CONCEPT OF TRANSBOUNDARY LEARNING NETWORK OF RIVER`SCOOLs (TLN CONCEPT)

(c) REVITAL

RIVER´SCOOL

„Education is a natural
process carried out
by the child and is not
acquired by listening
to words but by
experiences in the
environment.“

Dr. Maria Montessori

CONTENTS

1 VISION, MISSION AND OBJECTIVES

1.1 VISION

River Schools are outdoor classrooms that demonstrate the transboundary connectivity of MDD corridor, upstrem-downstream correlations of implemented river corridor.

The RIVER`SCOOL Network is a main stepping stone in a large network of educational and research sites within the planned Transboundary Biosphere Reserve (TBR MDD), spanning the countries of Austria, Slovenia, Hungary, Croatia and Serbia. Throughout the eight RIVER`SCOOLs the TBR MDD is promoted as a unique river system of international importance. Children, pupils, students, adults and families can come to the sites of the RIVER`SCOOL and learn about the TBR MDD and nature in a living laboratory.

1.2 OBJECTIVES

The eight RIVER`SCOOLs are established, well-functioning and well-visited by multiple stakeholders while their offer is improved and enlarged continuously.

RIVER`SCOOLs are the main hubs in a well-visited environmental education network spanning across the whole TBR.

The RIVER`SCOOL Network is a main stepping stone along with meeting places in a large network of educational and research sites, which contribute to a nature friendly tourism within the region.

1.3 MISSION

In 2017, over the course of the coop MDD project, supported by DTP Interreg, Revital Integrative Environmental Planning was assigned to consult the development of the Concept of Transboundary Learning Network of River Schools (TLN Concept).

The challenge was to generate a distinct and unique value of the visual identity recognition, which communicates the river theme directly to the visitor. The design should spread over all information features, furnishing, entrances and even flagpoles.

This folder serves as template for orientation and the implementation of the RIVER'SCOOLs furnishing elements. Each RIVER'SCOOL is composed of standardized basic elements and can, if required, be complemented and extended by additional elements. The basic elements are formally and content-related identical in every RIVER'SCOOL.

Basic elements are:

      1 standardized info board (page 10)
      1 standardized flag (page 16)
      1 standardized signpost (page 18)
      1 outdoor classroom (page 24)

The presented elements are examples and provide an overview about their size and shape. They can, if necessary, be realized in variations e.g. in height or length, to adjust perfectly to environment and users.

(c) REVITAL

2 SYSTEM OF RIVER SCHOOLS

Mura, Drava and Danube form a unique river landscape of European importance. The future-oriented economic and ecological development of this living environment unit requires cross-border solidarity and community spirit. This system is a connecting axis, that since always, over centuries, was used by the people to be out and about on unmotorized rafts, boats and ferries / on the move.

These RIVER'SCOOLs are supposed to strengthen those historic connections and additionally intensify the idea of a transnational network of protected areas while imparting knowledge about the close ecological and socio-economic intertwining of the river basins in the five neighbouring countries. The RIVER'SCOOLs are seen as a great opportunity for the local community living in the TBR.

Outdoor classrooms near the rivers present teachers with opportunities to link adventure and fun to knowledge about the biosphere reserve and so effortlessly integrate it, as a connecting axis between mankind and nature, into the classroom. Seating facilities, safe access to the water, BBQ areas, teaching materials and more, allow practical and adventurous lessons out in the open.

Furthermore RIVER'SCOOLs are public information points, that inform about the importance of the planned biosphere reserve as a transnational interconnecting corridor. The consistent cooperate design is applied to all RIVER'SCOOLs and turns them into attractions for cross-border excursions and events that amplify the understanding and appreciation for the joint biosphere reserve Mura, Drava, Danube.

Water

Steering

Movement

Adventure

Connection

Freedom

The rudder is the core element for the design of RIVER'SCOOLs.

3   COMMON ELEMENTS
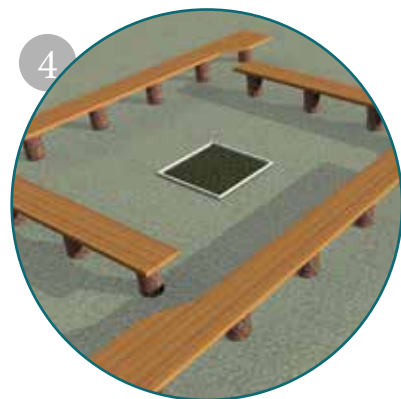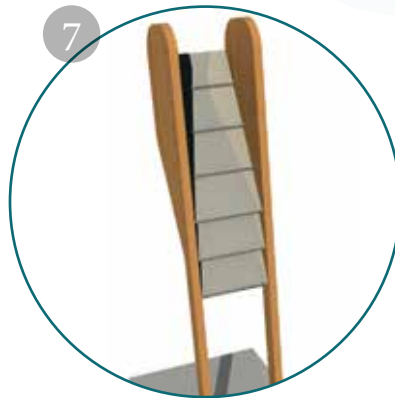
3.1 VISUAL IDENTITY

RIVER´SCOOL

The elements of the RIVER`SCOOL are signed with a sticker of the Interreg Logo and the information that the project is co-funded by European Union funds (ERDF, IPA). The size of the sticker is 6,5 cm x 3,5 cm. The text „Project co-funded by European Union funds (ERDF, IPA)" is written underneath the Interreg Logo.

3.2 BOARD

The boards are used to present various information. Basically there are two types of boards, a smaller and a bigger version. The amount of information to be conveyed determines what size to use.

The board´s height and width are flexible. The examples provided show boards optimized for children. If a taller info-board is required, the length of the wooden support simply needs to be extended.

1 small tilted info board version

2 wide roofed info board,
variable in height and length
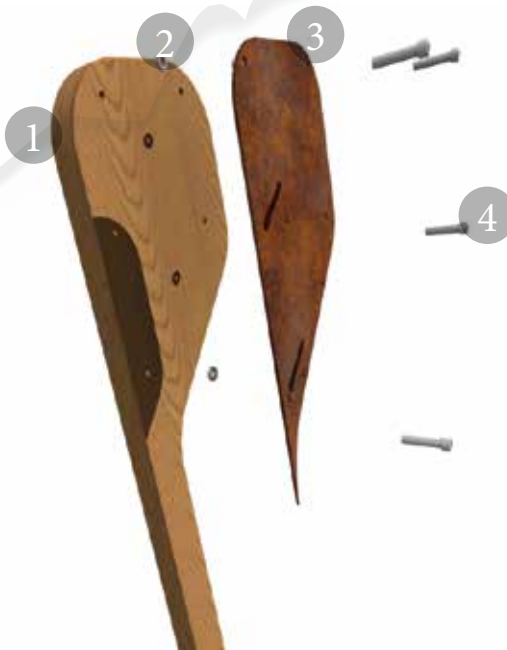
The small info-board is cut out of one solid piece of wood. Its shape derives from the common design idea of the rudder. The rudder-info-board is connected to a tilted version of the general footing socket, in an angle of 75°. Information can either be glued on a metal plate or printed on plexiglass and is then screwed onto the information board by use of spacers.

The height used is flexible, depending on the utilization area. The height of the version shown is optimized for children and can, in case, be adjusted.

1 wooden info board

2 spacers

3 metal or acrylic glass

4 screws

5 footing
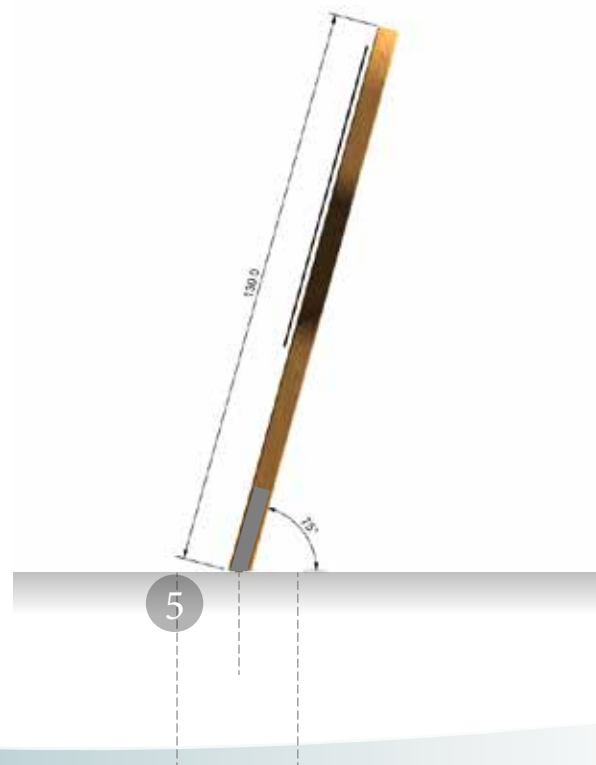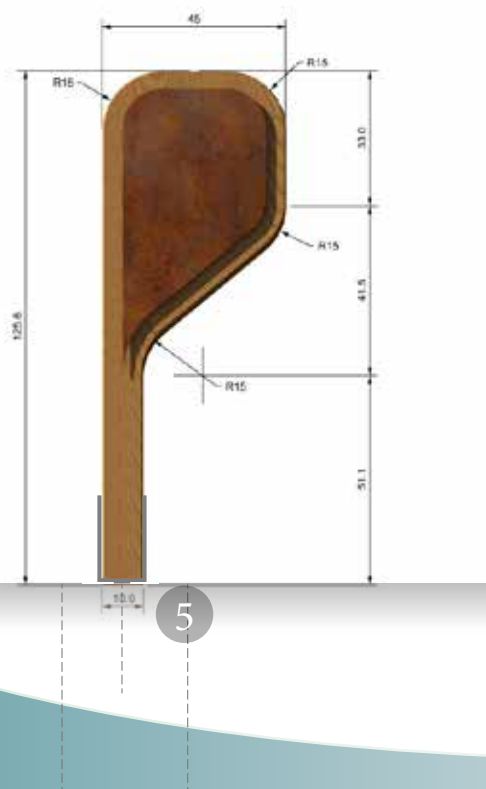
The wide info board is made out of two rudders, cut out of solid wood. It requires at least five wooden slats and one wooden board. Height and length are adjustable and depend on the location and audience targeted.

Construction-wise the rudders are used as stands and framing elements, with the wooden slats and the board as connecting elements in-between . The slats and rudders are fixed by glue and a spring nut connection. The roof is slit into cut out nuts in the rudders and fastened with screws to guarantee a stable connection.

1 wooden rudder element

2 wooden board (roof)

3 wooden slats

4 information plate
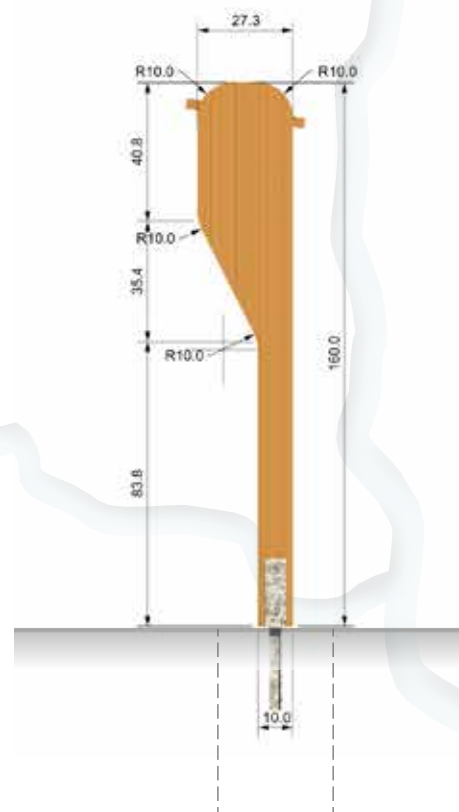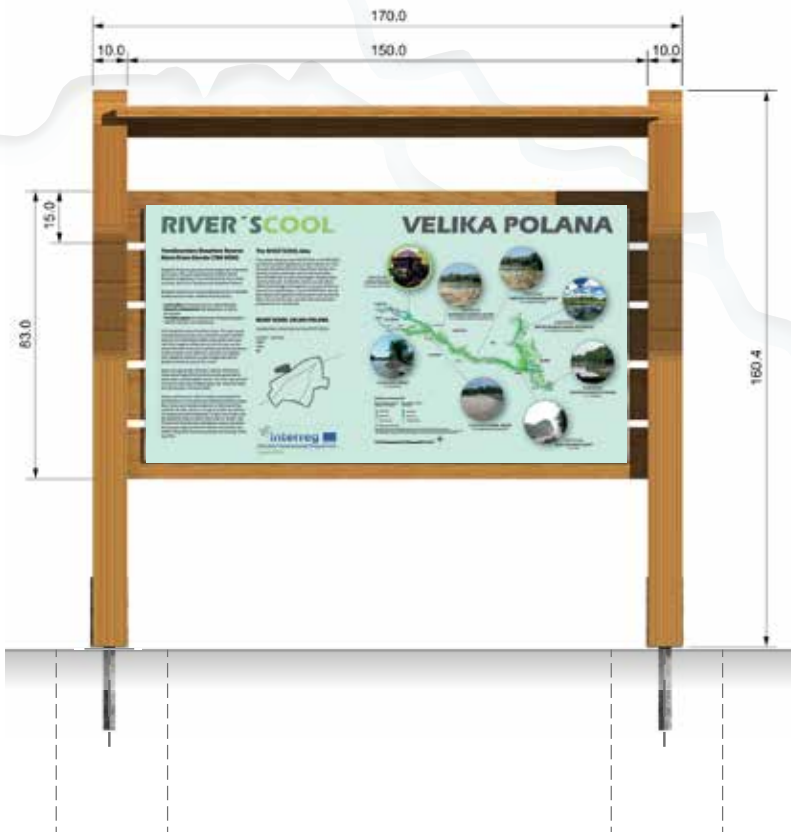
This standardized board will be installed at every RIVER'SCOOL. It provides general content matters like what are RIVER'SCOOLs about and a map of the TBR that gives an overview of all the RIVER'SCOOLs locations via aerial shots.

The main text on the left side of the board focus on the description of the TBR, the TLN and specific river. Furthermore the various areas (core, buffer and transitional zones) of the planned TBR are displayed.

The board is printed in English on one side and in local language on the other.

1 RIVER'SCOOL- visual identity

2 name of local RIVER'SCOOL

3 main text TBR MDD

4 TBR MDD map

5 photos of the RIVER'SCOOL area

6 text RIVER'SCOOL idea

7 text local RIVER'SCOOL

8 interreg logo

Name
RIVER´SCOOL

Transboundary Biosphere Reserve Mura-Drava-Danube (TBR MDD)

Biosphere Reserves are areas where people live in harmony with nature. They are nominated by UNESCO Man & Biosphere Programme. If it is on the level of two or more countries, then it is a Transboundary Biosphere Reserve.

Biosphere reserves are learning laboratories for sustainable development and they combine three functions:

- **Conservation** of biodiversity and cultural heritage
- **Economic development** with protection of nature and people
- **Providing support** for development through education, scientific research and monitoring

Each biosphere reserve has three zones. The core zone is covering protected areas and is mostly used for scientific research and monitoring. Buffer zones protect the core zone from negative influences and can be used e.g. for nature-friendly forestry and used for educational purposes. In the transition zone all human activities are ongoing. Each Biosphere Reserve is a part of large network of Biosphere Reserves around the world.

Many rare species like Little Tern, German Tamarisk or White-tailed Eagle find their home on the gravel banks, steep slopes, and floodplain forests. The rivers also provide us, humans, with clean drinking water, fish, areas for relaxation and tourism, and much more.

Because of the rivers' value for nature and people, the proclamation of a Transboundary Biosphere Reserve along Mura, Drava and Danube is planned on the level of five countries (Austria, Slovenia, Hungary, Croatia and Serbia). It is already proclaimed between Hungary and Croatia and the Biosphere Reserve Bačko Podunavlje on Serbian side. The planned Transboundary Biosphere reserve should be the Europe's largest protected riverine area and the first UNSECO Biosphere Reserve proclaimed on the level of five countries.

The RIVER' SCOOL idea

The outdoor learning areas RIVER'SCOOL in the TBR MDD are here to provide opportunity to learn about the Transboundary Biosphere Reserve Mura-Drava-Danube, the dynamic riverine landscape and services it provides. Each RIVERS'COOL is a part of the larger Transboundary Learning Network. Jointly they create a puzzle where different knowledge can be gained, since each of them is focused on a specific topic. In each RIVERS'COOL you can learn about and experience the dynamic river corridor of Mura, Drava and Danube, and about the special topics presented on the map beside.

3.3 FLAG

The flagpole is prefabricated and then modified with the common design elements. The material can either be aluminium or wood.

Flagpole:
- Cylindrical pole shaft with channel and rotatable telescopic crossbar, hoistable
- Flagpoles with a telescopic crossbar ensure that the message provided is visible regardless of wind conditions, so the flag is easy to read at all times.

Features:
- Aesthetically appealing, rotatable mounted to piece (rotor); maintenance-free, with removable aluminium telescope crossbar
- Secure and durable hoisting system running inside the pole shaft
- Four flag loops made of smooth cord
- A flag weight on the lower carabineer prevents the flag from rising up in gusty wind conditions

1 flagpole- height: 5 m

2 flag- size: 80 x 250 cm

3 design element attachment

4 basic scheme of the flagpole footing

Nominal height [m] (NH)	6,00	7,00	8,00
Total length [m] (TL)	6,70	7,70	8,70
Depth [m] (D)	0,70	0,70	0,70
Ø at top [mm]	90	90	90
Ø at bottom [mm]	90	90	90
Weight [kg]	24,00	27,00	30,00
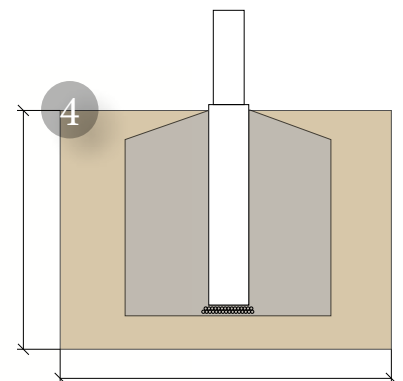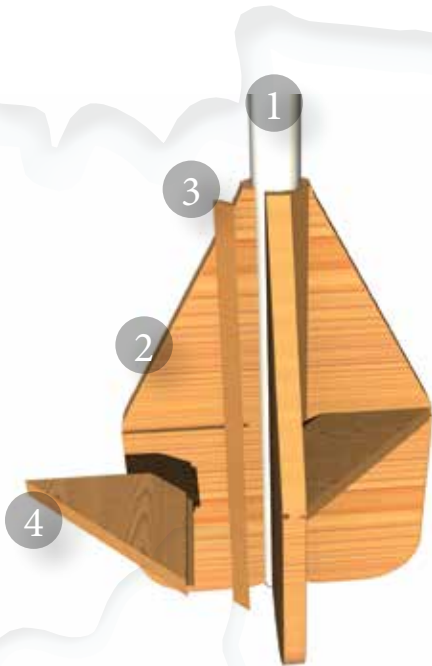
The attachment on the ground of the pole shaft represents the top of a rudder. Each of the four rudder elements has a height of 85 cm. The elements are connected via wooden boards. They are mainly attached for stability reasons, but can also be used as seats.

The rudder elements are cut out of wood, and glued, with the use of wooden slats in the corners, on the flag pole. The wooden middle boards are also glued onto the rudder elements but attach through a spring nut connection.

1 flagpole

2 wooden rudder element

3 wood slats

4 wooden board for stability and for sitting
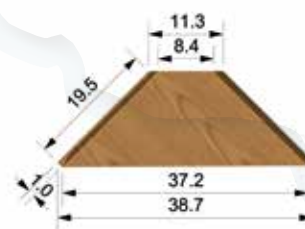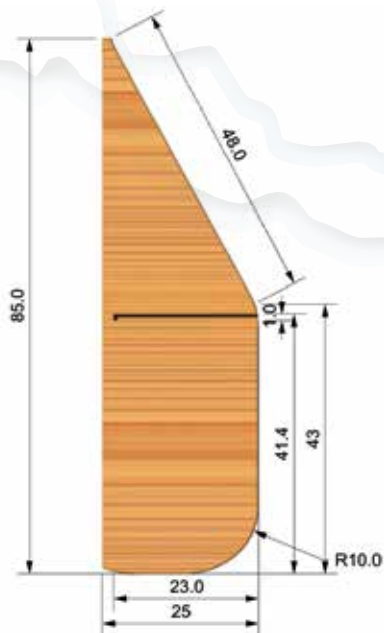
3.4 SIGNPOST

Material usage: Basically the parts are made of aluminium and wood. The pole is a cylindrical shaped tube with an inner diameter of 10 mm. This pole can also be built out of wood. The additional elements are glued together.

The wooden parts are assembled around the pole by sticking them into drilled holes in the tube and fixed with counter screws. The wooden rudder elements on top direct to the cardinal points (north, east, south, west) while the rudders orientated around the tube direct the way to the other RIVER'SCOOLs. The footing follows a basic scheme and has to be proven beforehand by a structural engineer for safety reasons.
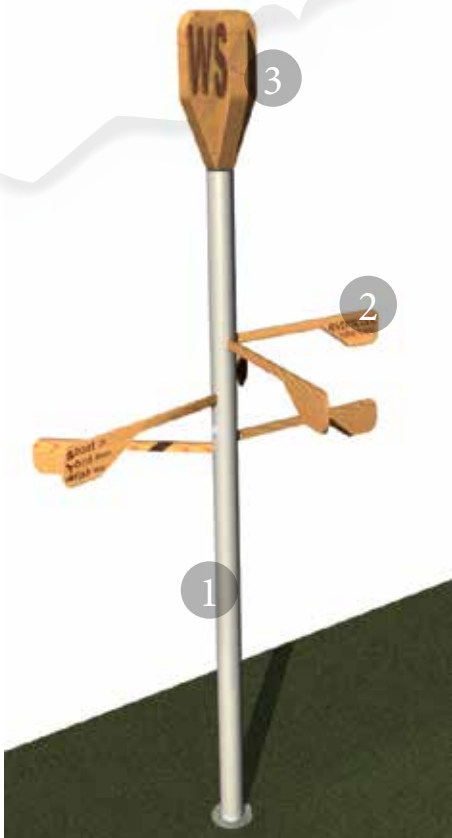
1   aluminium tube / wooden pole

2   indicators / wooden rudders

3   cardinal point elements / wooden rudders

4   counter screw with nut

5   fixing hole for indicators

6   rudder element cardinal points #I

7   rudder element cardinal points #II
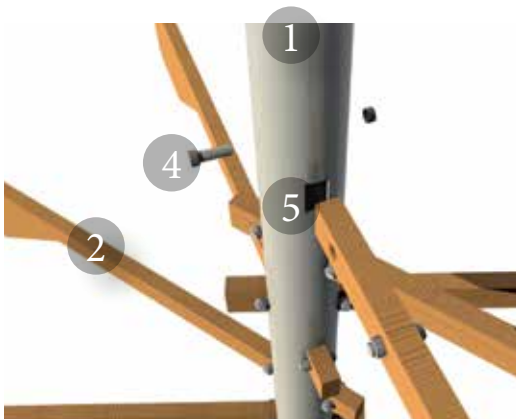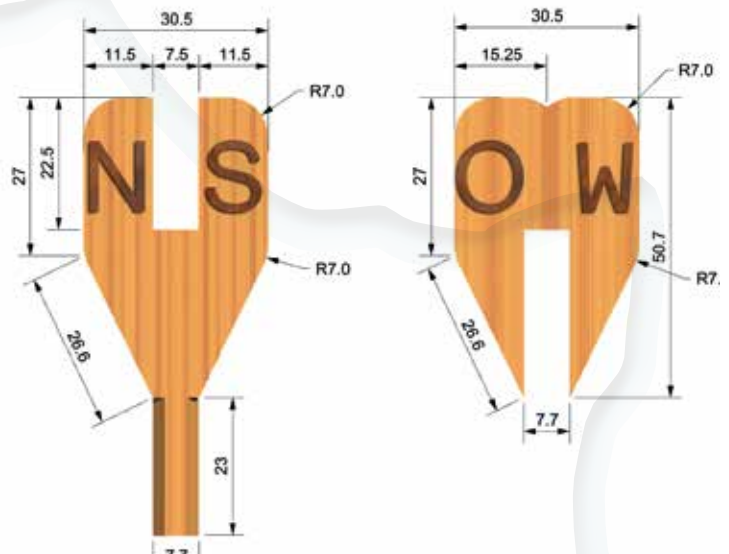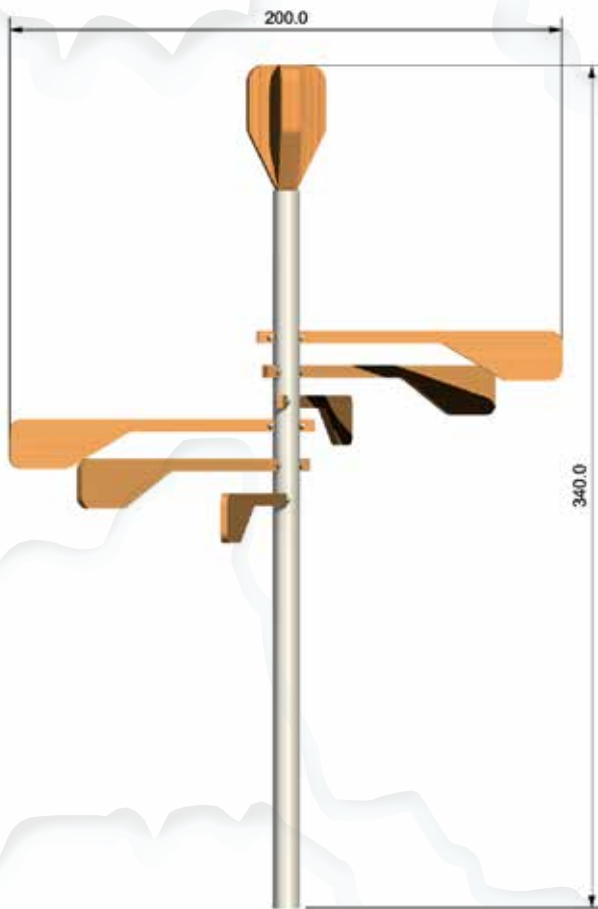
The total height of the signpost is 3,40 m.

The single elements of the cardinal points use cuts to be slit into one another. They are glued and afterwards stuck into the cylindrical shaped tube.

The indicator elements can be varied in length and in their positioned height. The space for information on these indicators is approximately 40 by 20 cm.
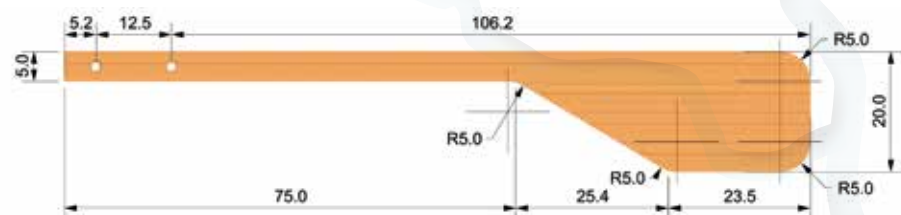
The rudder sign posts are used to deliver various information to the visitor.

Through the position and orientation on the sign itself, the next RIVER`SCOOLs can be located rather easily. On the backside of each sign post information about e.g. distances to the next RIVER`SCOOLs can be displayed. It can also be used to inform the visitor about the duration of fish migration, boat rides or even the flight of birds from the point of origin to another position (see table 1 on the next page). This information is displayed in English and the national language.

Font name: Calibri
Font size for distance information: 2cm height
Font size for name of the RIVER`SCOOL: 4cm height

1   rudder sign post

2   distance information

3   RIVER'SCOOLs name
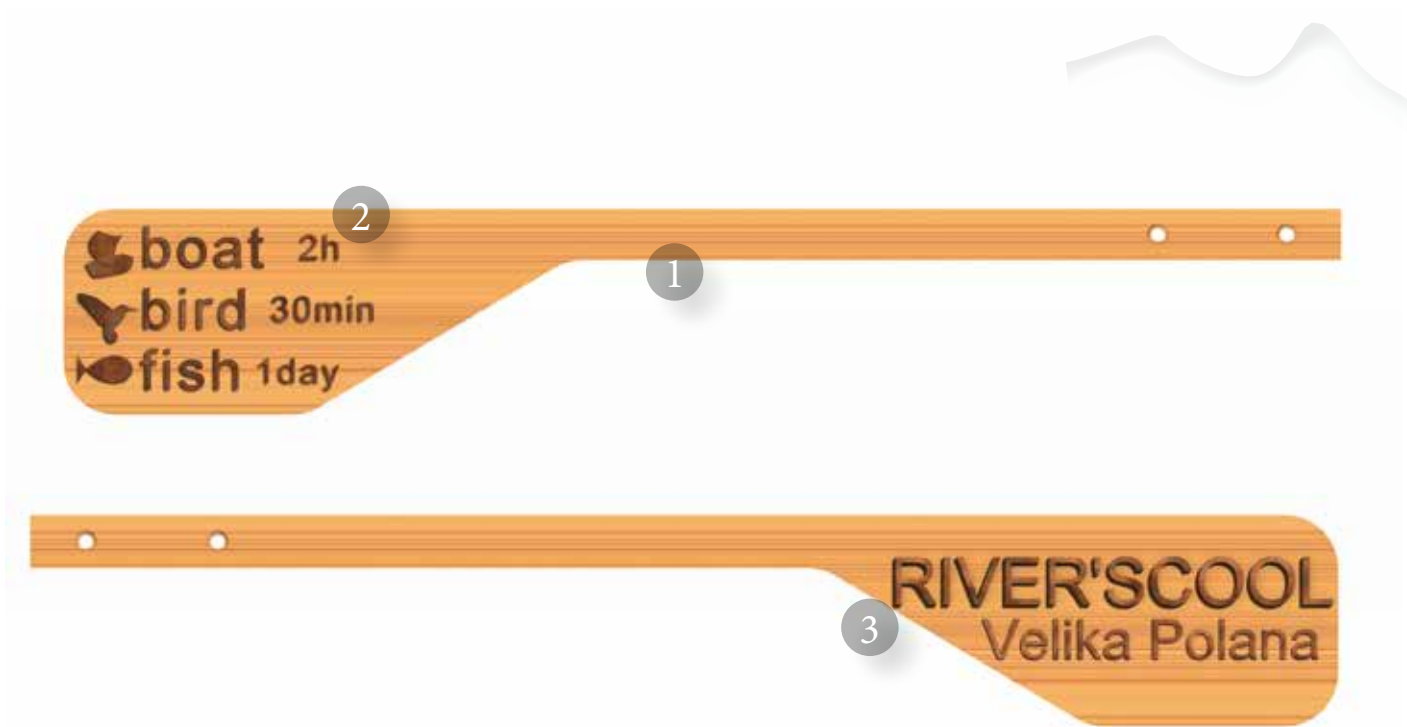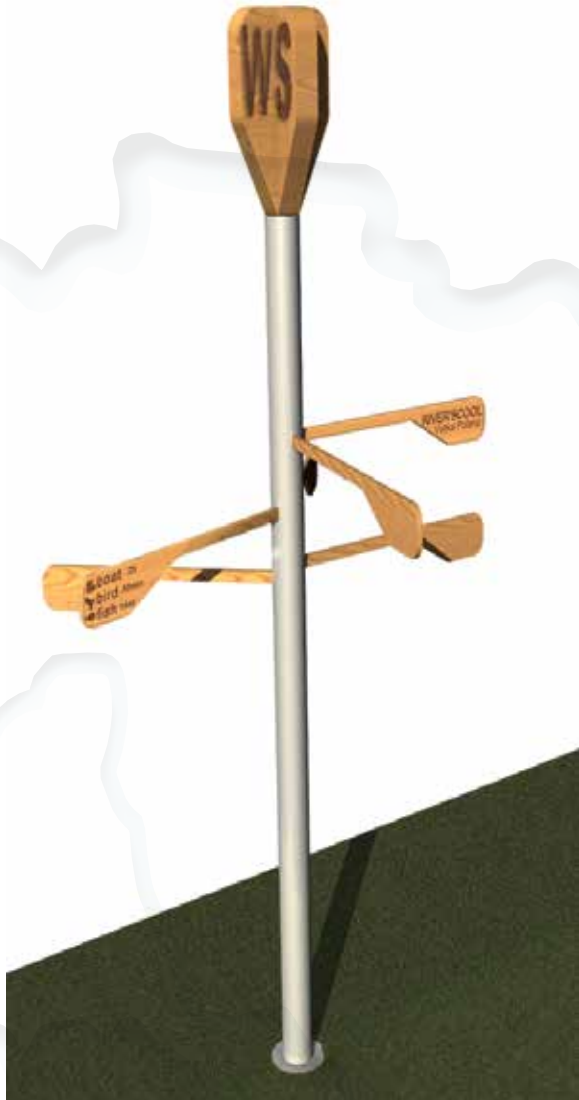
Table 1 on the next page contains distance information between the RIVER`SCOOLs.
This information can be used to design the rudder sign posts.
For example RIVER`SCOOL Osijek-Baranja County creates a sign with the following information:

Large Mammal   21h 10min
Bicycle   27h 24min
Bird   5h 5min
Fish   11h 20min

RIVER`SCOOL
Styria

Table 1: Distances between RIVER SCOOL´s - visualised by means of „travel times"

Origin	Type	1 - Styria km	1 - Styria Travel time	2 - Velika Polana km	2 - Velika Polana Travel time	3 - Balaton felvideki NP km	3 - Balaton felvideki NP Travel time
1 - Styria	Bird			39	47min	73	1h28min
	Large mammal			39	3h15min	73	6h5min
	Fish			50	1h40min	93	3h6min
	Stone / gravel			50	6 years	93	11 years
	Boat			50	9h16min	93	17h14min
	Bicycle			64	4h16min	113	7h32min
2 - Velika Polana	Bird	39	47min			34	41min
	Large mammal	39	3h15min			34	2h50min
	Fish	50	1h40min			43	1h26min
	Stone / gravel					43	5 years
	Boat					43	7h58min
	Bicycle	64	4h16min			49	3h16min
3 - Balaton felvideki NP	Bird	73	1h28min	34	41min		
	Large mammal	73	6h5min	34	2h50min		
	Fish	93	3h6min	43	1h26min		
	Bicycle	113	7h32min	49	3h16min		
4 - Koprivnica-Križevci County	Bird	86	1h44min	48	58min	14	17min
	Large mammal	86	7h10min	48	4h0min	14	1h10min
	Fish	119	3h58min	69	2h18min	265	8h50min
	Bicycle	149	9h56min	85	5h40min	44	2h56min
5 - Virovitica-Podravina County	Bird	176	3h32min	138	2h46min	104	2h5min
	Large mammal	176	14h40min	138	11h30min	104	8h40min
	Fish	238	7h56min	188	6h16min	145	4h50min
	Bicycle	301	20h4min	237	15h48min	196	13h4min
6 - Osijek-Baranja County	Bird	254	5h5min	215	4h18min	181	3h38min
	Large mammal	254	21h10min	215	17h55min	181	15h5min
	Fish	340	11h20min	290	9h40min	247	8h14min
	Bicycle	411	27h24min	347	23h8min	306	20h24min
7 - Vojvodina Šume	Bird	239	4h47min	200	4h0min	167	3h21min
	Large mammal	239	19h55min	200	16h40min	167	13h55min
	Fish	396	13h12min	346	11h32min	303	10h6min
	Bicycle	471	31h24min	407	27h8min	366	24h24min
8 - IRSNC	Bird	337	6h45min	297	5h57min	264	5h17min
	Large mammal	337	28h5min	297	24h45min	264	22h0min
	Fish	472	15h44min	422	14h4min	379	12h38min
	Bicycle	651	43h24min	587	39h8min	546	36h24min

	4 - Koprivnica-Križevci County			5 - Virovitica-Podravina County			6 - Osijek-Baranja County			7 - Vojvodina Šume			8 - IRSNC		
Type	km	Travel time	Type	km	Travel time	Type	km	Travel time	Type	km	Travel time	Type	km	Travel time		
Bird	86	1h44min	Bird	176	3h32min	Bird	254	5h5min	Bird	239	4h47min	Bird	337	6h45min
Large mammal	86	7h10min	Large mammal	176	14h40min	Large mammal	254	21h10min	Large mammal	239	19h55min	Large mammal	337	28h5min
Fish	119	3h58min	Fish	238	7h56min	Fish	340	11h20min	Fish	396	13h12min	Fish	472	15h44min
Stone / gravel	119	14 years	Stone / gravel	238	27 years	Stone / gravel	340	39 years	Stone / gravel	396	45 years	Stone / gravel	472	54 years
Boat	119	22h3min	Boat	238	44h5min	Boat	340	62h58min	Boat	396	73h20min	Boat	472	87h25min
Bicycle	149	9h56min	Bicycle	301	20h4min	Bicycle	411	27h24min	Bicycle	471	31h24min	Bicycle	651	43h24min

Type	km	Travel time	Type	km		Type	km	Travel time	Type	km	Travel time	Type	km	Travel time
Bird	48	58min	Bird	138	2h46min	Bird	215	4h18min	Bird	200	4h0min	Bird	297	5h57min
Large mammal	48	4h0min	Large mammal	138	11h30min	Large mammal	215	17h55min	Large mammal	200	16h40min	Large mammal	297	24h45min
Fish	69	2h18min	Fish	188	6h16min	Fish	290	9h40min	Fish	346	11h32min	Fish	422	14h4min
Stone / gravel	69	8 years	Stone / gravel	188	21 years	Stone / gravel	290	33 years	Stone / gravel	346	39 years	Stone / gravel	422	48 years
Boat	69	12h47min	Boat	188	34h49min	Boat	290	53h43min	Boat	346	64h5min	Boat	422	78h9min
Bicycle	85	5h40min	Bicycle	237	15h48min	Bicycle	347	23h8min	Bicycle	407	27h8min	Bicycle	587	39h8min

Type	km	Travel time	Type	km		Type	km	Travel time	Type	km	Travel time	Type	km	Travel time
Bird	14	17min	Bird	104	2h5min	Bird	181	3h38min	Bird	167	3h21min	Bird	264	5h17min
Large mammal	14	1h10min	Large mammal	104	8h40min	Large mammal	181	15h5min	Large mammal	167	13h55min	Large mammal	264	22h0min
Fish	265	8h50min	Fish	145	4h50min	Fish	247	8h14min	Fish	303	10h6min	Fish	379	12h38min
Stone / gravel	26	3 years	Stone / gravel	145	17 years	Stone / gravel	247	28 years	Stone / gravel	303	35 years	Stone / gravel	379	43 years
Boat	26	4h49min	Boat	145	26h52min	Boat	247	45h45min	Boat	303	56h7min	Boat	379	70h12min
Bicycle	44	2h56min	Bicycle	196	13h4min	Bicycle	306	20h24min	Bicycle	366	24h24min	Bicycle	546	36h24min

			Type	km		Type	km	Travel time	Type	km	Travel time	Type	km	Travel time
			Bird	90	1h48min	Bird	167	3h21min	Bird	155	3h6min	Bird	251	5h2min
			Large mammal	90	7h30min	Large mammal	167	13h55min	Large mammal	155	12h55min	Large mammal	251	20h55min
			Fish	119	3h58min	Fish	221	7h22min	Fish	277	9h14min	Fish	353	11h46min
			Stone / gravel	119	14 years	Stone / gravel	221	25 years	Stone / gravel	277	32 years	Stone / gravel	353	40 years
			Boat	119	22h3min	Boat	221	40h56min	Boat	277	51h18min	Boat	353	65h23min
			Bicycle	152	10h8min	Bicycle	262	17h28min	Bicycle	322	21h28min	Bicycle	502	33h28min

Type	km	Travel time				Type	km	Travel time	Type	km	Travel time	Type	km	Travel time
Bird	90	1h48min				Bird	79	1h35min	Bird	79	1h35min	Bird	163	3h16min
Large mammal	90	7h30min				Large mammal	79	6h35min	Large mammal	79	6h35min	Large mammal	163	13h35min
Fish	119	3h58min				Fish	102	3h24min	Fish	158	5h16min	Fish	234	7h48min
						Stone / gravel	102	12 years	Stone / gravel	158	18 years	Stone / gravel	234	27 years
						Boat	102	18h54min	Boat	158	29h16min	Boat	234	43h20min
Bicycle	152	10h8min				Bicycle	110	7h20min	Bicycle	170	11h20min	Bicycle	350	23h20min

Type	km	Travel time	Type	km					Type	km	Travel time	Type	km	Travel time
Bird	167	3h21min	Bird	79	1h35min				Bird	37	45min	Bird	83	1h40min
Large mammal	167	13h55min	Large mammal	79	6h35min				Large mammal	37	3h5min	Large mammal	83	6h55min
Fish	221	7h22min	Fish	102	3h24min				Fish	56	1h52min	Fish	132	4h24min
									Stone / gravel	56	6 years	Stone / gravel	132	15 years
									Boat	56	10h23min	Boat	132	24h27min
Bicycle	262	17h28min	Bicycle	110	7h20min				Bicycle	72	4h48min	Bicycle	252	16h48min

Type	km	Travel time	Type	km		Type	km	Travel time				Type	km	Travel time
Bird	155	3h6min	Bird	79	1h35min	Bird	37	45min				Bird	101	2h2min
Large mammal	155	12h55min	Large mammal	79	6h35min	Large mammal	37	3h5min				Large mammal	101	8h25min
Fish	277	9h14min	Fish	158	5h16min	Fish	56	1h52min				Fish	172	5h44min
												Stone / gravel	172	20 years
												Boat	172	31h52min
Bicycle	322	21h28min	Bicycle	170	11h20min	Bicycle	72	4h48min				Bicycle	180	12h0min

Type	km	Travel time	Type	km		Type	km	Travel time	Type	km	Travel time			
Bird	251	5h2min	Bird	163	3h16min	Bird	83	1h40min	Bird	101	2h2min			
Large mammal	251	20h55min	Large mammal	163	13h35min	Large mammal	83	6h55min	Large mammal	101	8h25min			
Fish	353	11h46min	Fish	234	7h48min	Fish	132	4h24min	Fish	172	5h44min			
Bicycle	502	33h28min	Bicycle	350	23h20min	Bicycle	252	16h48min	Bicycle	180	12h0min			

3.5 OUTDOOR CLASSROOM

Standardized outdoor classroom

The classroom represents a multifunctional area, that can primarily be seen as central meeting point. It is a landmark for children and can be used according to requirements (outdoor classroom, fireplace, meeting point,...).

It consists of four benches, which are arranged around a fire place. The benches have one fixed end. They can be turned so that the distance to the fire site is variable. The sitting accommodations again indicate the shape of the rudders. They not only shape the seats, but also serve as shelves for drinks or food. This fireplace offers a comfortable seating place for about 28 people, but can be varied in principle as well as the other elements in their size. If a smaller fireplace is required, the rudders can be made shorter in length.

The support structure of the seats are logs, dug in the ground in intervals of about 1.70 m. Foundations for these benches are not necessary. The fire site can be covered by a wooden plate, so that its function can be adapted to a speaker´s podium. In places where setting up a fire is not allowed, the fire site is permanently covered.

Non standardized outdoor classroom

The classroom can also look differently, depending on what facilities are there already. There is no need to build an additonal classroom if another one exists.

Standardized
outdoor classroom

1 rudder-shaped seats, swiveling

2 fire site, speakers podium

3 logs
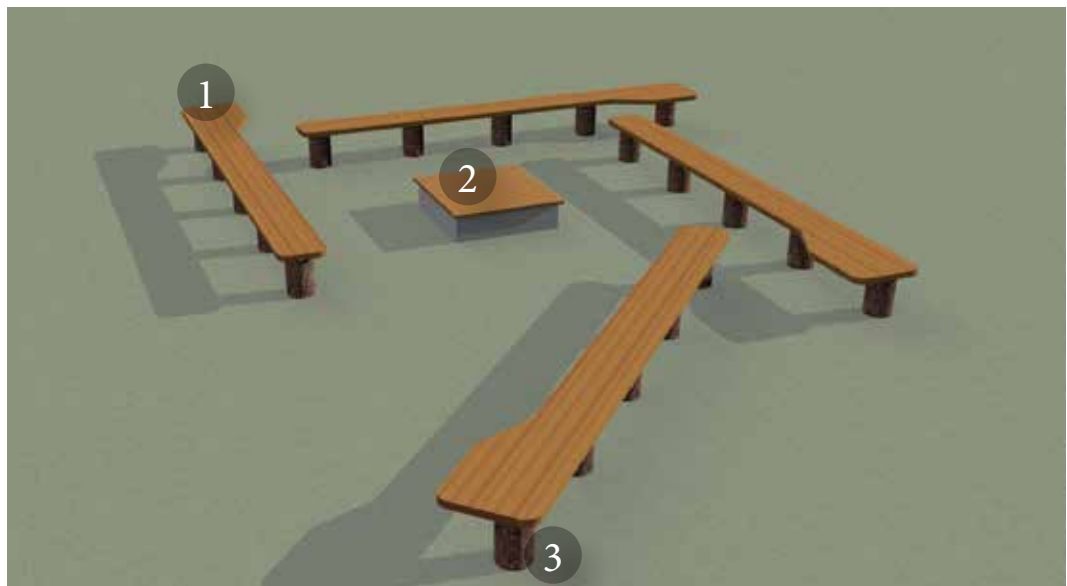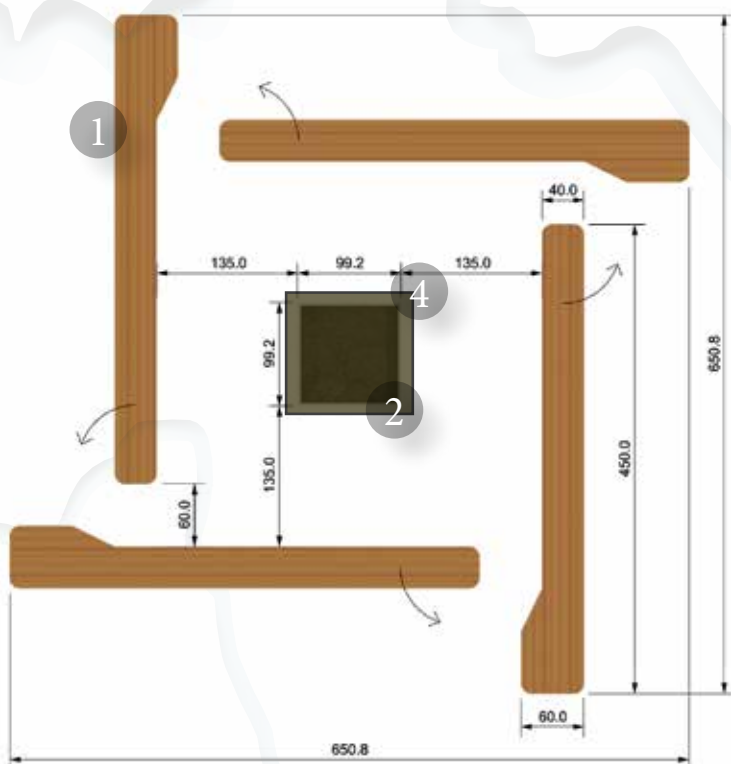
1 wooden rudder element
can be used to sit or as a table

2 fire site

3 logs

4 fire site cover
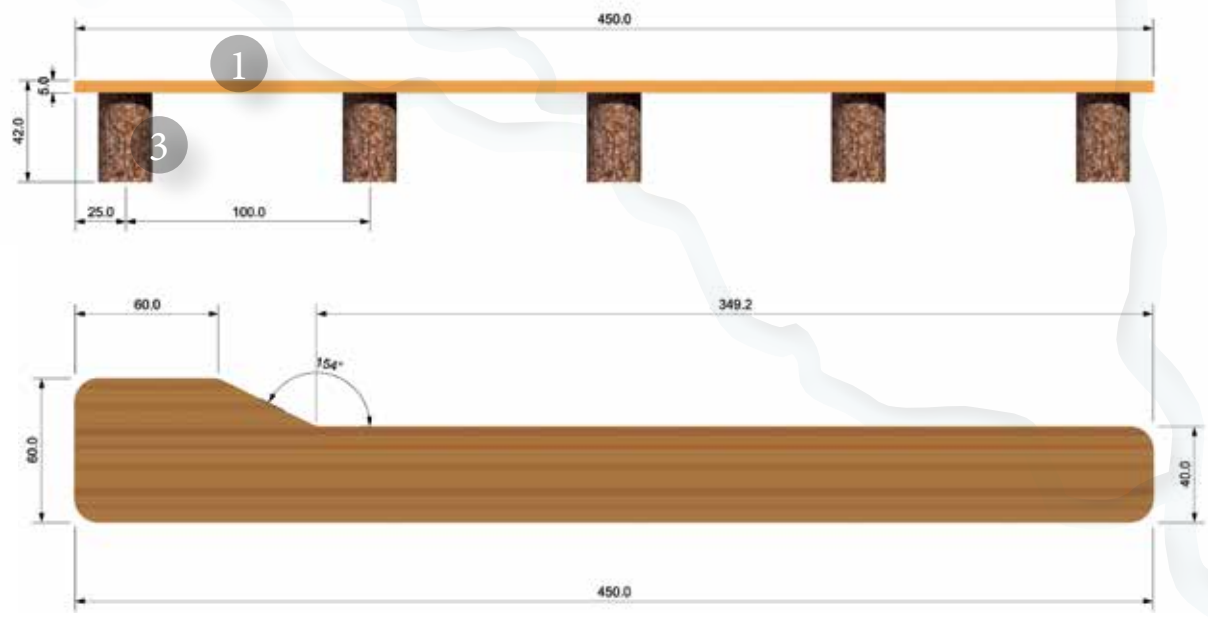
3.6 EXAMPLE OF A RIVER`SCOOL

Note:
If something similar (f.e. a seating area that lets people sit in a group/round) exists, the outdoor classroom doesn't need to be built because double infrastructure is not necessary.

Outdoor classrooms are a combination of several common elements. The functions within an outdoor classroom can vary. There is always a main path leading through a RIVER'SCOOL. That path symbolizes the topography of the three rivers, Mura-Drava-Danube. The image shows an example of how such a classroom can be organized.

1 entrance

2 flag

3 signpost

4 info boards

5 sitting area / benches

6 fireplace

7 river acess

8 path

4 SPECIFIC ELEMENTS

4.1 BENCH (optional)

As sitting accommodations, there are three optional types of benches. The rudder as common design element is part of every bench-type. The benches do not need a special footing or base, so they can be put up, wherever necessary. Their height is particularly adjusted to suit children´s needs.

1 bench version I

2 bench version II

3 bench version III
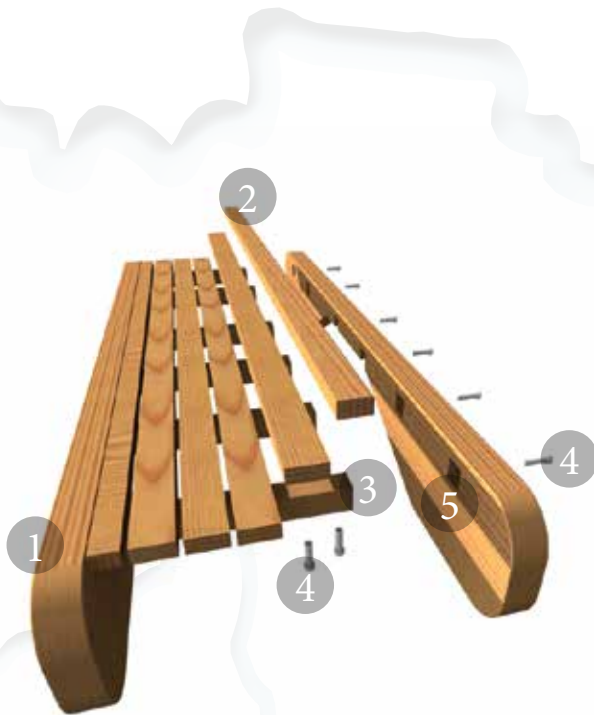
Bench version I is characterized by a low sitting height and a deep seat. The bench-frame is formed of two connected rudders, one the front, the other on the back. Holes of about 3 cm are cut out of the frame, to stick in the wooden slats and fasten them with screws. This provides high stability. Another layer of slats is screwed on top from beneath. It forms the main seat of the bench.

1 wooden frame, connected rudders

2 seat slats

3 underconstruction slats

4 screws

5 connection holes
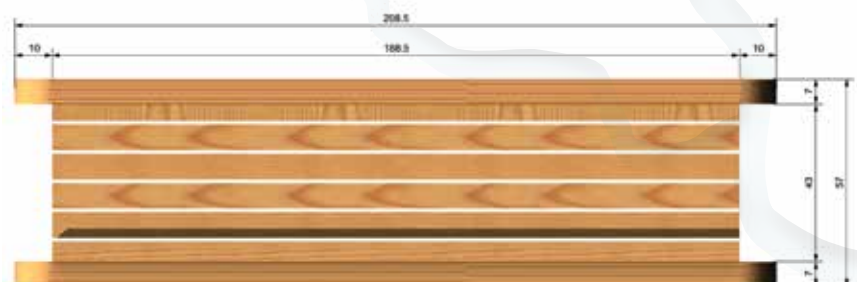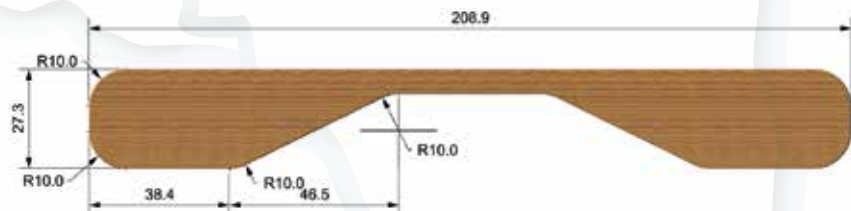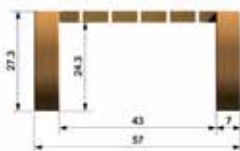
4.1 BENCH (optional)

The bench version II is higher than version I. The two rudders are put onto tree trunks on each end. The tree trunks are dug into the ground, to provide a stable stand even in case of floodings. The rudders are fastened through a spring nut connection and a wooden slat middle piece closes the resulting gap for a more comfortable seat.

The seat is then connected to the tree trunks with long screws. This bench does not need a footing, so it can be placed wherever needed. A possible ground deficiency can be easily compensated for by adapting the tree trunks.
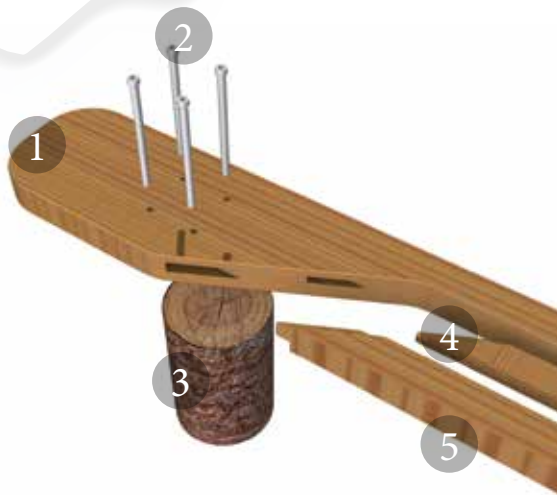
1. rudder, first half seat
2. screws
3. tree trunk
4. woodel slat, middle piece
5. rudder, second half seat
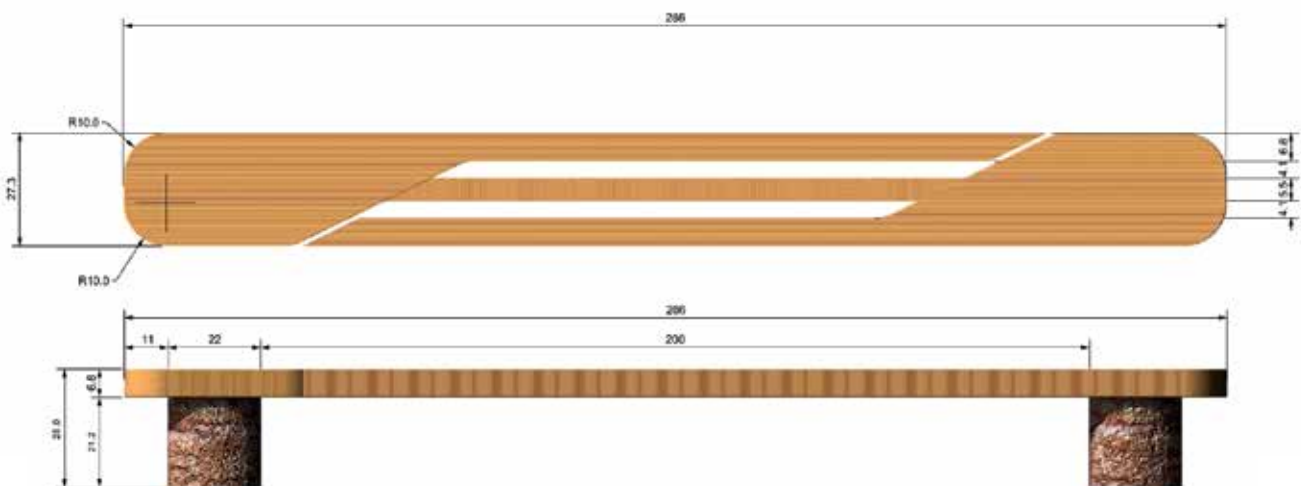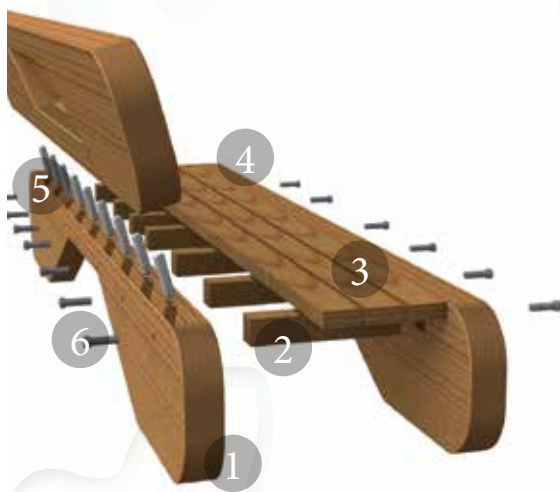
Bench version III is a combination of the two previous versions. The concept is a combined version of bench I (seat) and bench II (as backrest). The construction principle is shown below providing information needed.

For joining the backrest to bench version III, simply take the seat from bench version II, tilt it sideways by 115° and put it on bench version I. To prove a stable connection, wooden slats are screwed in the backrest and serve as connection pieces.

1 rudder shaped feet

2 slabs

3 seat

4 bench version II structure

5 metal connection bolts

6 screws
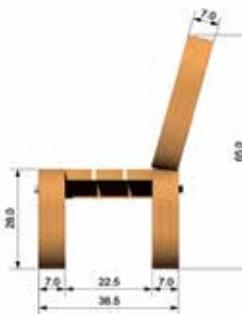
4.2 BROCHURE STAND (optional)

The brochure stand is developed for indoor usage. The main building parts are wooden stands in rudder form, a solid metal ground plate, metal or plastic inlays and threaded bars. The whole brochure stand is slightly tilted backwards for better representation of the brochures provided. The base plate ensures safe stability. To assemble the piece the wooden rudders are joint with the base plate by screwing them on the footing. The inlays are fixed with threaded bars, as shown below.

1 threaded rod

2 wooden rudder elements

3 metal or plastic inlays

4 base plate

5 screws
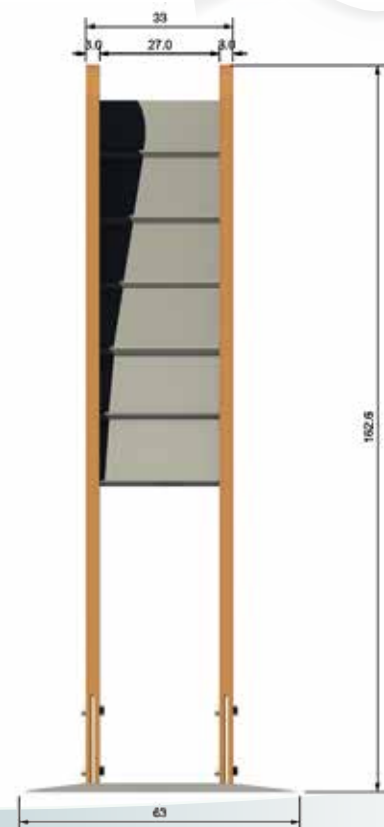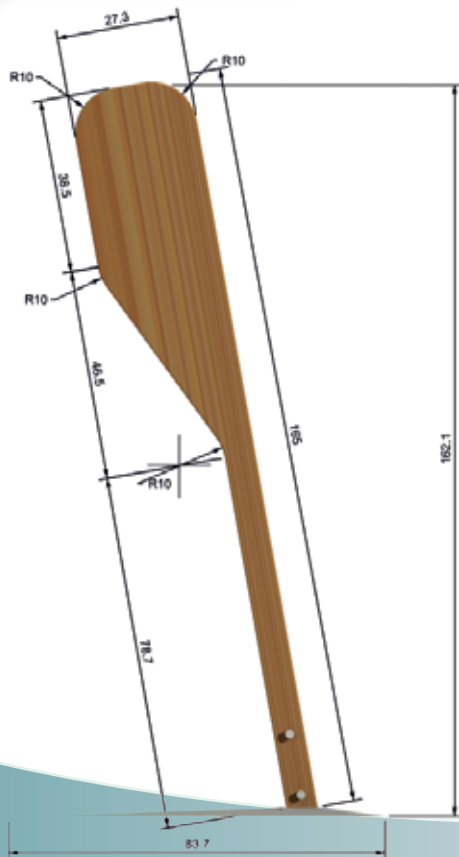
Loops on the back of the holders connect the middle brochure holders with the frame- four loops on each holder, two on the bottom and two on the top. When the holders are connected properly, the loops line up perfectly. The threaded rod is now stuck through the loops. The threaded rod is fixed with screw nuts on both ends, on the outside of the brochure stands frame. Stability and stiffness are provided through the middle brochure holders and the tightened threaded rod.

1 brochure holder (metal or plastic)

2 wooden rudder elements

3 connection loop

4 threaded rod

5 joint connection

6 variations of brochure holders
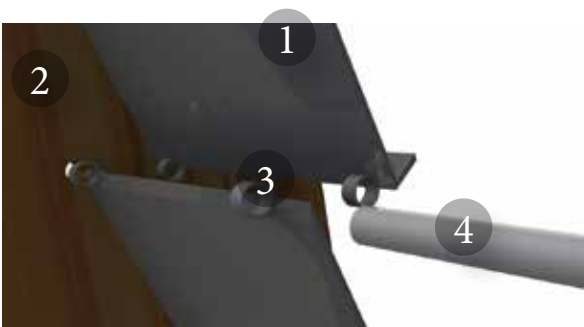
4.3 ENTRANCE (optional)

There are three possible entrance elements. The basic construction is similar.

The first entrance element is made of two rudders facing inwards, connecting via a wooden board in the middle. The board can be used either for naming the RIVER'SCOOL or as a welcome sign.

The second entrance option is also constructed out of two rudders. They cross in cut-outs and are stabilized by screws. The resulting shape of this version can be compared to that of a roof.

Because of the tilted rudders at version II, this entrance is slightly wider and taller than version I. So if space is rare, it is suggested to give preference to version I as common entrance element.

The third entrance doesn't represent a classical portal solution, rather it is perceived as a landmark. This rudder can either be on the left or right side of the path. The wide upper end of the rudder provides enough space to attach a message, eg. Welcome.
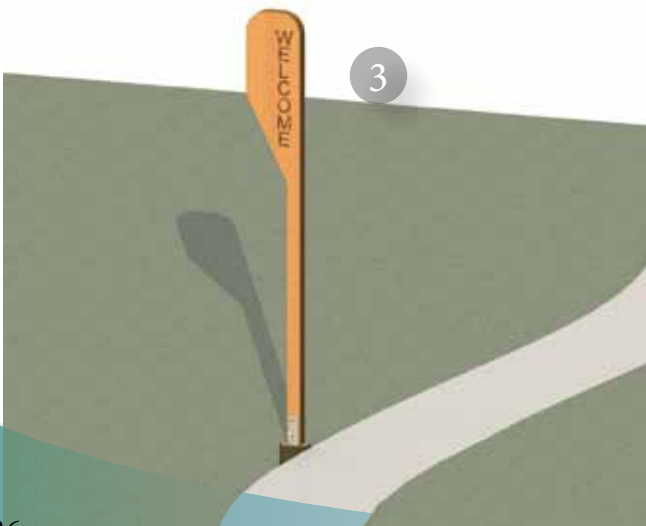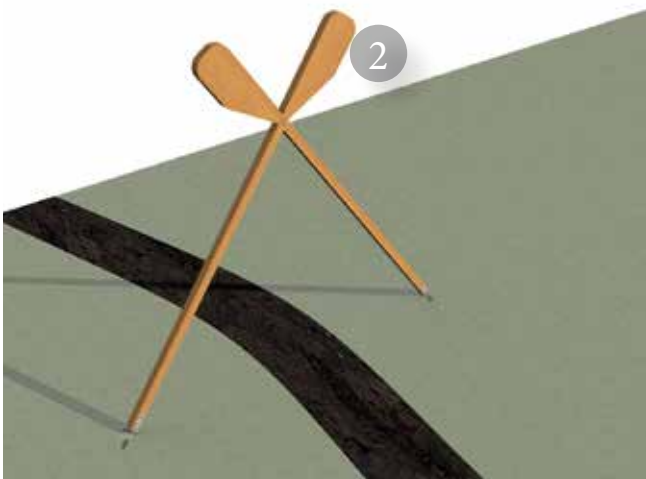
1 portal entrance with middle board

2 entrance, crossed rudders

3 entrance, single rudder

This entrance element is made of two rudders, facing inwards. Each rudder is fixed on the basic footing element. An additional wooden board connects the two rudders and can be used as a welcome sign. The width of this entrance can be adjusted, simply by reducing or expanding the length of the interconnecting wooden board (as shown in drawings below).

1   wooden rudder element

2   screws

3   wooden middle board

4   connection: spring nut
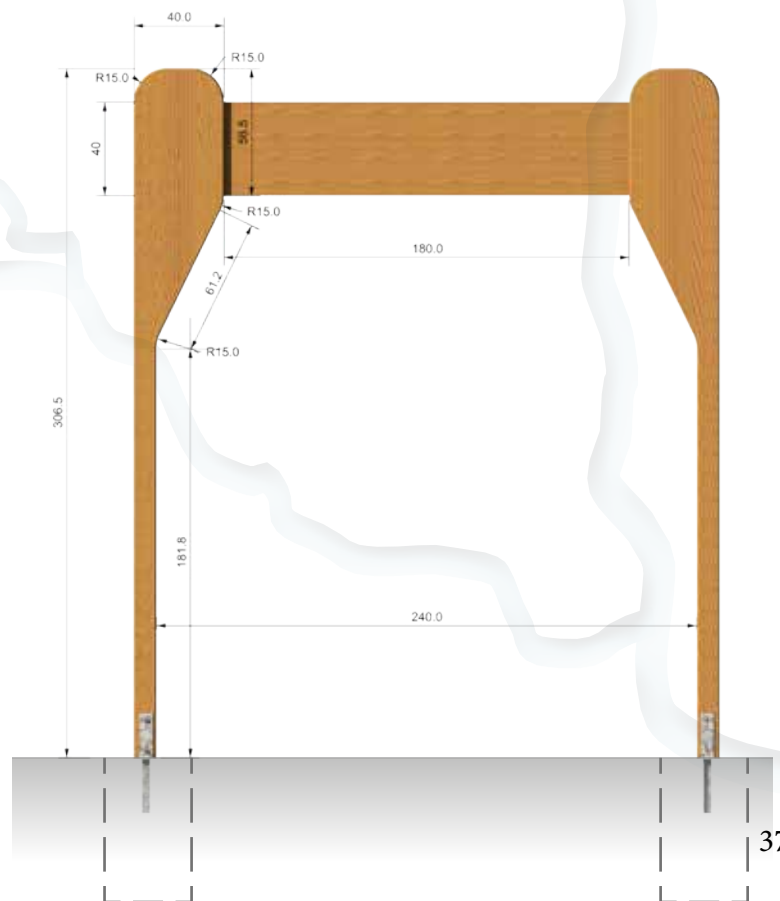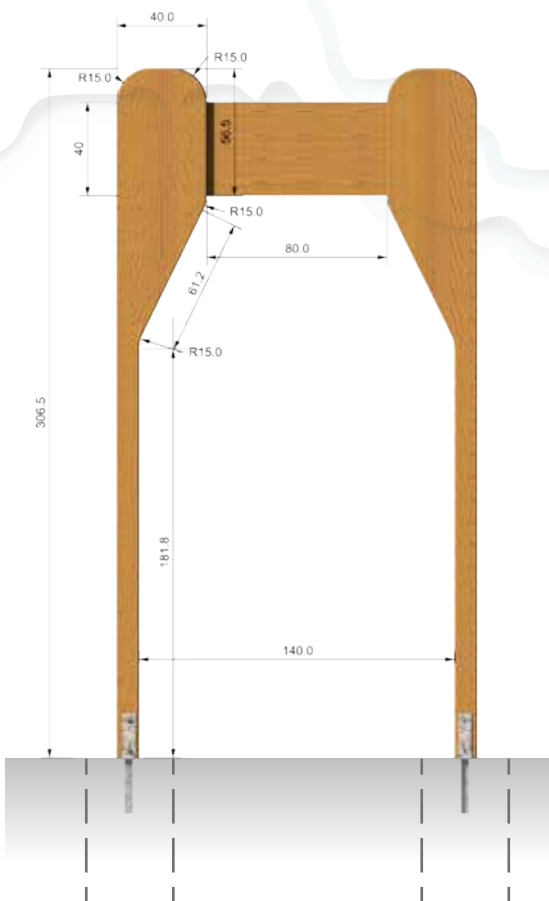
4.3 ENTRANCE (optional)

This entrance, also made out of two tall rudders is fixed to the ground by a tilted version of the basic footing element. They join slightly beneath the rudder head. Each rudder has a cut-out expanding over half of the total thickness for better fitting. They are fastened by glue and screws.

To ensure the safety of the visitors, the tilted footing has to be calculated and accepted by a statistician.

1. wooden rudder element
2. screws
3. cut out for better fit
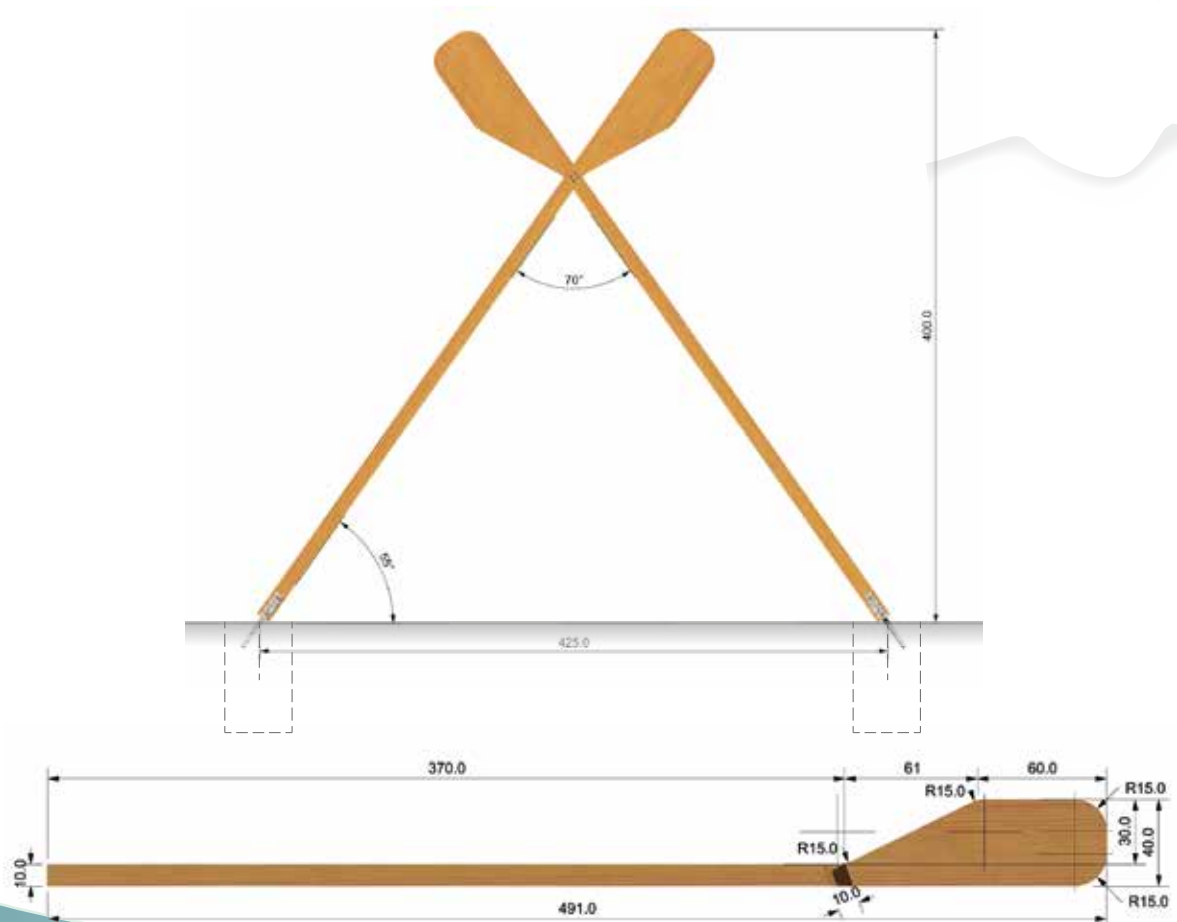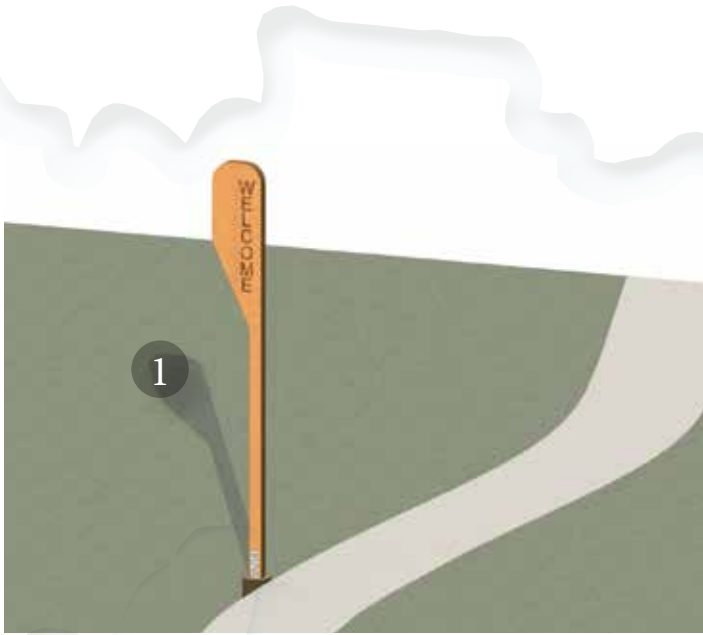
This entrance element is a discreet eye catcher along the pathway. A rudder, oriented vertically, not only serves as entrance, it also functions as a landmark.

It is made of wood, and stabilized with the basic footing.

1 wooden rudder element
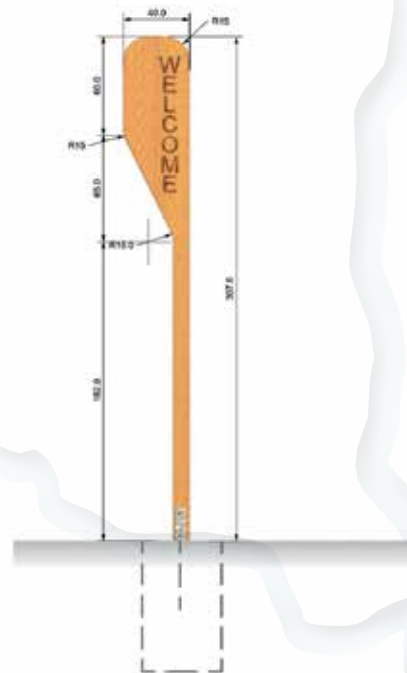
4.4 FOOTING #1
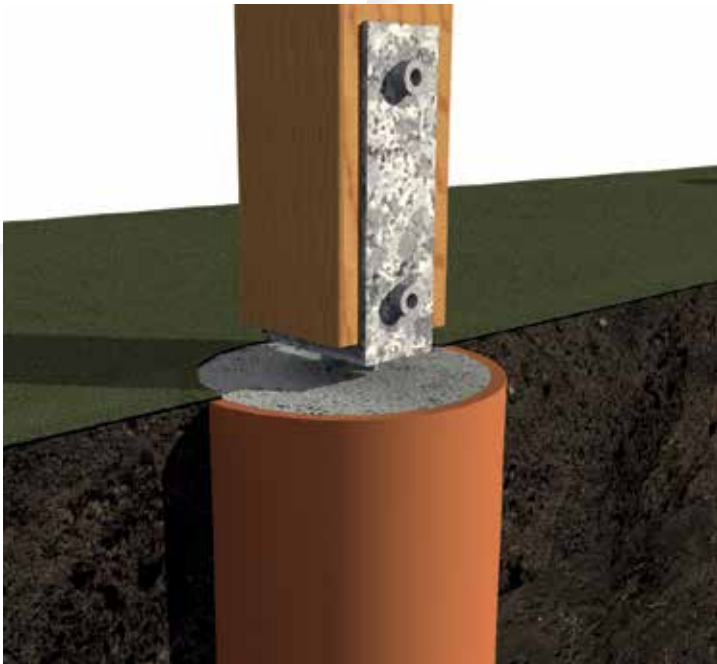
The schematic design of the footing consists of one KG-pipe, filled with concrete. A metal post-carrier is inserted into the concrete. The risers of the different elements are subsequently screwed on.

The dimensions of the footing depend on the calculations of a statistician. This is mainly important for the higher elements like the entrance, where people pass through directly.
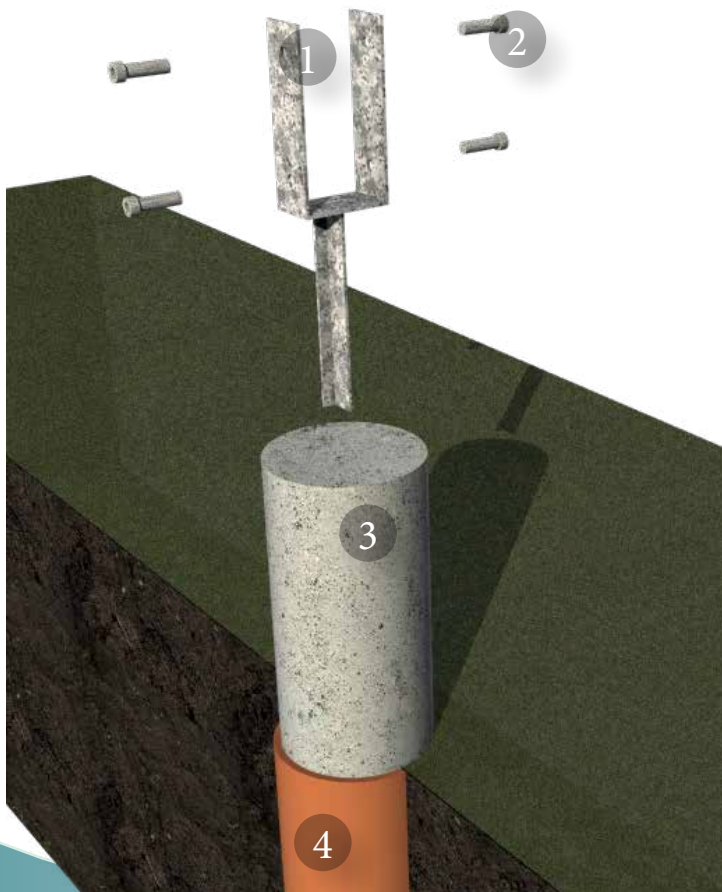
1 post carrier

2 screws

3 concrete, reinforced

4 KG-pipe

Usage:
For fixing wooden supports and posts in concrete foundations; through the T-formed rod, this post carrier is particularly suitable for high wind loads.

Material:
Steel quality: S 235 JR / EN 10025 : 2004
Corrosion protection: galvanized, zinc coating thickness app. 55 μm / DIN EN 1461
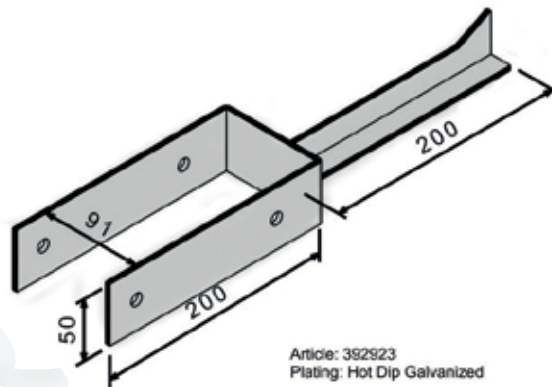
Article: 392923
Plating: Hot Dip Galvanized
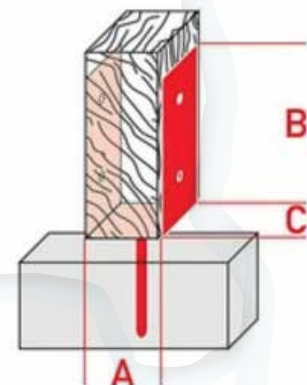
item nr	A [mm]	B [mm]	C [mm]	thickness [mm]	hole [mm]	hole count	pice
283071	71	200	60	4,0	12	4	1
283091	91	200	60	4,0	12	4	1
2830101	101	200	60	4,0	12	4	1
2830121	121	200	60	4,0	12	4	1

4.5 FOOTING #2

An alternative to the basic concrete foundation is the screw foundation. This type of foundation can be built up very easily and everywhere needed. It's simple but effective, environmentally friendly and very stable. The screw foundations are drilled into the ground with special drilling machines, no pre digged hole is needed. Different connection types give various possibilities for fixing the common elements on top of this foundations.

1 post carrier

2 screws

3 screw foundation

4 sign post/flag connection

5 board, entrance connection

5   PROPOSED MANAGEMENT

5.1 DIDACTICAL FRAMEWORK

5.1.1 Introduction

The didactical framework of the RIVER´SCOOLs within the TBR MDD describes how visitors of this educational infrastructure learn about the TBR MDD and its nature. The main aim of the RIVER´SCOOL is to offer the visitors a meaningful time and to get them closer to nature.

This didactical framework is based on learning not on teaching or instructing. Teaching or instructing means that children only get information from a person. Learning on the other hand means that children experience, find out, try out, hear about or feel the nature themselves. Children can learn with all senses, they are allowed to be creative and to experience things on their own. This self-experience supports the learning flow within the brain the most.

RIVER´SCOOLs advisers - who can be the school teacher, or staff from PAs - do not act as a teacher in the traditional way or sense; they act more like a companion, a friend, supporting the children to be creative. Children are fundamentally willing to move, 2/3 of a day they normally run, walk or climb. But the day to day routine in the classroom looks completely different, they have to sit quietly and give answers to questions.

To make the RIVER`SCOOLs and its didactical framework more sustainable and operational for a longer period of time, the advisors who are responsible for the RIVER`SCOOLs will have a special didactical education or training. They have to learn to give the children enough space where they can develop themselves. Learning in the RIVER`SCOOL does not represent the day to day life from regular schools. The children or participants can discover on their own and find out their capabilities. They do not need a permanent flood of information from a teacher.

The advisor in the RIVER`SCOOLS can be either a teacher, especially from schools that are close to the RIVER`SCOOL and come frequently, or a guide from the Protected Area, for schools from far away that just come once a year.

Children or participants have to learn again how to learn by playing, trying out and making mistakes. The information the children or participants got during the day is repeated during playing or discovering within the RIVER`SCOOL.

After a day in the RIVER`SCOOL children:

• know more about the TBR MDD and its main rivers
• realise that the TBR MDD is a network with a variety of connections and ecological and cultural exchange
• understand, that interventions in the ecosystem of the river has impacts on the ecosystem down or upstream
• are closer to nature
• know how their behaviour in daily life impacts nature
• understand the daily life in the natural environment (how it is to live and work in a protected area)
• start to protect nature in their daily life.

The RIVER`SCOOLs follow the philosophy that learning is a never ending process and does not stop after a certain learning target is reached.

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5.1.2 Skeleton of the didactical framework

The didactical framework of the RIVER`SCOOLs has 3 main units:

- **Core time**
- **Special offers**
- **Open / free learning**

An acoustical signal (e.g. whistle) tells the participants that the current unit is over and the next unit will start. The change from one unit to the other can take several minutes; participants do not have to hurry.

(c) die wildbach - Sektion Kärnten

Core time

The core time is used as a common time for orientation. Everybody is participating. This unit gives the participants the feeling of security and orientation.

This unit includes the following steps or content:

- Arrive – come together
- Short instruction by walking through the RIVER`SCOOL
- Defining common rules and codes of behaviour
- Presentation of the routine of the day (3 units and their content)
- Eat together
- Leave together

Arrive and come together
Participants and teachers arrive to the area of the RIVER`SCOOL and are welcomed by the advisor of the RIVER`SCOOL.

Short instruction by walking through the RIVER`SCOOL
The advisor introduces participants to the RIVER`SCOOL and they walk through the area of the RIVER`SCOOL together. Different areas or parts are introduced. Together with the participants, an outline, that defines border of the RIVER`S-COOL, is specified.

Defining common rules and codes of behaviour
The visitors of the RIVER`SCOOL have to take into account the following rules:

- That they do not destroy or damage plants in the protected area deliberately
- That they do not disturb, capture, hurt or kill wild animals deliberately
- That they do not destroy or damage the habitat of wild species and subspecies of plants, fungi and animals deliberately
- It is prohibited to light a fire (outside the fire place or in protected areas)
- That they do not throw garbage and dispose waste
- That no action is taken that might undermine or destroy the value of nature
- That they have to stay inside of the defined outline of the RIVER`SCOOL
- That they take care of the infrastructure of the RIVER`SCOOL

These rules can vary from RIVER`SCOOL to RIVER`SCOOL. After introducing the common rules, the advisor should clarify, that picking up leaves or wood as well as taking a piece of soil is still fine. Capturing small animals like insects, for a while to look at them and release them, is also okay. The visitors of the RIVER`SCOOL should be sensitive to nature.

Presentation of the routine of the day (3 units and their content)
The advisor for the RIVER`SCOOL shortly presents the agenda for the day, with an emphasis of topics of the special offers. They also hear more about the three units and what is part of which unit.

Eat together
All participants meet together at the outdoor classroom and eat together. Participants can bring their own snacks or meal, or they eat what they cooked together before.

Come together and leave together
All participants say goodbye to the advisor of the RIVER`SCOOL and leave together.

Special offers

The special offers are anchor points, where participants can choose whether they want to participate or not. The special offers are hosted by the advisor of the RIVER`SCOOL. It can occur, that when the special offer starts, some participants are not finished with the open learning unit. They do not have to interrupt the open learning unit, they are allowed to finish what they started, and can join the special offer unit whenever they are finished.

This unit can for example include the following steps or content:

• Learning via stories or fairy tales
• Playing games like building something together or drawing a treasure map
• Natural sciences offers (such as working with microscopes or similar)
• Talk about experiences from open/free learning unit
• Give input or task for open/free learning unit
• Cook together, prepare a meal or a tea from herbs from the area
• Crafts workshop
• Farming practices

Learning via stories or fairy tales
The advisor of the RIVER`SCOOL tells self-invented stories or fairy tales. The stories and fairy tales are about the region, history, connectivity, fauna, flora, TBR MDD, rivers, water or nature. The content and length vary depending on size and age of the group.

Playing games
Depending on the size and the age of the group, different games are offered to be played together. Please see chapter 2.4.3 for examples. The information that participants get during a day in the RIVER`SCOOL should be embedded and repeated during playing games.

Natural science offers
In a natural science session, participants could explore nature also with the help of some tools like microscopes, magnifying glasses, or binoculars. For example, kids could collect natural materials like leaves or mud, or animals like insects, small worms, or insect larvae from the water body. When looking at it under the microscope, a completely new world opens up, and much more can be told about functioning of the different species, or the ecological conditions that they need and that are e.g. reflected in their body shape and functions.

Talk about experiences from open/free learning unit
The participants tell the advisor of the RIVER`SCOOL and all other participants about their experience and their discoveries they made in the open / free learning session.

Give input or task for open/free learning unit

This unit can also be used to give participants some input or tasks for the next open/ free learning unit. For example, collecting something for the next special offer unit.

Cook together or prepare a meal

Depending on the duration of a day spent in the RIVER`SCOOL, the experience and the age of the participants, one part of the special offer can be used for preparing a meal or cooking together with the advisor of the RIVER`SCOOL. The preparation is done in the special offer unit, but they eat in the core unit all together.

Collecting or looking for natural ingredients can also be included in this unit. Participants learn about and how to use natural ingredients in day to day life.

Craft workshop

Traditional crafts exist in all River Schools. During the time spent in the River Schools kids could learn about production of different kind of traditional products, e.g. willow basket, mud bricks, flower crown or wooden toys that they could take home with them.

Traditional farm practices

Different kind of farming practices can also be experienced. Kids could visit some shepperd and spent some time with him to see what he is doing and how the floodplain is managed in a traditional way or they could bring water or feed domestic animals. They could also plant some trees or put seeds into the ground in order to experience how people on farms spend their days.

(c) H.DEZORDO

Open/Free learning

This unit gives participants the possibility to explore the RIVER`SCOOL. This unit can be additionally introduced in the special offer unit. The advisors act like companions and support children in their research. The open/free learning unit gives the participants the possibility to find out their own capabilities.

Children
Children learn by:
• Playing
• Trying out
• Finding out
• Making mistakes
• Communicate
• Observe
• Explore

Children learn via their own experience about:
• Region
• Landscape
• Rivers
• TBR
• Nature
• living in and with the environment

Advisor
The advisors act like companions and support children in their research. While the children are in the free or open learning unit the advisors can do the following things:

• Prepare content, material, stories, and so on for the next special offer unit
• Walk around the RIVER`SCOOL
    o talk to the participants and give them additional information about materials they use
    o make the participants aware of a bird sitting on a gravel bank or an insect on a leave and talk about the characteristics of the animal
    o ask if the participants need any help
    o give the participants input how to use the tools from the starter package
    o help them or give them some hints to build something
    o …

When the advisor realizes, that the participants do not know what to do, or get bored, they should switch to a special offer unit and give them new input for the next open / free learning session.

(c) E. AUER

(c) REVITAL

Examples

Program for two school hours

This example lasts for 100 mins [two school hours] and lasts from 09:00 to 10:40.

unit	Duration (minutes)	Description
Core time	10	Introduction, definition of rules and giving an input for open learning
Open learning	30	Children explore the area of the RIVER`SCOOL
Special offer	10	Advisor tells a fairy tale that takes place in the area of the RIVER`SCOOL. Then the advisor gives some input preparing the next open learning session (e.g.: collect material for playing domino).
Open learning	20	Children explore the area and collect material for the game in the next special offer, domino
Special offer	20	All participants that are interested in playing domino with objects from the RIVER`SCOLL play together with the advisor domino.
Core time	10	All participants meet at the outdoor classroom, sum up their experience and then leave the RIVER´SCOOL together

Half day program

This example lasts for 180 mins [3h] and lasts from 09:00 to 12:00.

unit	Duration (minutes)	Description
Core time	15	Introduction, definition of rules and giving an input for open learning
Open learning	50	Children explore the area of the RIVER`SCOOL
Special offer	20	Advisor tells a personal invented story about the history of the TBR MDD, then the advisor gives some input preparing the next open learning session (e.g.: collect material for beavers home)
Open learning	50	Children explore the area and collect material for the beavers home
Special offer	20	Together with participants advisor builds beavers home, other participants are preparing lunch
Core time	25	All participants enjoy lunch together and then leave the RIVER´SCOOL

Full day program

This example lasts for 6h and lasts from 09:00 to 15:00.

unit	Duration (minutes)	Description
Core time	15	Introduction, definition of rules and giving an input for open learning
Open learning	60	Children explore the area of the RIVER`SCOOL
Special offer	20	Advisor tells a personal invented story about the history of the TBR MDD, then the advisor gives some input preparing the next open learning session (e.g.: collect material for building a "river monster", "Drava dragon",…)
Open learning	60	Children explore the area or collect material for "Drava dragon"
Special offer	20	The advisor tells a personal invented story about the river Drava (habitats, animals, ecosystem,…), after the story children start building the "Drava dragon", other participants are preparing the lunch
Core time	45	All participants enjoy lunch together
Open Learning	60	Children explore the area or collect material for "Drava dragon"
Special offer	20	Participants draw a picture of the river Drava with the input from the story about the Drava, finish building of the "Drava dragon"
Open Learning	40	Children explore the area and find elements that are in connection with the story about the Drava
Core time	20	All participants tell their impressions about the day and leave the RIVER´SCOOL

Examples

Games for special offer

Building something together or on their own
The participants explore the RIVER`SCOOL and collect material for building a figure, animal, thing or another element that was part of a story the advisor told them. Children can build their own one or can build one big piece all together.

When the piece is finished, the group jointly describes the used material and the advisor adds some interesting information:

• the stones / gravels and their shape,
• what kind of wood they used,
• to which tree the leaves belong
• and so on.

In describing the elements also the issue of connectivity is told, for example how long the dead wood needs do go down the river till it reaches the next town, or how the dead wood builds necessary habitats for fish or birds at the river shore.

Draw a treasure map (Andreas Nemmert- REVITAL)

The participants hide a nature treasure (special stone, piece of wood,…) where ever they want within the RIVER`SCOOL. After hiding the treasure, they start drawing a treasure map. The participants can bring their treasure map next time when they come back to the RIVER`SCOOL and try to find their hidden treasure. There are several possibilities how to learn about the treasure the participants hide. One is before hiding, all participants meet and together with the advisor the different treasures are described. The other can be after hiding, all participants meet and each participant has to describe his treasure and the others have to guess what the treasure is.

When drawing the treasure map, participants learn about the floodplain and the different areas within the floodplain. They draw the typical areas of the flood plain, the river itself, gravel or sand banks, steep banks, the floodplain forests and so on.

Treasure hunt (Simon Veberič- Institute of the Republic of Slovenia for Nature Conservation)

Kids follow waypoints marked on a map or a description of a path. When they reach a certain waypoint, they have to complete different tasks connected to e.g. nature, culture or motoric exercises (e.g. jumping several times over a tree trunk, climb on a tree), solve riddles, collect tokens … there are endless possibilities. The game is over when kids find all waypoints and complete all exercises.

The game is played in small groups and without adult supervision. It should be an adventure. The game has to be adapted to the age of participants.

Since smartphones are more and more popular among youth, it's possible to use this "devilish devices" in the game (e.g. kids have to take a photo of something or somebody). It's also an option that kids post a photo on Instagram and add a #hashtag (you can also check the progress this way).

Domino with objects from the RIVER`SCOOLs (Andreas Nemmert- REVITAL)

At the beginning of the domino game the participants explore the area of RIVER-`SCOOL and collect ten or more objects/items. The size is given (e.g., not greater than your hand). After collecting, the children sit down in a circle. Two predeter-mined objects (e.g. stone and leave) are applied in the Domino principle (i.e., a stone and something new, for example a snail shell). The game can be built into a chain from both sides. Children can describe the items they place, the advisor or responsible for the RIVER`SCOOL can complete the information about the used

items. If a child is not able to add objects to the domino it pauses. If nobody is able to add an object the children can start to pick up new items or the game ends.

A piece of the RIVER`SCOOL makes a "journey" (Andreas Nemmert- REVITAL)
The participants explore the area of the RIVER`SCOOL and collect one item; they do not show it to the other participants. When each child has found something, all the children come together in a circle and hold their items in their hands behind their backs.

The game begins when the advisor says:

„Gentle, gently, gently a piece of the RIVER`SCOOL makes a journey. And if it is in your hand now, I ask you, do you know it?"

The children pass their item to the neighbor's child behind their back. They cannot see it, only feel it. The children who guess the piece of the RIVER`SCOOL nod mutely. Together, the children repeat the talk and all the items continue to wander in the circle until each child holds his or her own item from the RIVER`SCOOL in his or her hand again. What did you hold in your hands? At the end of the game, of course, all children show their items and the advisor can tell specifics about the items.

Story Cubes to create new stories and fairy tales (Beáta Gerencsér- Balaton-felvidéki National Park Directorate)
Child dumps the cubes with different actions, situations or species on it. Then someone tells a new story or just starts a story and somebody else can continue it by using the cubes. the rules of the game can be varied in many ways.

For more information please visit: https://www.storycubes.com/collection

Spinning
The game is played by multiple players. All player hold everyones hand and spin them up in the air. When a dedicated player releases the hands, all players fall to the ground and maintain in a position they like.
Then the dedicated player gets to choose which player holds the most beautiful pose. The player with the most beautlful pose gets to be the dedicated player for the next round and starts spinning next.

Stories

<u>A Brief Traditional Story - The way of the spirit in the swamp</u>

The story tells about how to care for animals in winter (in winter, life in the swamps is considerably poorer than in the summer, because many birds, which give the main feature of this area, leave the swamp in the late summer or early fall, and some of these the swamps are temporary residences, or perhaps only a short rest, and there are some of them hiding there. Some come back here only to their last name, because the strongest winter in this area is much smaller than the average in Siberia.

("The same book is a crime-adventure novel where the children are joining forces to save or preserve nature as it is. "Shared in couples, friends are helping hunters who try to feed game during the winter. This task is hindered by two criminals who kill animals that hunters feed to sell their meat and are dressed like ghosts during that time to intimidate their "enemies". Our company therefore finds itself in a difficult situation where they have to find a way to save nature, and the theme of this novel is ecological.

The Roman Spirit in the swamp ends with the victory of the good and the undead and the evil perceives the defeat by which the author wants to convey the message that in life we always have to be honest if we want to be happy. He also seeks to alert man to the importance of the nature and life of every creature on our planet.

Source: Ivana Buzuk (Public institution for nature protection of Osijek-Baranja County)

Fairies of Destiny

There is a belief about destiny fairies in Croatia (Koprivnica-križevci County). They were beautiful women, dressed in white, with a white veil who mostly did well but when they got angry they could also be mean. If someone came into contact with them, he should not talk about it and keep it to himself. There are different types of fairies, like forest fairies, Drava fairies, etc..

Destiny fairies are most often showing them self's in a group of three, entering through the key hole, or as swirling wind and they are predicting will the child be happy, healthy etc. However only two of them can come and visit the child and one of them is good, one bad so at the end they decide about the happy or not so fortunate destiny of a child.

Where the grass was stepped, people believed that fairies were dancing in circle, mostly 10 of them. People talked about them getting into contact with young men, better say they were used as an explanation or excuse why someone is acting inappropriately. People talked that they use to make trouble to shepherds and made braids out of horses mane, what was also proof of their existence and presence.

Source: Marta Lenac (Public Institution for Management of Protected Natural Areas in the Koprivnica Križevci County)

How alder tree became a big lady

Hello children. Today I will tell you how I became a big lady: there was a time when I was enjoying in shade of other tall, lean alders that proudly held their branches up towards the Sun. Closely together grew many of them. Some ten of us were below them, growing in their shade. We admired the beauty of those old ladies above us and felt small and helpless. With all our hearts we wanted to become like them. Will we ever even succeed? Sun does not even reach to us! Well I must say we were respected by those old ladies and we got along well right from the moment they planted us with them. This is why it was even harder when they separated us. Oh, now I am overreacting.

Someday I heard a noise that is unpleasant for us plants. I barely had time to tell my friends about it when there was a tractor in front of us and a man stood off of it. Creature whom you never know what carries in their head. He took a shovel and started digging right under my roots. It was a horrible feeling. Immediately he put me on a trailer and so he did will all of my little friends. It was happening with such hurry there was even no time to say goodbye to friends, old alders. I was very sad and had been crying the whole journey and so did my little alder friends. We were thinking about where they were driving us and so we saw a big sign saying "Velika Polana". I thought they were taking us into forest for I have heard there is plenty of it here. And yet they started planting us on some strange place. Even back then I felt that place is special and meant only for us. We with little alders were exchanging glances and could not believe what we saw. Space was spacious and all of the Sun's rays were meant only for us. Alongside us nowadays leads a path where many people walk and children play on playgrounds. Oftentimes we can hear them say: "Land of storks". And yes, storks are our frequent visitors.

I have to admit at first I did not like being here because I missed my tall ladies and of course the silence of the woods. But in some time I and my little alder friends became aware that every change is for the better. Here we are admired by people every day and all of them take rest in our shade: old people, tired parents, energetic teenagers, playful little ones and mothers with babies. They marvel at our thick treetops that spring out from the grounds. We are surprised by respect and gratefulness of people who find their peace among us. We are filled with that special life energy by children's everyday laughter.

I nearly forgot. My grandest wish came true. "I became a big lady in Big Land of Velika Polana." Here my treetop is the thickest and the biggest. Because of that we the alders feel most valued in the land of storks, because that is what we are.

Author: Sara Perša (Municipality of Velika Polana)

4.1.3 Additional equipment or elements

Starter package

Each visitor of the RIVER`SCOOL gets a starter package. It can include a net, magnifying glass, shovel, rope or bucket. These tools support the participants in the open/free learning unit and can also be included in the special offer and free/open learning unit.

Children from nearby schools, who will visit the RIVER`SCOOL several times, can take the starter package with them, at the end of a day in the RIVER`SCOOL. They should bring it with them, the next time they visit the RIVER`SCOOL again. Children or groups from further away, who only visit the RIVER`SCOOL once, should leave the starter package in the RIVER`SCOOL. If these children or groups from further away take the starter package with them, it might be too expensive to buy new starter packages.

Extended offers for RIVER`SCOOLS

The equipment of the RIVER`SCOOLS can be extended. Additional tools like a swing, a wooden balance element or slackline supports the improvement of the sense of balance and should be added and used during a day in the RIVER`SCOOL.

5.2 SUSTAINABILITY MEASURES

After finalization of the coop MDD project the Protected Areas who have the RIVER`SCOOLs installed will use them with the approach described in this document (Concept of Transboundary Learning Network of RIVER`SCOOLs). Different levels of education (kindergartens, schools, universities) local people and different stakeholder will have the chance to visit this this outdoor learning centers, either guided by an advisor, or unguided.

During the implementation of the coop MDD project, infrastructure (common and specific elements) was optimized in a way, that the construction of the RIVER`S-COOLs is fully functional and new learning infrastructure can be built based on the Concept of Transboundary Learning Network.

The didactical framework was also discussed and optimized with the project partners. It is prepared to be used by the advisors of the RIVER`SCOOLs. The didactical framework is designed, to be easily adapted according to different age and experience of participants, the group size or weather conditions.

Advised ideas for follow-up-projects:

- Advisors of the RIVER`SCOOL will get a special didactical education of training, to follow the didactical framework of the RIVER`SCOOLs.

- Additional RIVER`SCOOLs can be installed within the TBR MDD according to the Concept of transboundary learning network.

Ideas for follow-up-actions:

- RIVER`SCOOL advisors visit all other RIVER`SCOOLs to get to know all parts along the rivers

- Organize "connecting tours" to all other RIVER`SCOOLs (multi-day tours, by bike or boat)

- Develop a joint quiz for visitors of the RIVER`SCOOL to check what they learned
  about TBR MDD as a whole, including a small gift

- Develop jointly programmes / materials for topics that are important in the whole TBR
  (in different languages)

- (International) Contest for best photo or video taken at a RIVER`SCOOL

- Ensure further education and international exchange of teachers

- Connect RIVER`SCOOLs with existing educational / school programmes that work on
  international level

- Offer TLN passport: get stamp when you visit a RIVER`SCOOL and become an
  "ambassador" of TBR MDD

- Provide camps for volunteers

- Experts symposiums take place in RIVER`SCOOLs

- Develop a yearly event: the "Day of the RIVER`SCOOLs"

- Celebrate the birthday of the TBR in the RIVER`SCOOLs at the same day

- Branded touristic tour along TBR, use RIVER`SCOOLs as hubs in each region

- Provide one joint social media profile and website for all RIVER`SCOOLs

- Develop a joint website by kids that visit the RIVER`SCOOL

- Initiatives for new RIVER`SCOOLs to enlarge the network