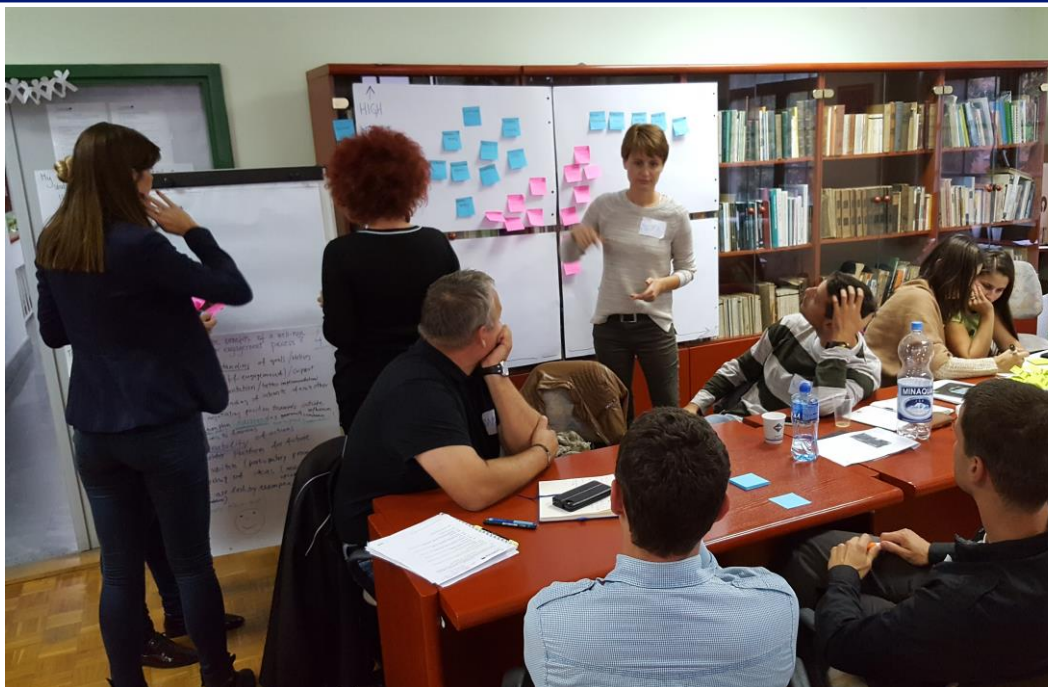


Report: Training on Stakeholder Involvement Novi Sad, 26-28 September 2017



Authors: Mateja Softić,
Urška Dolinar, Eva Batista
Institution: Iskriva,
Institute for Development
of Local Potentials
Deliverable: D.3.2.3

Project: coop MDD,
DTP1-259-2.3

Project Manager:
Magdalena Wagner
magdalena.wagner@wvf.at

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1. TRAINING AIMS AND PROGRAMME

The aim of the training was to give a common basis for the involvement of stakeholders in the pilot actions (WP4), which are the first practical implementation of the Guidelines for a dynamic river corridor and the concept for the Transboundary Learning Network.

In the framework of the pilot actions 8 local action plans will be developed (WP4/Act 4.2), focusing on habitat management, river restoration and environmental education. Additionally, 8 Rivers'cools will be established (WP4/Act. 4.2); each Rivers'cool has a focus topic in addition to the education about transboundary values and protection of the TBR MDD in general.

The training highlighted the importance of engaging stakeholders in implementing the pilot actions in order to reach consensus on how the protected areas are managed for the purpose of achieving lasting results and long-term support and cooperation of stakeholders for preserving the nature of the future 5-country biosphere reserve Mura-Drava-Danube, and thus achieve acceptance and support for its establishment.

The training covered the following main topics; the topics are briefly summarised in this report:

I. Introduction to stakeholder dialogue

- *Aims and different levels of stakeholder engagement in coop MDD*
- *Reasons for stakeholder engagement*
- *Managing stakeholders' expectations*
- *Stakeholder engagement: from information sharing to dialogue and ownership*
- *Encouraging cooperative behaviour*

II. Stakeholder engagement in coop MDD pilot actions

- *Identifying the stakeholders at different levels*
- *Understanding the needs and interests of stakeholders in planned TBR MDD*
- *Planning the approach to stakeholder engagement in coop MDD*
- *Joint planning of stakeholder engagement processes in coop MDD local level and regional/national level activities – interactive work in groups*

III. Cooperative planning process and management of River schools

- *River Schools – aims, opportunities, potential*
- *Engagement of local stakeholders in River Schools development and management*
- *Development of plans for engaging local stakeholders in River Schools*

The training was organised in a way that it combined short theoretical inputs with practical, interactive work involving all participants. It built the topics on based on learning-by-doing and on self-reflection by the partners through their participation in individual or group exercises.

2. INTRODUCTION TO STAKEHOLDER DIALOGUE

The first part of the training was dedicated to the topic of stakeholder dialogue in general and the main principles of good stakeholder dialogue.

BEFORE WE REALLY START ...

Before digging into the topic, we covered the basic principles of working together in a way that enables everyone to be heard and that all participants feel safe and comfortable working and talking together. This is something that can be applied to any event or other situation that requires people working together in a cooperative way and helps encourage cooperative behaviour in a group setting.

Some useful tools to enable cooperative behaviour at events which should be introduced at the beginning of an event are:

1. GROUND RULES:

This is a list of agreed principles of working together that is presented at the beginning of an event and asked for everyone to agree to comply to them. It is good to keep it displayed on a poster on the wall for the entire time of an event and point back to it each time the participants “break” the rules, so that we always come back on course. A list can be pre-compiled and additional items can be added together with participants. Some of most useful principles:

- Only one person speaks at a time
- When a person speaks, we listen and pay attention to what they are saying
- Mobile phones off during the sessions
- Every opinion matters – everyone has a right to speak up and share their opinion
-

2. PARKING PLACE

One of the more challenging things at events is sticking to the topics of discussion, especially if you have a very heterogenous group of stakeholders. One way to prevent off-topic conversations throughout the event is to put up a so-called Parking Place – a big sheet of paper where we can collect topics that are on one hand important to people, but also to the process we are running, but that is not really relevant to the aims of the particular event. Whenever an additional topic or questions are opened, we put them to the parking place, in order not to forget them. At the end of an event, we should come back to it and review if there are some remaining open questions and either answer them or note them down and provide an answer at a later stage. The important thing is that the participants feel that their issues have been acknowledged and that you give proper attention to these issues.

3. ROADMAP

Simply put, a roadmap is basically the event agenda, clearly stating both the topics as well as the timeline of each event. Make sure everyone has it available – either individually in print, or displayed somewhere on the wall. One of the key issues that causes participants to lose patience and attention is if the events drag out over the planned time. Make sure to stick to the times, adjusting the content if necessary or making sure that everyone is on board with any changes that prolong the event. It is better to cut some topics and deal with them later/individually, than lose participants’ attention because the event drags on beyond the time they have reserved for it.

SOME BASICS – WHAT DO WE MEAN WHEN WE TALK ABOUT ...

... stakeholder involvement, stakeholder engagement or stakeholder dialogue?

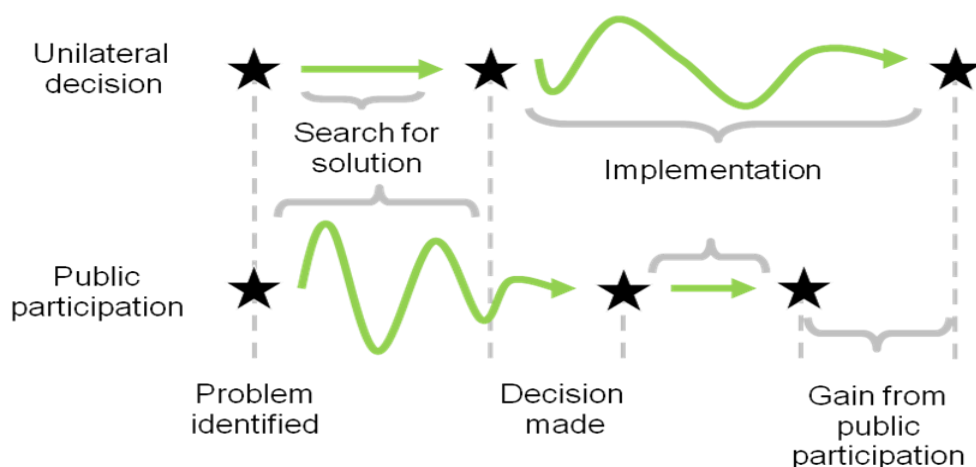
In line with different theoretic backgrounds and experts, these terms can represent different approaches to dealing with stakeholders. However, for the purposes of this training and document, we use them as synonyms for a process in which stakeholders are involved in a decision-making process in a way that they are involved each step of the way – from the first planning and identification of needs, to researching the best solution for the issues addressed, to reaching consensus on them and actively participating in their implementation.

Traditionally, decision-making processes are made in a way that a small group of people decide what should happen and then tell those that are affected. While little time is spent for making the decisions, a lot of time is used for explaining and defending the decisions made. Implementation can prove problematic, especially if some interests have not been taken into account, leading to time and money spent for correcting and even re-doing the decision-making.

On the other hand, **stakeholder dialogue** is based on a collaborative approach to decision making. Stakeholders are involved early on when options are still open and stakeholders can influence the outcome of the process. Everyone shares knowledge and insights and different possible solutions are explored before final decisions are made. While this may take more time, it usually leads to a smoother implementation and ultimately ends up costing much less in resources.

The comparison is illustrated also in this figure:

Stakeholder Involvement



Source: adapted after Creighton, 2005

... stakeholders?

When we talk about stakeholders, we mean any person, group or organization, that is likely to be affected by or have an interest in the decisions being made, in our case affecting the management of the area designated to be the 5-country Mura-Drava-Danube Biosphere Reserve.

This can be either an organisation or an individual, a local inhabitant or someone using the natural resources as their means of making a living, potential investors or only visitors to the place. The aim of stakeholder dialogue is to bring them all to the same table and give them equal opportunity to present their views by using evidence-based argumentation.

The following illustration gives a view of an ideal stakeholder assembly when dealing with a specific issue related to management of an area:



Source: illustrations by S. Jenčič, 2009, project NATREG

DIFFERENT WAYS OF RELATING TO STAKEHOLDERS

Depending on the specifics of each process, there are different ways to approach stakeholders. In some cases, a comprehensive stakeholder dialogue does not make sense or is not relevant. Sometimes, stakeholders need only be informed or consulted. However, when we talk about discussing the future management of an area, such as the MDD TBR, we need to gain a wider awareness, as well as acceptance and cooperation of the widest stakeholders to make the TBR a reality in the long term. By launching a true stakeholder dialogue, we will be able to ensure long-term stability and sustainability of the TBR.

Even in the process, we might use different ways of relating to stakeholders. The ways of how to engage them is further addressed in the chapter on stakeholder identification and analysis.

Activity with stakeholders	Purpose	Influence on outcome	Social capital
Informing	Awareness raising	low	low
Information gathering	Better understanding	↑	↑
Consultation	Open to influence		
Shared decision-making	Share decision-making		
		high	high

Source: Pound, 2008

CHARACTERISTICS OF WELL-RUN STAKEHOLDER DIALOGUE

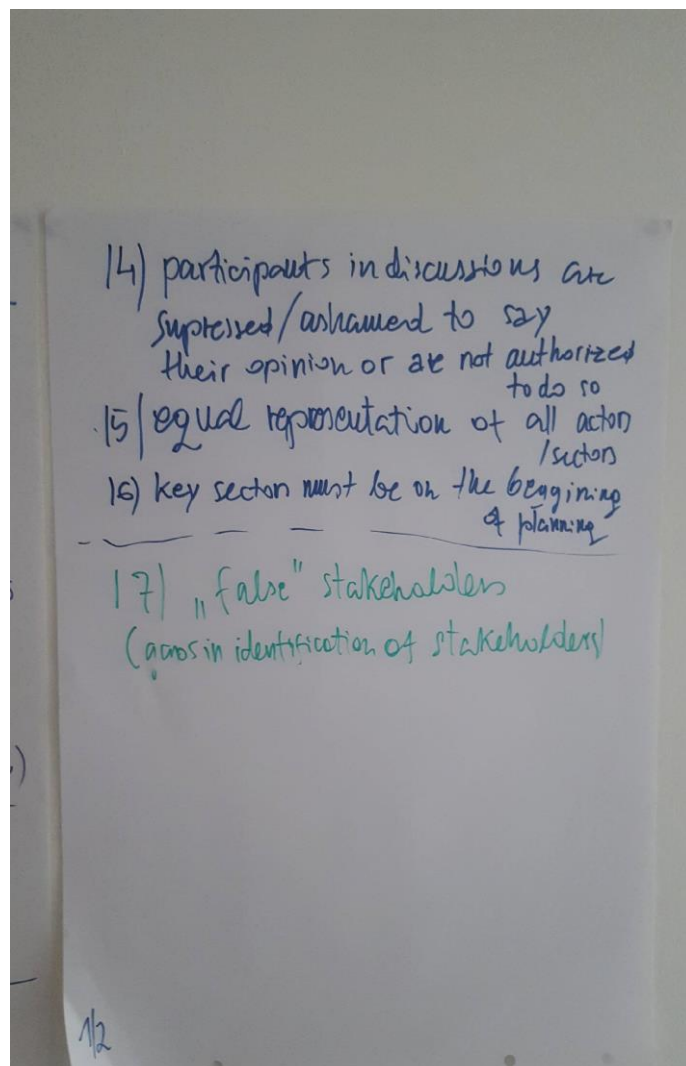
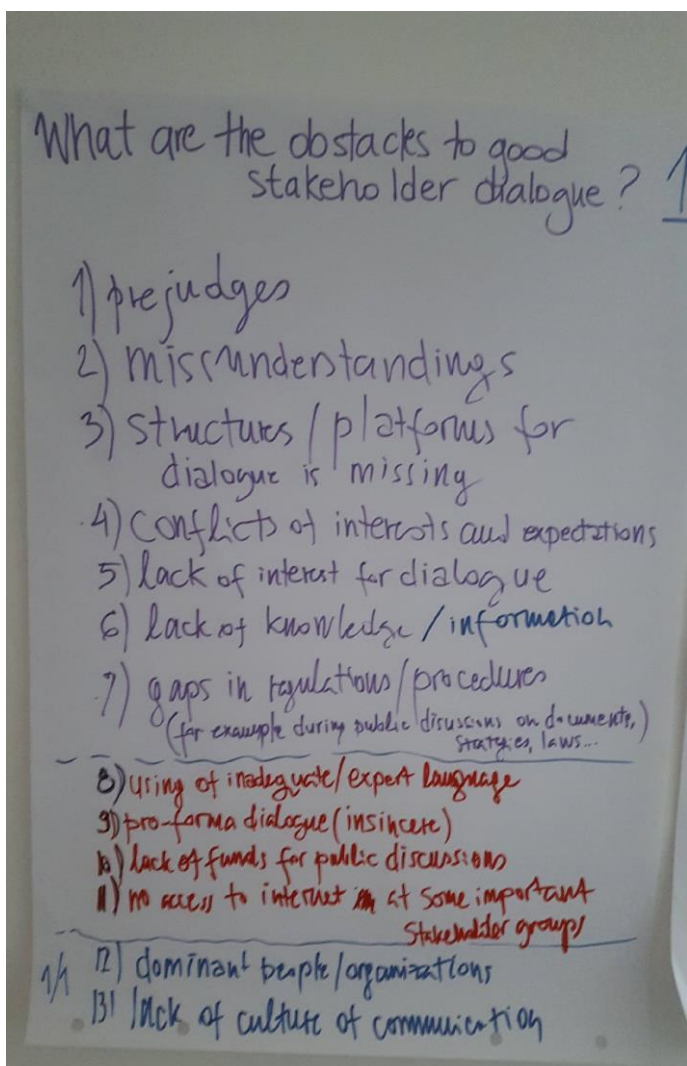
Whether a process with stakeholders will indeed lead to long-term benefits and will make lasting change depends on many factors. In an attempt to draw knowledge and conclusions based on previous (good and bad) experiences by the participants, we discussed together what makes a good dialogue. This was done on the basis of an exercise in 4 groups, where partners discussed among themselves, what are the obstacles to dialogue, which are the challenges and which the benefits.

In groups, the partners discussed the following questions:

1. What are the obstacles to good stakeholder dialogue?
2. What are the benefits of engaging stakeholders in coop MDD?
3. What are the main challenges of engaging stakeholders in the local actions?
4. What are the benefits of a well-run stakeholder dialogue process?

The aim of this exercise was to give a basis for further practical work during the training, exploring the good practices of stakeholder dialogue.

The results of the discussion:



What are the benefits of engaging 2 Stakeholders in coop MDD?

River Schools
TBR MDD
increasing the knowledge of stakeholders about AcE
know the many different opinions of people (threats - opportunity + solutions)
more opportunities arise (bcs more ideas, more partners present that are needed for implementation)

3 networking (also for stakeholders)

Higher acceptance of solution (it is 'our' solution!)
they then defend it towards others!

Chance for everyone to see/find their own benefits

solutions developed can cover multiple goals (not only ours)

better access to finance (better partnership means better rating)
better promotion of Riverschools by whole partnership
follow-up projects
more used Riverschool / more visitors
results last after project end

2/1

stakeholder spread the word within whole general population
integrate stakeholders knowledge in Riverschool

When it is alive, it can be built up further

chance to change mindsets (from threats to opportunities)
be included in TBR = chance to connect internationally

What are the benefits of a well-run stakeholder engagement process?

- good understanding of goals / motives
- higher level (of engagement) / support
- faster implementation / better implementation
- better understanding of interests of each other
- stronger negotiating position towards outside
- clearer action plan AGREEMENT (e.g. government, companies, who does what, now to proceed, implementation)
- easier access to finances
- sustainability of actions
- stakeholder platform for future
- mind switch (participatory process)
- ownership of ideas (new solutions for upcoming problems)
- others are led by example (stakeholders)
- no losers ("win-win")



What are the main challenges of 3 engaging stakeholders in your local actions?

- too many 'workshops'; projects
- different aims to change thinking
- neutral/facilitator
open thinking
- when / how → timing (to get on one table)
- motivate to get active (not only participate in WS)
 - more input needed than could be gained in WS
 - follow up + feedback after WS
- understanding
- benefits
- long term partnership

3/1

= value of area → reason of coming together

= budget

- conflict of interests
- aggressiveness

- low power of nature conservation / ~~environmental~~ sector



high power of ~~political~~ sector
- agriculture / energy in political sector

= change in practices - farming → non willingness
- forestry → lack of funds

3/2

TO ROUND UP THIS EXERCISE ...

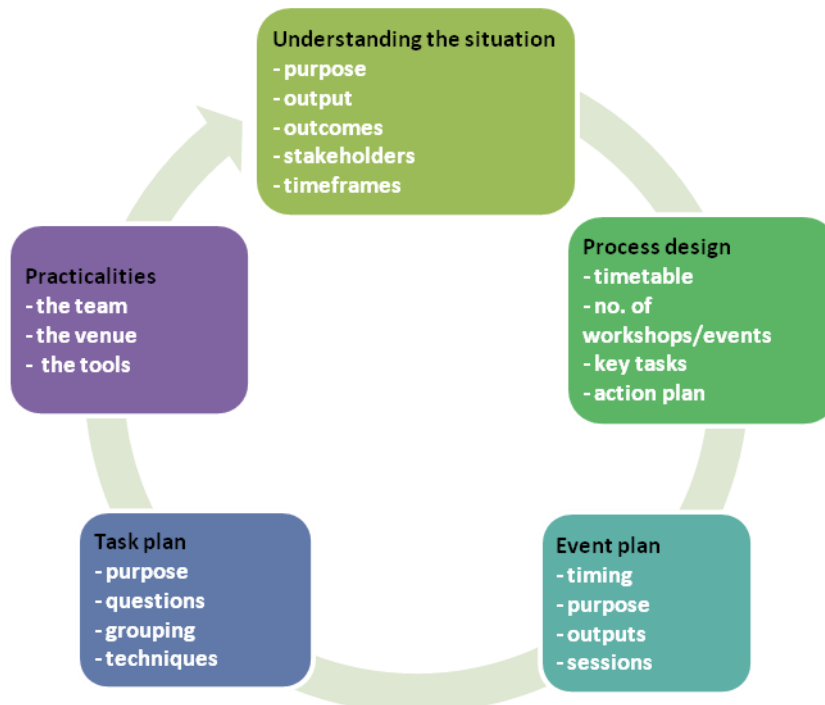
MAIN BENEFITS OF A WELL-RUN STAKEHOLDER DIALOGUE ARE:

- Well informed decisions, capturing science, know-how, practical experiences, values etc.
- Lasting change due to motivation of participants
- Ownership of results leading to active support for implementation
- Addressing real needs
- Avoiding conflict at a later stage or managing existing conflict
- Reduced costs
- Changed relationship and built trust
- Improved image and reputation of the process leader or the cause (in our case TBR MDD)
- Mutual learning

OVERCOMING CHALLENGES AND OBSTACLES:

All of the listed challenges or obstacles are very common in any stakeholder dialogue process. The only way to prevent them or to prepare for them is by carefully planning the process and not leaving anything to chance. A well-run stakeholder dialogue demands careful planning on many levels – from the process as a whole to every single event, to whatever comes between the events. That is why before even starting with any activities with stakeholders, enough time should be spent to review every aspect of the process.

The following scheme illustrates nicely all the different aspects that should be considered when planning and implementing a stakeholder involvement process:



In the continuation of the training, we addressed both planning of the process as a whole (especially on the 2nd day of the training), while we also addressed some general aspects of managing people during interactions. This is addressed in the next section.

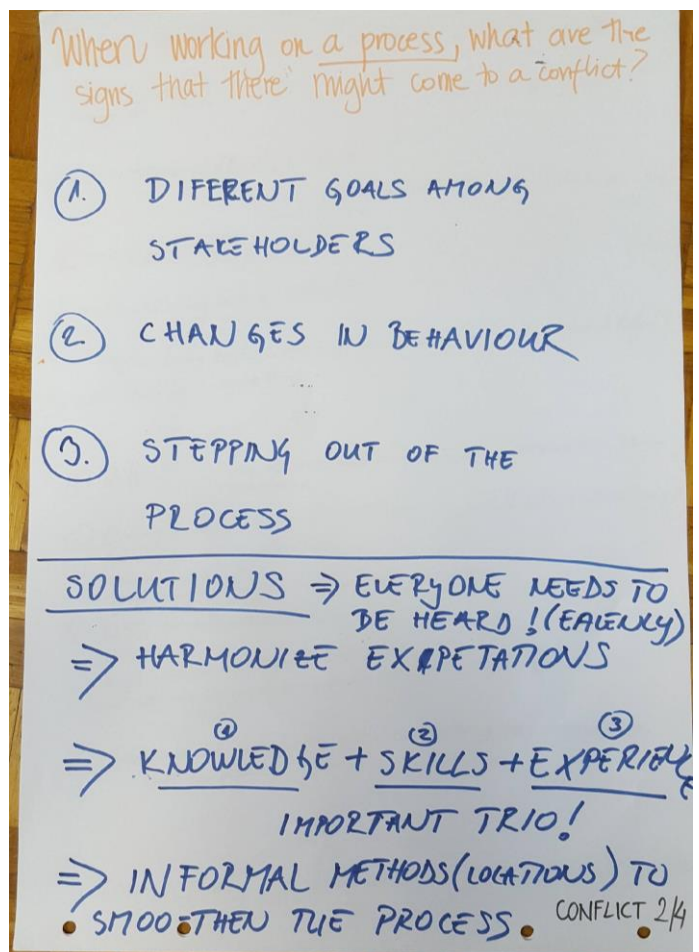
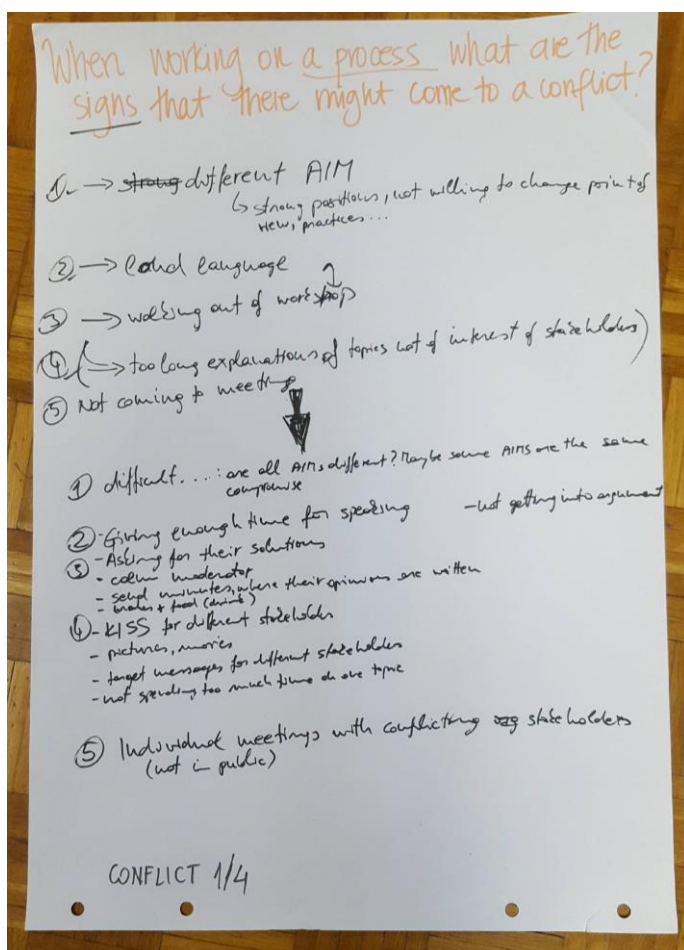
MANAGING DIFFICULT BEHAVIOUR

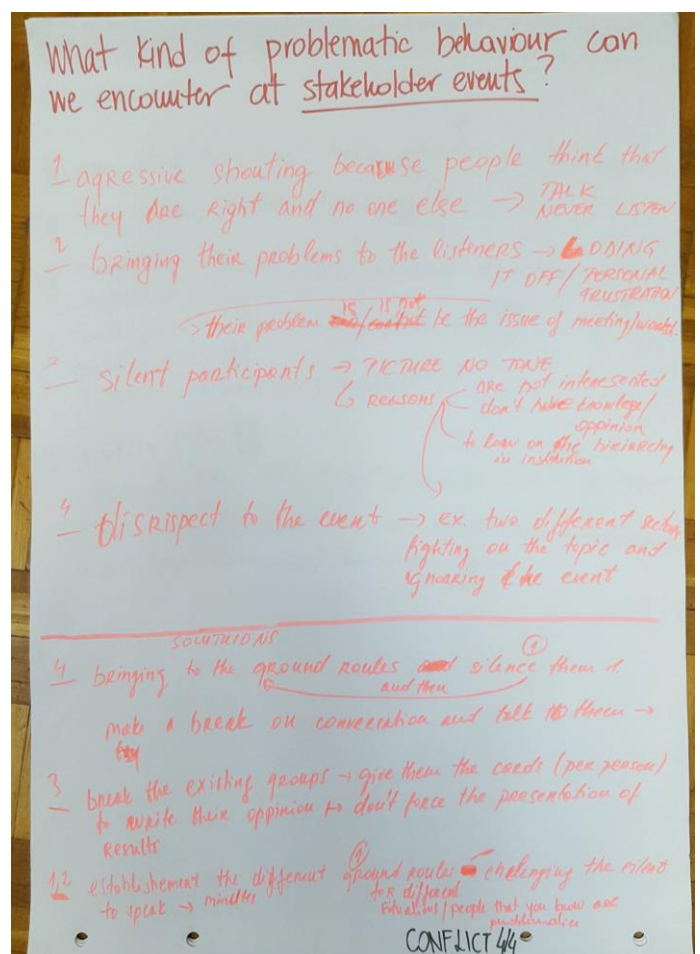
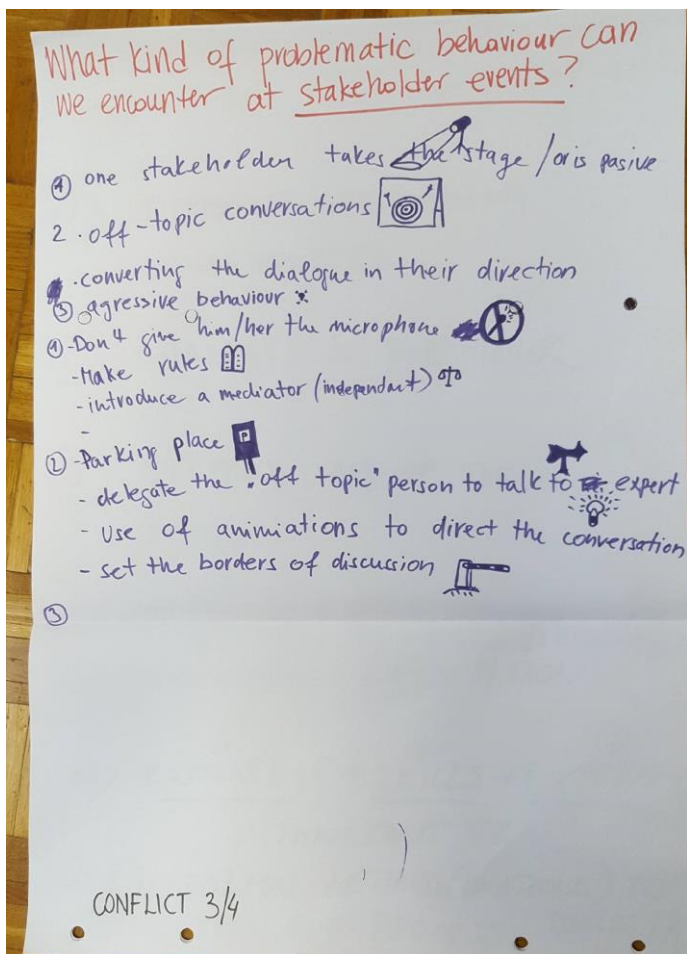
We dedicated the second half of the first day to some aspects of how to effectively interact with stakeholders at single occasions – either at events or meetings.

As a starting point, we worked in four groups on 2 sets of questions:

1. When working on a process, what are the signs that it might come to a conflict? How can we prevent this in time?
2. What kind of problematic behaviour can we encounter at events? How can we handle the situation when it occurs?

Each group firstly listed all the things that could go wrong, while in the second round they discussed the solutions to the problems/conflicts. Here are the results of the work in groups:





In the follow-up to the exercise, we discussed some further good practices that can prevent conflict or difficult behaviour at events:

IMPORTANCE OF GOOD FACILITATION

Facilitation of an event or of the process can “make or break” the event/process. In an honest stakeholder dialogue, it’s important to ensure real neutrality of the person(s) facilitating the events or the process itself. It is very helpful to have skilled facilitators who have experience in managing people and preventing conflict. Keep in mind the different types of third parties that can help guide your process:

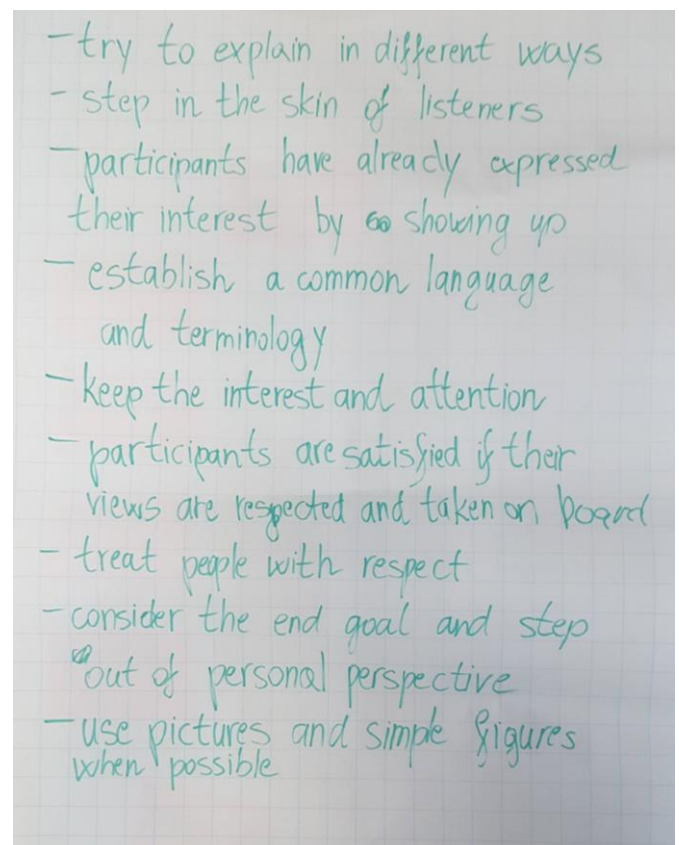
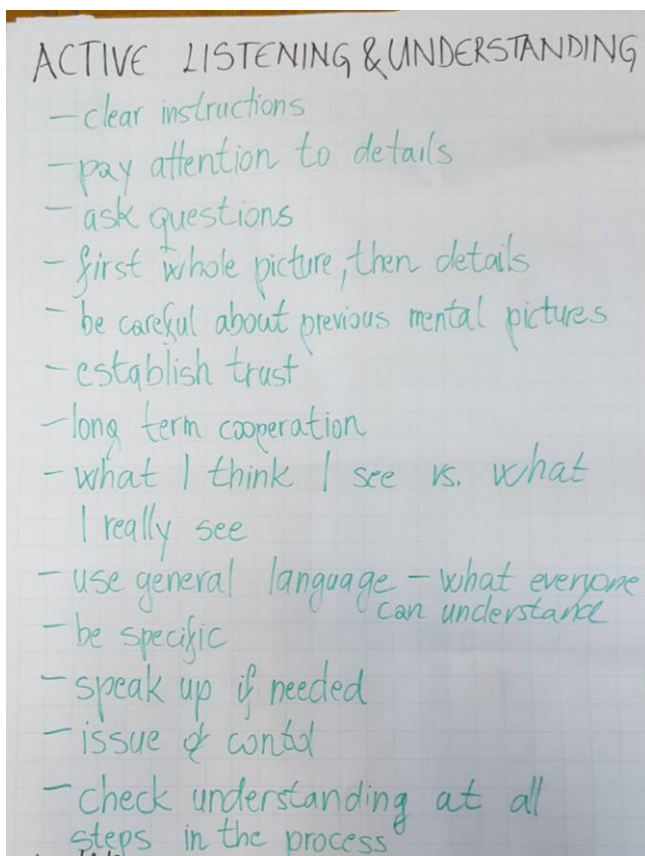
- **FACILITATOR** focuses on the process and in leading towards their goals, but is not involved in the process itself – it is completely neutral and is engaged to use tools and techniques leading to consensus; facilitators don’t have an interest in the result, but are there to enable constructive dialogue.
- **MODERATOR** also uses different methods and techniques for managing the cooperation, but unlike the facilitator, the moderator has an interest in the outcome and is not impartial.
- **CHAIR** has a strong interest in the content and not only directs the discussion but also give their views and have also a certain weight to the arguments.
- **MEDIATOR** is neutral and does not pass judgement (much like the facilitator), but they use different methods. They are not engaged for single events, but to manage high-conflict disputes and can also often be linked to a legal system/procedure.
- **ARBITRATOR** is usually an expert in the subject of dispute, often a lawyer. Also used in high-conflict issues.

In our cases, mostly you would use the roles of facilitators, moderators or chairs. It is highly recommended that you use an impartial facilitator in order to really promote an open ending of a decision-making process. You can use a person from your own staff, but exclude them from content-related issues, only placing them in the role of facilitation and have other colleagues pursue the interests of your organisation in the process. It may sound like a small thing, but it can make a big difference for the process.

ACTIVE LISTENING AND UNDERSTANDING

One of the main qualities of a good facilitator and also of a good participant in a process is acquiring a skill of active listening and understanding. This means that when you speak, you are also in the role of a listener, responding to the questions, inquiries of your partner in conversation. At the same time, when in the role of the listener, you make an effort to understand the person speaking by asking questions for clarifications.

In pairs, we did a drawing exercise where in pairs participants practiced active listening and understanding. Unfortunately, we were all too busy to take photos, but here are some conclusions following the exercise:



SOME FURTHER TIPS FOR A WELL-RUN STAKEHOLDER DIALOGUE

... When it comes to the PROCESS:

- Set very clear aims.
- Use clear language to communicate your aims and messages.
- Be clear on what will be the outcomes of the process and what are the benefits for all involved.
- Be consistent in your communication with the stakeholders – do not change objectives or messages.
- Make the limitations of the process clear to all involved – what can you solve with it and what will need to be left for other occasions.

... When it comes to EVENTS:

- Plan far enough ahead – allow at least one month before an event to send out invitations etc., leaving enough time for one-on-one promotion to the key stakeholders.
- Mind the time of the year and time of the day for the events – if you are targeting officials (government employees etc), make sure to have your event during working times; however, if you are targeting civil society organisations, associations etc that people are active in outside the work, plan your events in the afternoon/evening, so that they can attend.
- At events, make sure to record everything that is being said the way it was said – do not paraphrase – make sure you gather the participants' messages in the language they use; it's a good practice to use sheets of paper on the walls to record – in this way people are able to read already during the event and catch up on what was said, and find their thought properly recorder.
- Enable space for everyone to get their voice – plan work in smaller groups where people can be more comfortable speaking.
- Plan the grouping of people way ahead – you can use coloured sticks on name tags to already pre-determine how people will be grouped together, or count them down (1-2-3-4) – people from the same organisations tend to sit together and by counting them off to different groups you will surely break them apart to allow for a more diverse conversation.
- Use ice-breakers whenever possible.
- Think carefully who you invite and who you rather approach individually outside of events.
- When using name tags, use only first names, without titles – this “strips” the participants from their usual safe place behind official positions (e.g. directors, PhDs etc) and puts all participants in an equal starting point.
- Always, always keep to the time – if you are running late, find a way to catch up or leave out some bits; people lose interest after the set time, and you will lose participants.
- Use different methods and techniques to make the event interesting and to accommodate different types of participants.

There are many online resources that can help you find creative techniques. A rather simple page with a good starting point for them can be found here: <http://www.partizipation.at/all-methods.html>
Here you can also find the description of some popular techniques like the carousel, world café, metaplan etc.

3. STAKEHOLDER IDENTIFICATION AND ANALYSIS

The next section of the training was dedicated to the identification and analysis of stakeholders. We focused on the stakeholders that should be involved in the pilot action plans in all pilot areas. It is crucial for a well-run stakeholder involvement process that we on one hand include all relevant stakeholders, and also involve them at the right time and in the right way.

The key issues to recognise when it comes to stakeholders are:

- Who should be involved?
- How should they be involved?
- What are their positions, needs, interests?
- What are the relationships between them (who influences who etc.)?

When it comes to identifying and analysing stakeholders, these are the **key steps to consider**:

1. **Make a list** of all stakeholders that are relevant for your process. You can approach this by thinking about them in different ways:

By sector:

- Nature conservation
- Water management
- Forestry
- Fishery
- Agriculture
- Tourism
- ...

By type of organisation:

- Public authority
- Public agency
- Private business
- NGOs
- Associations, interest groups
- Individuals
- ...

By level of authority:

- Local
- Regional
- National
- transboundary

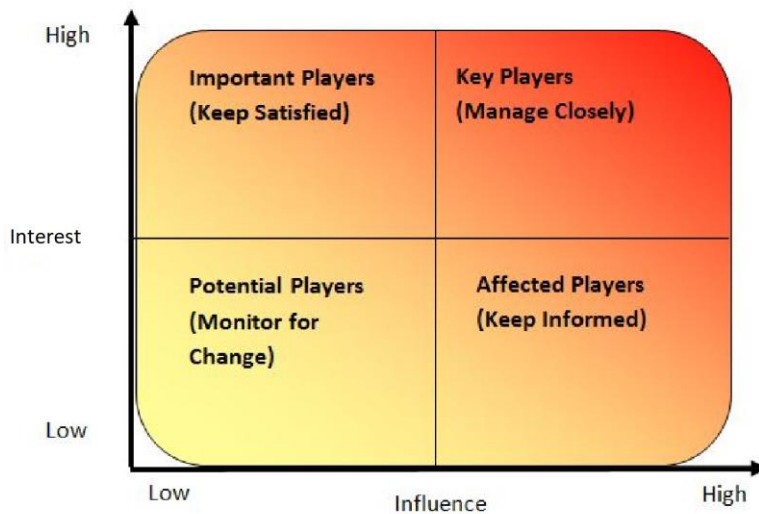
By function:

- users of the area
- residents
- investors
- regulators
- ...

Etc.

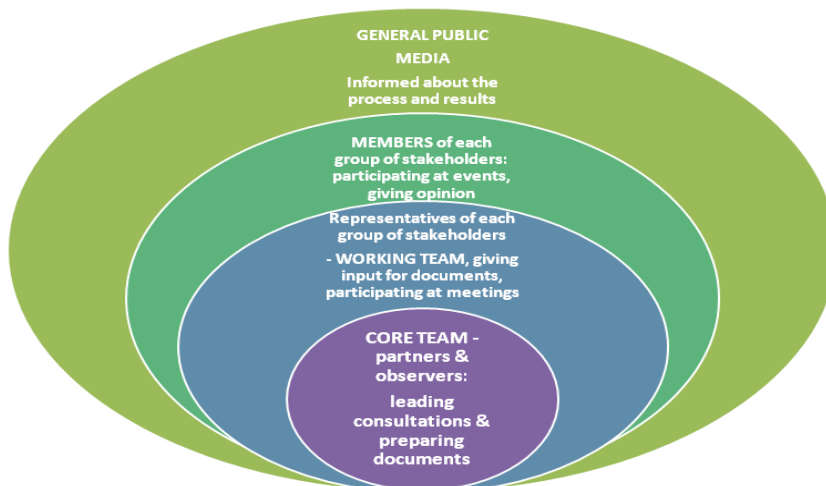
2. **Manage the list:** it will be impossible to include everyone in the same way, which is why it's important to make a selection of the stakeholders and recognise in which way should each of them be involved. In this step, it's important to consider the level of interest and involvement of the stakeholders, relevant to your process:
 - What are the key issues to be tackled?
 - Who can represent the interests of stakeholders on these issues?
 - Who holds needed information?
 - Who makes decisions?
 - Who are the “drivers” – supporters of the issues that can also stir further activity from others?
 - Who are the “blockers” or opponents? It's better to have them involved in some way than allow them to “mess” with your process from outside.

The following scheme can help you analyse the interests of your stakeholders:



- 3. Decide on the ways of involvement:** Analysis in line with the above two steps should help you define in what way you will involve your stakeholders. Further questions to help you:
- Who is essential to involve in all steps on the way?
 - Who needs to be involved directly?
 - Who needs to be consulted?
 - Who needs to be kept informed?

Here is an example how you can group your stakeholders and keep them manageable. The most important ones should be in the closest circle for most intense cooperation, while others are approached for specific matters/decisions in specific points of the process.



During the training, we made the first two steps into the stakeholder identification and analysis. We used different colour post-its for each pilot area and made a map of the stakeholders in all pilot areas. This allowed us also to see the similarities between the pilot areas which will be helpful later on in implementing the processes, enabling partners to compare their approaches and experiences. This was also already a basis for updating the Pilot Implementation Process Plans by partners.

4. PLANNING THE PROCESSES IN PILOT AREAS

The final part of the training was dedicated to concrete planning of processes in the pilot areas, covering both the preparation of local action plans (Act. 4.2 in WP4), and the establishment of the Rivers'cools.

As introduction to the topic of the 2nd day, an “elevator pitch” exercise was done by all partners. As covered by the first day of the training, it is important to have a very clear definition of the aims of the processes involving stakeholders. Partners practiced the explanation of their specific processes by doing an elevator pitch – a short presentation in 1.5 minutes. The name “elevator pitch” comes from the occasion of meeting a potential investor for your business idea in an elevator and having only the time that the elevator takes to bring you to your selected floor to present your idea clearly in as few words as possible. The partners were given the instruction for the preparation of the “elevator pitch” during the study visit on the 2nd day of the programme and could thus prepare their presentations that needed to answer 3 main questions:

- What will be the main output of the pilot action?
- Which are the 3 main stakeholders that need to be involved?
- What can we offer to other partners in terms of experience/knowledge exchange/expertise?

The results of the exercise were gathered on post-its on the poster; they will be used to update the Pilot Implementation Process Plans:

PARTNER AREA	OUTPUT	3 KEY STAKEHOLDERS	WHAT WE OFFER
STYRIA	- visitor guidance - river school	- municipality - hunters - tourists - river managers	- Natura 2000 management plan - small area, a lot interests - used to that
SLOVENIA	input for concrete restoration project - concretisation of Nizk HP & Coop MDD transb.	- forest - agriculture - water management	- preparation of concrete visions, action plans - help with process
HUNGARY			
KOPRIVNICA - KRIŽEVCI	- action plan for education - children in protected areas - values of nature areas - inventory of habitats and action plan for managing habs. - awareness raising	- schools - kindergartens - municipalities	- knowledge of PAs - how you conduct yourself in nature - - our ways of teaching in river schools
VIROVITICA		- fishermen - water management - county management - school & children	- management plan for fish species - awareness - raising
OSIJEK - BARANJA	- research of bird heron in all county - public awareness	- hunters - NGOs	- know rr. in our area - exchange data with partners
VOJVODINA SUTE	- 3 studies forestry - assessment of applications of coop MDD guidelines - hunting & fishing - habitat restoration plans - educational programme for specific target groups - with ecotourism	- NCV - security int for nature protection	
INCVP	- promotional package & skills for learning for Karantordvo PA - river school - new spirit	- educational institutions - children, teacher - NC managers of protected area - municipalities	- new knowledge - motivation on nature conservation

PLANNING THE STAKEHOLDER INVOLVEMENT PROCESSES IN PILOT AREAS

Next, the main topic was planning the pilot actions in the context of the overall work planned in the coop MDD project. In line with the project timeline, we will have about 12-18 months for implementing both the pilot action plans as well as for setting up Rivers'cools. During this time, several other activities will be going on – both in the framework of the coop MDD project, as well as in the framework of other project or regular work of partners, or projects or processes affecting the stakeholders.

If we want to plan stakeholder involvement effectively, we need to be realistic about the time and resources we have available, as well as be mindful of other processes that are going on in the area, in order not to overburden the stakeholders or ourselves.

Therefore, when planning a process, keep in mind the following:

- Always plan the process from beginning to end already at the start of the activities!
- How many workshops do you plan, how far apart will they be, what will be their aims?
- What will you do with the workshop results and what will happen between the workshops?
- When is the best time to schedule workshops and meetings? Consider public holidays, school breaks, holiday period!
- What other processes are going on? How are they connected to your process? Is it possible to combine some activities/events?
- What needs to be done before each event? What needs to be done afterwards?
- How much time do you need to prepare between individual events?

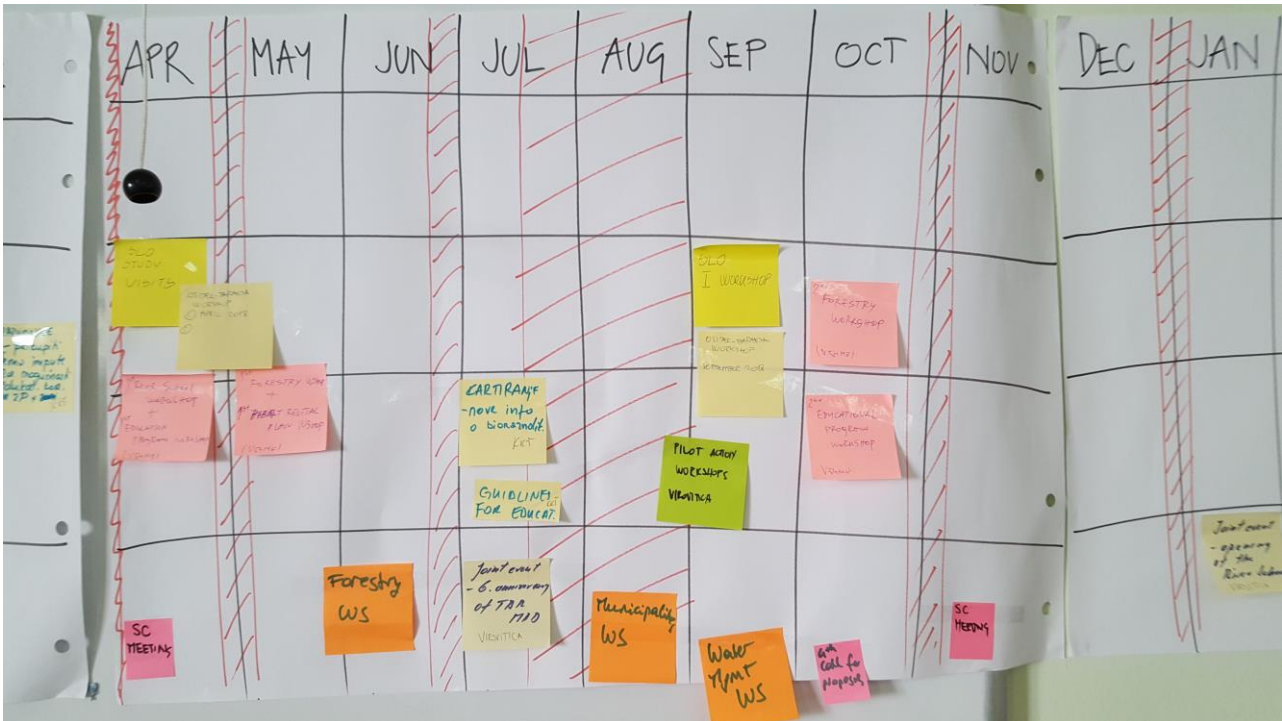
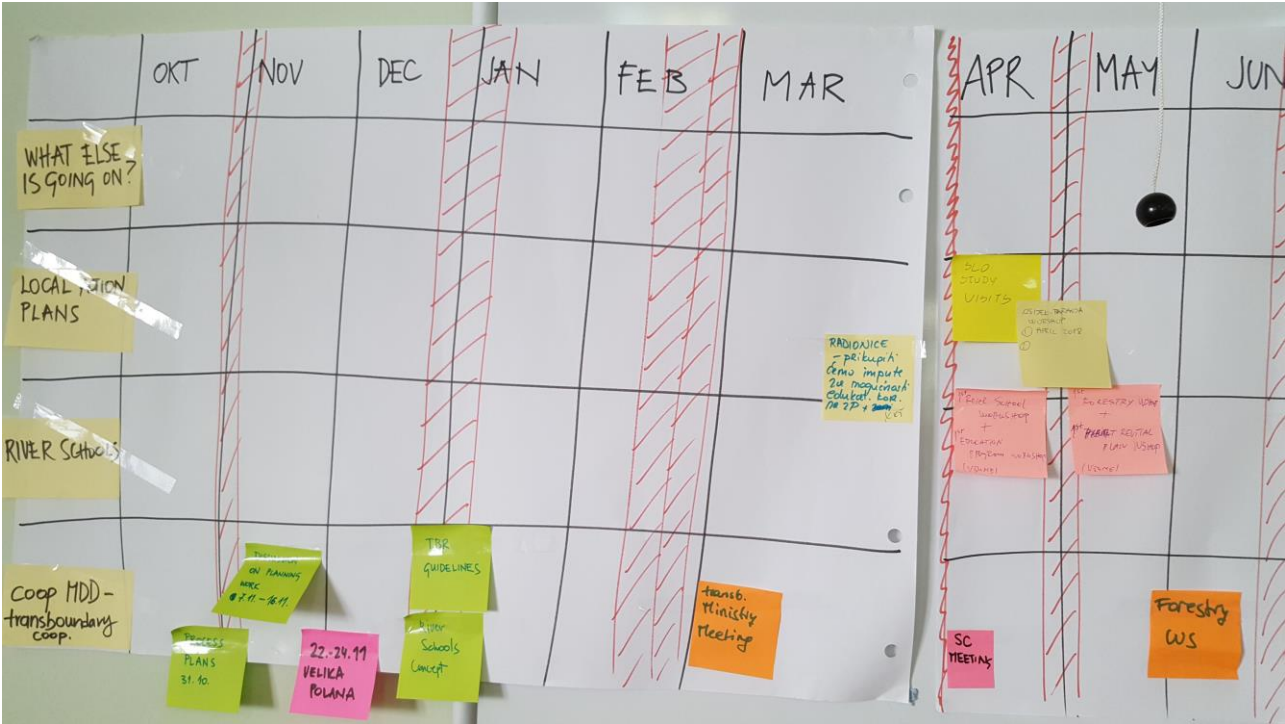
In order to give an overview of the processes, we introduced a tool for process planning – a timetable, where we took note of:

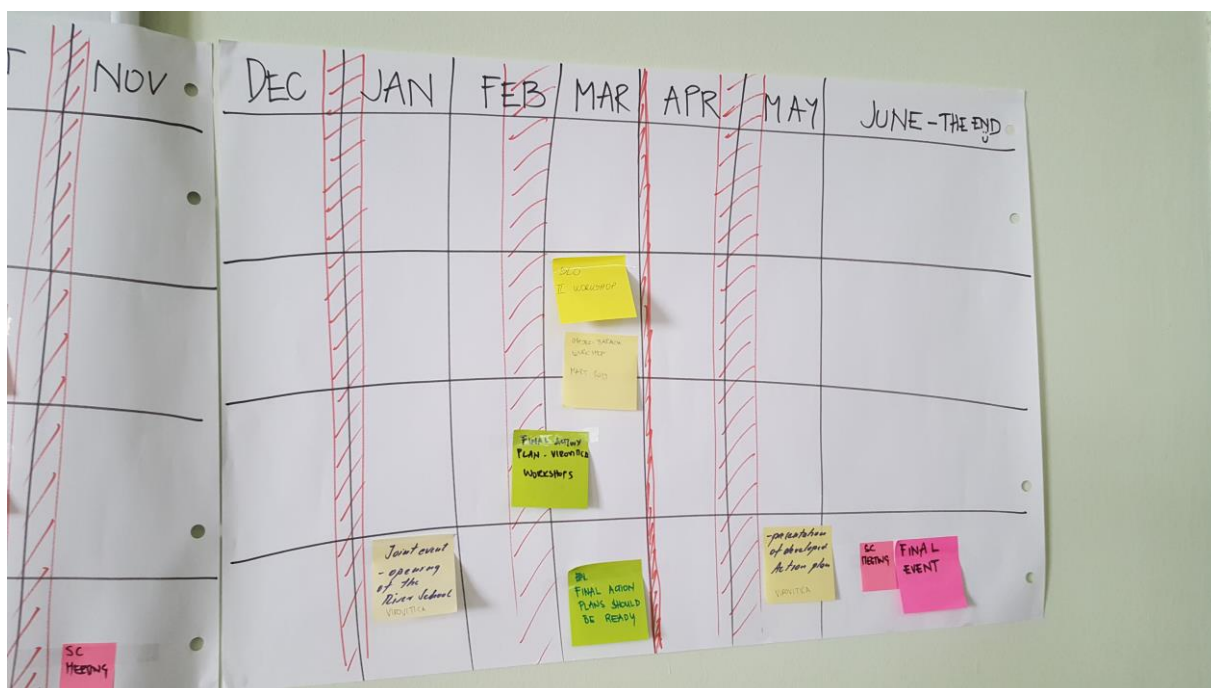
- Plans for the local action plans
- Plans for the Rivers'cools
- Activities on the coop MDD project transboundary level
- Other important events.

Partners worked on their individual plans, detailing them in line with this scheme. The details will be incorporated into the Pilot Implementation Process Plans. Meanwhile, we gathered the key events and activities from all pilot areas and on the transboundary level to one big poster in order to gain an overview of the project schedule:



Here is the whole plan in details:





PLANNING STAKEHOLDER INVOLVEMENT IN RIVERS'COOLS

The final act of the training was a group discussion about how to involve the stakeholders in the planning and implementation of Rivers'cools. The aim with the Rivers'cools is that they are to become part of the future planned Mura-Drava-Danube Biosphere Reserve in a way that they become part of the communities – developed for them together with them. The aim is to engage both schools and other interested stakeholders in developing the contents of the Rivers'cools, as well as to become engaged in maintaining the schools and implementing their programmes.

During a discussion, partners exchanged their plans on the setting up of river schools. The discussion proved to be very valuable as many partners already have very good experiences in engaging local stakeholders in educational programmes. The exercise therefore proved to be not only joint planning, but exchange of experiences in how to make nature attractive to different audiences.

The results of the discussion are listed on the photos on the next two pages. Meanwhile, the details of how partners will be working on the Rivers'cools will be presented in detail in the Pilot Implementation Process Plans.

Results – group 1:

RIVERS' COOL	WHAT	WHO	HOW
INCVP	- simulation of wetlands floods (demistification of floods)	- kindergarten & elem-school - university - students	- programmes for ES & SS → students as guides (internships) - link to curriculum
VIROVITICA	- water classroom - water house - wooden boat	- cooperation with schools - university programmes - bio-research station	- part of curriculum - joint development of programmes for ES & SS
KOPRIVNICA	- gazebo / watchtower - educational trail - how to behave	- council of teachers of elementary school - kindergartens - cooperation	- present the area - which topics can be discovered (water, birds...) - link with thematic days
* internships for future teachers * ER: joint offer to universities - far from some areas			

Results – group 2:

RIVERS' COOLS	WHAT	WHO	HOW
VISUME	RIVERS' COOL INFRASTRUCTURE KARAPANJA ECO CENTER - EQUIPING + DESIGN FOREST HOUSE - EQUIPING JARD DESIGN	WILL BE INCLUDED IN PROGRAMME DEVELOPMENT E.C.O (KLAGENFURT) SCHOOLS ASSOCIATION OF DISABLE PEOPLE	WILL THEY BE INCLUDED JOINT VISIT INDIVIDUAL COOPERATION EXCHANGING INFORMATION DAILY BASE PROMOTIONAL EVENT WORKSHOP?!? ORGANIZATION OF PROMOTION (EVENT)
OSIJEK BARANJA	SARVAŠ VILLAGE - BIRDTOWER - TELESCOPE - TABLE - PICTURE COLORFUL GUIDE FOR KIDS - PICTURE FOR EXHIBITION (COUNTY BUILDING)	NGO SCHOOLS BIOLOGISTS ZOO PAROLEM TOURIST AGENCIES	

5. EVALUATION

In order to “measure the temperature” of how participants of the training valued the contents, we set up an evaluation thermometer already at the start of the training. We asked the participants to make a note of the level of confidence to lead a stakeholder engagement process at the start of the training and asked them to do the same evaluation at the end of the training.

Hopefully, the results of the final evaluation indicate that the training was implemented successfully and we look forward to seeing the results of the partners’ work in their pilot implementation processes over the course of the next year and a half!

