieve his required task outcome.

Concluding words

The engagement scenario for Ireland will serve to engage with previous and future participants in the EAGLE project. In the following the focus will shift to Montenegro.

 Contract Number 619347	Document Type Report
	Version final

4.3 Engagement Scenario in Montenegro

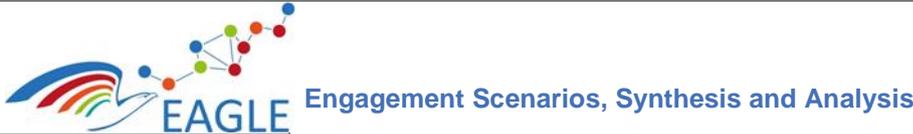
4.3.1 Abstract of Engagement Scenario in Montenegro no 1.

Roles-Learner	Expert staff
Roles-Content producer	no OER content producing – using EAGLE platform as a knowledge base
Setting	theme with National and European relevance, everyday work
Context	personal motivation; use of EAGLE platform as knowledge base
Barriers	lack of guidelines for coordination [1.1.a.], lack of strategic capacity building [1.1.c.] , not familiar with the concept of OER [1.2.a.], lack of awareness of facilities [1.2.c.], applicable insight [2.1.a.], no interest in e-Learning as model of training [2.3.a.], informal communication [2.2.b.], lack of time; work overload [3.1.1.], lack of technical equipment and infrastructure [3.1.3.] , limited DMS lack of e-Learning facilities, lack of e-learning materials; lack of external learning content [3.1.2.a], usability [3.1.4.]
Enablers& commitment	Establish a quality committee WP3; introduce LEV, raise motivation Wp4; enhanced usability of learning platform WP5, facilitate content retrieval enable, WP6

4.3.2 Plot of Engagement Scenario in Montenegro no.1

Biljana has just arrived at her office in Agency for environment protection. First thing she does is checking new mail messages. She noticed new mail from Deputy Director with attached document marked as important. She needs to prepare official Consent on Environmental impact assessment study for reconstruction of piers in village Dobrota in the Boka Bay, received from public company „Coastal line“. Biljana has a doctoral degree in Physical Chemistry and she has been working for EC Delegation in Montenegro in many national projects, so she very well knows how important are environmental issues in UNESCO heritage sites. [role: expert staff, setting: theme with relevance].

Biljana is stressed with short deadline since village Dobrota is a part UNESCO heritage city Kotor and she needs at least a week to check every information in documentation. By the National Law on the environment impact assessment study every project needs to have positive Consent on Environmental impact assessment study from Agency for environment. As usual, Biljana is overloaded with responsibilities since the Agency lacks expert staff. She already needs to finish official Environmental Consent for another project until the end of the week. She is leaving office to find some of younger colleagues available to help her in

	Document Type Report
	Version final
Contract Number 619347	

checking necessary documentation for preparing new Environmental consent. Unfortunately any available help she can get is from new young employees which are not proficient and don't have knowledge about national and EU environmental laws. [*Barriers: lack of time; work overload, change management, lack of strategic capacity building: expert staff*]

The main problem she is facing is lack of official guidelines and procedures from Ministry of Environment and Government how to implement new amendments on Law on the environment impact assessment study (Official Gazette 4/2007 from 27/2013 from 28.05.2013) which are in accordance to EU legislative. She will need to use web search to find official documents with practice examples from EU candidate and EU member countries on Mediterranean sea. [*barriers: lack of e-learning materials; lack of guidelines for coordination; lack of technical equipment and infrastructure*].

After quick reading of received documentation, she decided to start search on official web sites of Ministries and Agencies for Environment protection in neighbour Mediterranean EU countries like Croatia and Slovenia. She found of a lot of usable documents and examples but Internet connection is slow and download of large .pdf reports published on websites takes time. [*barriers: lack of technical equipment and infrastructure;*]

In the meantime one of new young employees came to her office to propose EAGLE platform for searching information on EU practice. She has not been able to attend training course for using EAGLE platform organized by HRMA, but she decided to have a look at EAGLE platform expecting that she will see just one of many complicated and useless websites that EC provide to candidate countries. She quickly finds search option. Search page interface has number of options and she is not sure how to use it. She choose English language and searches in category Documents. [*barrier: lack of awareness of facilities, usability, not familiar with the concept of OER, enabler: facilitate content retrieval, enhanced usability of learning platform*].

There are no useful results about marine protected areas but she has seen a number of other interesting results related to keyword “ecology” that can be useful for other reports. Even Biljana has not find information about marine protected areas, she was pleasantly surprised with available content and easily of use of EAGLE platform. For sure she will recommend EAGLE platform to colleagues and visit the site again (when she had more time) to detail look of available content about ecology. [*barriers: applicable insights, not familiar with the concept OER; enablers: motivation; establish a validation committee*]

Biljana printed documents that she has found on websites of Ministries and Agencies for Environment protection in neighbour Mediterranean EU countries. She prefers reading paper documents since her yes get tired quickly in last years. She decided to call her colleagues in Agencies for Environment protection in Croatia and Slovenia from office tomorrow after reading documents.

 Contract Number 619347	Document Type Report
	Version final

4.3.3 Abstract of Engagement Scenario in Montenegro no.2

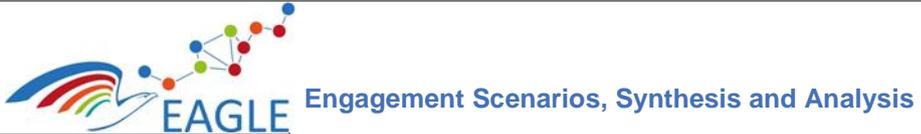
Roles-Learner	Expert staff
Roles-Content producer	no OER content producing – using EAGLE platform as a knowledge base
Setting	theme with National and European relevance, everyday work
Context	personal motivation; use of EAGLE platform as knowledge base
Barriers	lack of guidelines for coordination [1.1.a.], lack of strategic capacity building [1.1.c.], lack of awareness of facilities [1.2.c.], not familiar with the concept of OER [1.2.a.], applicable insight [2.1.a.], informal communication [2.2.b.], no interest in e-Learning as model of training [2.3.a.], lack of time; work overload [3.1.1.], limited DMS lack of e-Learning facilities, lack of e-learning materials; lack of external learning content [3.1.2.a], lack of technical equipment and infrastructure [3.1.3.], usability [3.1.4.]
Enablers& commitment	Enhance managerial organization & change management, enhance knowledge about TEL, establish a LEV WP3; introduce LEV, raise motivation Wp4; enhanced usability of learning platform WP5, facilitate content retrieval enable authoring of resources, map competences WP6

4.3.4 Plot of Engagement Scenario in Montenegro no.2

Milena gets out a few hours early from work because of a meeting cancellation with potential sponsors for new Municipality project for promotion mountain biking and hiking. The project is very important for Municipality because it can improve the tourist offer and bring more tourists during summer. Municipality is trying to find additional funds for the project and Milena needs to use the most of her communication and negotiation skills to provide sponsorships. She is very ambitious young employee, but unsecure in own professional knowledge and skills since she has only two years of work experience. [*role: staff member; setting: theme with national relevance; barriers: lack of guidelines for coordination, not familiar with the concept of OER, lack of awareness of facilities*].

Milena wasn't looking forward to the meeting and she is in a good mood. Now, she will have more time to prepare promotion plan for sponsors. Milena was informed about the meeting with sponsors by Director of Municipality just three days before. Municipality have not developed Strategy plan for implementing new tourist offer and Milena wanted to find information about similar successful projects on Internet and analyse their models of promotion and communication with tourist. [*barriers: work overload*].

Milena decides to get something to eat in nearby cafe in the city which provides free Wi-Fi before she heads home. She is always taking her personal laptop to work since available PC computers in Municipality offices are old, slow and not updated regularly. She can use her

	Document Type Report
	Version final
Contract Number 619347	

laptop in cafe to check e-mail and chat with friends on Facebook for free. [*barriers: limited DMS lack of e-Learning facilities, lack of e-learning materials*].

Milena opens her mailbox and notes mail notifications from EAGLE forum discussion that she has started 3 days ago. Milena is very excited and she immediately click on the link in mail received from EAGLE platform to check responses. The EAGLE platform opens, but she needs to enter her user name and password for accessing EAGLE Forum. She searches the mailbox to find login details that she has received. Maybe there is a way to „remember login details“ for EAGLE platform for easy access and she will try to find it. [*barriers: usability, limited DMS lack of e-Learning facilities, lack of e-learning materials, enablers: raise motivation, enable change management*].

Finally, Milena opens EAGLE Forum page and saw two replays providing links to websites of hiking and biking promotional campaigns in EU regions and some useful guidelines. She is quickly scanning content on the websites. As a first step, Milena has decided to propose crating website for mountain hiking and biking promotional campaigns to sponsors. Website can increase sponsor’s reputation related to community responsibility but also it will be good for promotion and visibility of project. She is sure they will support idea. [*enablers: raise motivation, enhance managerial organization and change management*].

Milena is very happy and she is typing response on English (using Google translate) to other participants of EAGLE Forum asking for more details. She will read carefully content of websites in order to better prepare for meeting with sponsors. She enjoys using EAGLE platform. [*enablers: facilitate content retrieval, enhanced usability of learning platform, enable authoring of resources, map competences*].

Concluding words

The engagement scenario will be used to inform previous and forthcoming stakeholder of the EAGLE project. In the following the focus will shift to scenarios in Germany.

 Contract Number 619347	Document Type Report
	Version final

4.4 Engagement Scenario in Germany

4.4.1 Abstract of Engagement Scenario in Germany

Roles- Learner	Different civil servants
Roles- Content producer	Different civil servants
Setting	Different themes with national and international relevance
Context	Workplace constrains and demands, inter-personal constrains and demands, high workload, need to allocate relevant information for the workplace quickly
Barriers	[1.2.a.] ability to use e-Learning; [1.3.a.] low collaboration among municipalities [1.3.b.] regional boundary, [2.1.b.] lack of guaranteed quality, [2.3.a.] lack of motivation, [2.3.c.] visibility of results [2.4.b.] no time for learning and no time for developing OER, [2.4.a.] need for personal exchange, [3.1.2.b.] lack of resources.
Enabler/ Action Goal	WP3 Enhance managerial organization and change management, establish a quality committee, enhance knowledge about TEL WP4 Introduce an LEV, raise motivation, trust building, map competences, WP5 Enhance usability of learning platforms, accessibility, enable knowledge sharing personalize the platform, enable performance tracking, meet security concerns, facilitate information sharing WP6 Facilitate content retrieval, enable authoring of resources WP7 Adapt collaborative culture, facilitate collaboration

4.4.2 Plot of Engagement Scenario in Germany

The engagement scenario in Germany is represented by the overall engagement scenario (see chapter 3.1.1.). The scenario text is not reiterated here. However, distinct barriers for the German context and their transformation through EAGLE are addressed.

Firstly, one can perceive that Biljana and John have acquired the ability to use the e-Learning platform [1.2.a.]. Moreover, both managed to create OER's despite their high workload [2.4.b.] So far, the familiarity with e-learning platforms and OER is rather low in the German context. The workload is high what raises doubts how much time may be left to spend for e-Learning.

Secondly, the activity of Biljana and John is represented by having the status "power user" on the platform [2.3.c.]. Workshop participants in Germany demanded for a representation and acknowledgement of their efforts while being not convinced of compulsory learning assessments.

Thirdly, Luisa was surprised when she saw the range of different regions which have contributed OER to the EAGLE platform [1.3.b.,1.3.a.,3.1.2.b.]. So far, collaboration among municipalities in Germany happens between those in low geographical distance. Overall, participants outlined that collaboration is rather low. Also the lack of resources was outlined as a barrier for learning activities.

 EAGLE Engagement Scenarios, Synthesis and Analysis	Document Type Report
	Version final
Contract Number 619347	

Fourthly, Luisa motivates Seamus [2.3.a.] and can ensure that the quality mechanisms are installed to secure that resources can be trusted [2.1.b.]. At the same time it is good to meet Seamus personally [2.4.a.]. These aspects, motivational reluctance, quality of OERs and interest in personal exchange were mentioned as important for the German context

Concluding words

The engagement scenario for Germany will serve to engage with previous and future participants in the EAGLE project.

5 Conclusion

The deliverable has provided the approach to develop engagement scenarios for the EAGLE project. Following the methods of developing scenarios, the country scenarios of Luxembourg, Ireland, Montenegro and Germany have been outlined. They will serve to engage with participants from workshops. Furthermore they can be used to engage forthcoming participants and stakeholder in the project.

Apart from the country scenarios also the overall scenario for the EAGLE platform has been provided. It will serve developers to design the forthcoming platform. Building upon the global scenario, use cases and personas³ will be specified.

References

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 Sutcliffe, A. G., Maiden, N. A., Minocha, S., & Manuel, D. (1998). Supporting scenario-based requirements engineering. IEEE Transactions on Software Engineering, 24(12), 1072-1088.

³ It is to note that personas in EAGLE have the same name as persons in the scenarios (e.g. John).