



Barriers and Drivers of Stakeholders Inputs

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Executive Summary

This deliverable outlines the barriers and drivers of the CLIMASP project. First it was important to identify "who are our stakeholders": Questions that were addressed are the following.

- How do we/will identify our stakeholders?
- Are we going to place them according to importance?
- What do we expect from our stakeholders for meaningful engagement?
- What information sources do we already have about our stakeholders?
- What information sources do we need to have about our stakeholders?
- What do we think are the stakeholder wants and needs (SWANS)?
- What do we think are the organisation's wants and needs from stakeholders (OWANS)?
- What could be the significant barriers and drivers between SWANS and OWANS?

- How are we going to reduce and manage potential risks and increasing opportunities from better
- aligning SWANS and OWANS?
- What is the best methodology for meaningful engagement with key stakeholders?
- What do we need to do to maximise stakeholders' engagement?
- How does the organisation learn and continuously improve meaningful stakeholder engagement?

These questions helped us to identify not only the stakeholders, but also basic objectives and issues to address. Understanding our stakeholders seems to be a key step for successful engagement. Dedicate appropriate time and resources to identify possible commonalities between the stakeholders helps the process, which means building good communication and mutual exchange of information and resources.

Introduction

Usually, different stakeholders, either internal or external, will come with different levels of interest, knowledge and willingness to get involved in the work tasks. It is, thus, of critical importance to recognise this and how we can plan our interaction. External stakeholders for the CLIMASP project were primarily needed to provide consultation regarding the competences needed for building the CLIMASP minor. This includes personal interviews, workshops, focus groups, public meetings, surveys, participatory tools and stakeholder panels. This process will be in close alignment with the monitoring and quality assurance process. Stakeholder participation promotes also sustainable decisions by recognising and communicating the needs and interests of all participants, including decision-makers. Stakeholders' engagement was regarded as any other business project planning process, with adequate analysis, preparation, implementation, reporting, evaluation and follow up. Based on these assumptions, we have developed a number of instruments that would help us in identifying the barriers and drivers of the CLIMASP stakeholders' engagement.

Template for Planning the CLIMASP Stakeholders' Engagement

PLANNING THE MULTI-STAKEHOLDERS ENGAGEMENT IN THE CLIMASP PROJECT		
Key steps	Action to be taken	Resources
Step 1 What is the purpose?	<ul style="list-style-type: none"> • Give the rationale why stakeholder engagement is critical to the CLIMASP project • Identify what would be the implications of the stakeholder engagement 	Worksheet 1.1
Step 2 Who to engage?	<ul style="list-style-type: none"> • Create a list of relevant to CLIMASP stakeholders • Develop a framework for carrying a Stakeholder Analysis 	Worksheet 2.1 Worksheet 2.2

<p>Step 3 How to engage?</p>	<ul style="list-style-type: none"> • Choose a suitable method for encouraging stakeholders' engagement • Plan stakeholder engagement, including time, tasks and responsibilities, risks, etc. 	<p>Focus group Interviews through tel and/or skype Questionnaire</p>
<p>Step 4 Assess the engagement process</p>	<ul style="list-style-type: none"> • Develop a framework for monitoring and assessing stakeholders' engagement 	<p>Worksheet 4.1</p>

Methodology and approach

CLIMASP plans workshops in the three partner countries (Egypt, Jordan and Lebanon) to garner information from key stakeholders on:

- 1) observed or anticipated impacts of climate change on the identified key sectors to be affected and the actions each country might propose in order to mitigate or adapt to such impacts and
- 2) competences needed to tackle climate change .

Key stakeholders from all relevant sectors will be invited, such as:

- university (key administrators, expert staff in the field of sustainability and climate change, student representatives, alumni representatives);
- public sector (policymakers and experts with responsibilities and interests in climate change, especially from concerned ministries, rural development, tourism, agriculture, fishery, community and social development, etc.);
- the private sector (trade unions, professional associations, tour companies, etc.);
- NGOs and community-based organisations working with the key sectors to be affected by climate change.

There is need to use a variety of participatory methods to stimulate experiential learning (mapping and feedback) as well as short presentations to engage stakeholders about how climate change could affect or is affecting the key sectors in the partner countries. This will be followed by:

- 1) identifying stakeholders first in terms of the Worksheet 2.1 and placing them according to the four inputs described in the Worksheet 2.2 (If you know your stakeholders, you can prepare the table before the workshop and possibly updated it during the workshop or after.

Outcomes

Although the outcomes of the stakeholders engagement are infused in various actions throughout the CLIMASP project, in the following, we give a summary out of it, using the templates developed. With respect to external stakeholders, coming mostly from public institutions such as ministries, key experts working in NGOs and civic societies as well as in

professional organisations and business/industry sector. More than 300 people took part in this process across the 10 partner institutions in Egypt, Jordan and Lebanon.

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Step 1: What is the purpose of stakeholder engagement? Worksheet 1			
CLIMASP Phases	Why engage stakeholders? [rationale]	What to do?	What will be the outcome?
Phase 1 Design	The engagement of the stakeholders can help them develop an understanding and consensus regarding the project, communicate the objectives of the project and make them part and owners of the project.	Present their organization, scope, aims, mission activities and its relevance with the CLIMASP project, provide additional information regarding their wants and needs from the project. To collect information regarding the knowledge, ideas, perspectives and attitudes of stakeholders regarding the issue of climate change and specific on CLIMASP,	Identification of the type and degree of their involvement in the project, as well as their needs related to the project.
Phase 2 Develop	Their engagement in the development phase can facilitate the inderdisciplinarity of the courses, and take into account the specific needs and particularities of interested parties, as well as the needs at national and regional level. Through this process we can secure the quality of the programmes, by drawing from diverse knowledge and allowing a representation of diverse social values.	Participate in the 2 nd national workshop and have an active input to the course development, because of their knowledge, ideas and insights. It is very important for stakeholders to engage in the course syllabi development, since they can secure the legitimacy of the programs, and ensure that the final product is a result of	The preparation of course modules, through the stakeholders' input as well as adjustment of the CLIMASP courses to their institution, agency etc according to their specific needs.

		consensus amongst all the interest parties.	
Phase 3 Pilot	Engagement of stakeholders in the pilot phase offers an added value to the improvement of the courses. They can be used as “shapers” that can provide more input for improving the courses. They can help “tailor” the modules according to the needs they identify and facilitate the process of piloting. Their engagement develops a sense of commitment and ownership.	Apply the courses in their particular context in order to observe how the processes, methods and practices are applied through interdisciplinary learning and teaching.	To submit their inputs, comments and observations regarding the improvement of courses.
Phase 4 Implement	The stakeholders’, participation in the implementation phase will lead to capacity - building, mitigate the risk in applying the courses and create a momentum for establishing a network of partners that will support the courses in a wider scale.	Participate in national workshop for reviewing the implementation phase and participate in the formative evaluation of the courses.	Evaluation results from the internal and external evaluation.
Phase 5 Evaluate	Engaging stakeholders to evaluation can provide feedback from various aspects regarding the quality of the process, the achievement of tasks. Additionally, through the evaluation you can have valuable information regarding the approximation of stakeholders’ satisfaction levels to	The evaluation process applied to all the phases of the project. In each phase it is expected from the stakeholders to participate in various evaluation and data collecting activities regarding the course	The results from the stakeholders’ evaluation.

	all the stages of the project implementation.	modules, their response to stakeholders' expectations and needed competences.	
Phase 6 Review	<p>Their engagement in the review process will provide opportunities for quality improvement of the course module. Their participation in this process can ensure the clarity of the process, develop a commitment amongst the stakeholders for achieving the aims and objectives of the project, and ensure a consensus and confirmation for the quality of the process, the desired outcomes and the final products.</p> <p>Participation in the review process can also highlight for the stakeholders the benefits they obtain from the programme and increase their commitment for working for the sustainability of the programme</p>	Participating to the peer review process, self-assessment, completing questionnaires, for indicating the gap, identifying the possible deficiencies and root causes that can lead to corrective actions.	Evaluation data that can be used for undertaking corrective actions, as well as reviewing the courses.

Step 2: Who to engage? Worksheet 2.1

Stakeholder	Who are they? [Define specifically]	What do we need from them?
<p>University: students, staff, administrators; alumni</p>	<ul style="list-style-type: none"> a) Graduate and postgraduate students from the fields of education, social sciences, economical sciences, biological sciences, energy, which attend courses related to the CLIMASP. b) Academic staff from the above fields, c) Administrators (department boards and academic bodies), d) If it's necessary will be engaged also alumni from the above fields. 	<ul style="list-style-type: none"> a) Collect information regarding their opinions of the course modules that attend, as well as their needs and suggestions for completing and updating them. b) Identify barriers and drivers for the development of the interdisciplinary CLIMASP curriculum and suggest ways of overcoming the barriers c) Engage in the mapping process of the modules d) Engage in the curriculum design e) Their views regarding the content of courses and their suggestions regarding the development of interdisciplinary courses, on processes, content, methods. We need also their participation to all the phases of course development, as well as their commitment that they applied the new courses. f) Administrators will facilitate the process of project implementation in all phases (communicating with the stakeholders, disseminating the information etc) g) Alumni will be engaged in case that the graduate and post graduate students participation is insufficient.
<p>Government agencies: Ministries; accreditation bodies; etc.</p>	<ul style="list-style-type: none"> a) Department of secondary and vocational and training education, b) Cyprus Pedagogical Institute c) Department of Environment (MoANRE) 	<ul style="list-style-type: none"> a) Collect data regarding the way that the climate change is approached in secondary school curriculum, as well as the needs and competencies that teachers in various educational levels need for delivering these issues effectively.

	<ul style="list-style-type: none"> d) Department of forestry e) Energy Service (Ministry of Energy, Trade and Tourism) f) Fishery Department g) Water Department h) Agriculture Research Institute i) Office of Commissioner of the environment, j) The Cyprus Institute 	<ul style="list-style-type: none"> b) Collect data and archives regarding the national action plan for EE/ESD, the type of education and training they offer on climate change and ESD, and identify teachers' needs regarding education for climate change. c) Collect information regarding the roadmap and national action plan for climate change in Cyprus, measures, process and synergies that promoted in governmental level for climate change. d) Collect data regarding the problems and the measures that can be undertaken in order to address climate change issues. Identify the needs and deficiencies of the staff for confronting those issues more effectively. e) Collect data and information regarding the processes and methods used in agriculture, problems that agriculture faced because of climate changes, needs and competences needed. f) Develop plans and designs regarding the field of energy in order to cover the needs and competencies required for having competent staff. g) Collect data regarding the problems and measures needed for addressing climate change, Consider the needs and deficiencies of the staff for confronting those issues more effectively. h) Collect data and information regarding plans, process and measures promoted by the political level for confronting climate changes. i) Collect data regarding research results for
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		climate change and their utilization for educational, practical, strategic and operational reasons.
Associations of: industries; farming; fisheries; professions; etc.	<ul style="list-style-type: none"> a) Cyprus Chamber of Industry and Commerce, b) Cyprus Tourism Organization 	<ul style="list-style-type: none"> a) Collecting information regarding the rules and prerequisites of employment in the fields of environment and energy. b) Information on enterprises' social responsibility, corporate policies on carbon footprint, initiatives and measures taken. c) Identify what needs to change. d) Identify what is needed in terms of staff education, in order to foster these changes, e) Collecting data regarding the effects of climate change in Cyprus Tourism, as well as measures undertaken for promoting sustainable tourism.
Civic society: Environmental, social and humanitarian NGOs; etc.	<ul style="list-style-type: none"> a) AKTH (NGO) b) Research Institute of Oceanography c) Nature Conservation Unit (NGO) d) CARDET (NGO) e) Future World Centre (NGO) f) Citizen's Energy Office (NGO), g) Cyprus energy agency (NGO) 	<ul style="list-style-type: none"> a) Identify areas of social life that can have a negative impact on climate change. Propose actions, related to education, which can eliminate this impact. b) Collect data and information regarding various projects that have been implemented regarding the coastal zone and climate changes c) Collect data and information regarding various projects that have been implemented regarding sea and climate changes d) Collect data and information regarding various projects that have been implemented regarding biodiversity and climate changes e) Gather data and information regarding the effects of climate change in social, economic and political aspects (poverty, hunger, women,

		children etc), f) Collect data regarding initiatives, projects, that have been undertaken for energy in educational, research, applied level and explore ways in which this information can be used effectively in the courses.
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Step 2: Who to engage? Worksheet 2.2				
Stakeholders defined based on Worksheet 2.1	Roles to be played	CLIMASP Phase	Perceived barriers/drivers*	Risk if they are not engaged
Graduate and postgraduate students from the fields of education, social sciences, economical sciences, biological sciences, energy,	Informants, reflectors	Design, pilot, implementation and Evaluation	Might be difficult to engaged actively in the process/Needed motivation and an exact clarification if what it is expected of them, as well to persuaded about the importance and the necessity of their participation	Missing important information from their aspect of view regarding the offered courses as well as their revisions.
Academic staff from the fields of education, social sciences, economical sciences, biological sciences, energy	Central	All the phases	The difficulty of breaking the boundaries of each discipline and bringing them together. Another difficult are the other priorities that the academic staff have as well as the difficulty to understand their role in a project like that./ For overcoming that is needed a clear explanation about the project and the importance of	<p>Their role is crucial. If they are not engaged there is a risk for not developing and implementing the project effectively.</p> <p>The presence of academics from various disciplines is necessary for achieving the interdisciplinarity sought from the programme</p>

			their role and participation	
Administrators	Facilitators – Enablers Overall monitoring Connectors – contact agents,	All phases	Time restrictions Priorities administrators set Awareness of the importance of the issues Insecurity and reluctance to support the program due to lack of knowledge and skills	Their role is crucial. They are the ones who will approve the operation of the program.
Department of secondary and vocational and training education,	Informants and Recipients	Design phase Development phase piloting phase	No barriers	No risk
Cyprus Pedagogical Institute	Informant, Recipients, Reflectors	Design phase Evaluation phase Review phase	No barriers	No risk
Department of Environment (MoANRE)	Informant, Recipients	Development phase Evaluation phase Review Phase	Barriers to participate because of limited time/ Timely information regarding the organization of the workshop and also collecting information through other resources in case that they are not involved actively.	Missing useful information regarding the official plans and strategies for climate change.
Department of forestry	Informant, Recipients, reflectors	Development phase	Barriers to participate because of limited time and /	Missing useful information regarding the official plans

		Evaluation phase Review Phase	Timely information regarding the organization of the workshop and also collecting information through other resources in case that they are not involved actively (personal interviews, or reflective diary).	and strategies, as well as measures and processes for protecting forest from climate change.
Agriculture Research Institute	Informant, Recipients, reflectors	Development phase Evaluation phase Review Phase	Barriers to participate because of limited time and / Timely information regarding the organization of the workshop and also collecting information through other resources in case that they are not involved actively (personal interviews, or reflective diary).	Missing useful information regarding the official plans and strategies, as well as measures and processes for protecting agriculture from climate change.
Water Department	Informant, Recipients, reflectors	Development phase Evaluation phase Review Phase	Barriers to participate because of limited time and / Timely information regarding the organization of the workshop and also collecting information through other resources in case that they are not involved actively (personal interviews, or reflective diary).	Missing useful information regarding the official plans and strategies related with water and climate change

Fishery Department	Informant, Recipients, reflectors	Development phase Evaluation phase Review Phase	Barriers to participate because of limited time and / Timely information regarding the organization of the workshop and also collecting information through other resources in case that they are not involved actively (personal interviews, or reflective diary).	Missing useful information regarding the official plans and strategies related with fishery and climate change
Office of Commissioner of the Environment	Informant, Recipients	Development phase Evaluation phase Review Phase	Barriers to participate because of limited time / Timely information regarding the organization of the workshop and also collecting information through other resources in case that they are not involved actively (personal interviews, or reflective diary).	Missing useful information regarding the decisions in political level regarding the climate changes.
Cyprus Institute	Informant, recipients, reflectors	Design, evaluation	No barriers	
Cyprus Chamber and Commerce of industry	Informant, recipients, reflectors	Design, evaluation	Barriers to participate because of limited time a / Timely information regarding the organization of the workshop and also collecting information	Their role is very important because can help to the alignment of programs with the labour.

			through other resources in case that they are not involved actively (personal interviews, or reflective diary).	
Cyprus Tourism Organization	Informant, recipients, reflectors	Design, evaluation	Might be difficult to engaged actively in the process/Needed motivation and an exact clarification if what it is expected of them, as well to persuaded about the importance and the necessity of their participation	Missing useful information regarding the social, cultural, economic impacts of tourism reduction because of climate change
AKTH (NGO)	Informant, recipients, reflectors	Design, evaluation	No barriers	
Nature Conservation Unit (NGO)	Informant, recipients, reflectors	Design, evaluation	No barriers	
CARDET (NGO)	Informant, recipients, reflectors	Design, evaluation	No barriers	
Future World Center (NGO)	Informant, recipients, reflectors	Design, evaluation	No barriers	

Research Institute of Oceanography	Informant, recipients, reflectors	Design, evaluation	No barriers	
Citizen's Energy Office) (NGO)	Informant, recipients, reflectors	Design, Evaluation	No barriers	

*General obstacles that might hinder stakeholders' engagement are considered: a) the differences in philosophies and ways of working, b) the hidden agendas that participants might have c) the rules of engagement that might not be clear, d) difficulties in the engagement as a procedure (lack of know-how). Those barriers refer to the stakeholders as a whole must be take in consideration by the initiators, from the beginning of the process, in order to be confronted effectively. This prerequisite by the initiators to organize the mapping of engagement in a way that:

- They will make clear that the objectives of the CLIMASP understood by all the stakeholders,
- Prepared the most appropriate methodology for active engagement of all the stakeholders,
- Prepared for resolving possible conflict issues amongst stakeholders,
- Initiators will know clearly what they pursued by the stakeholders involvement.

Step 3: How to engage stakeholders? Worksheet 3.1

Stakeholders (as defined previously)	Method of engagement (e.g., interview, focus group, survey questionnaire, Web 2.0, etc.)	CLIMASP Phase	Activities to be taken
Academic staff from the fields of education, social sciences, economical sciences, biological sciences, energy	Interviews & Group interviews Web 2.0 Reflective diaries	All Phases	Academics will be engaged in the needs assessment. Their ideas and views about the courses, will be obtained through interviews, focus groups and depending on the number by questionnaires. They will have an input in revising or developing the modules and actively participate in the delivery of these modules. Information on their ideas and suggestions for the improvement of the modules can be registered through reflective diaries as well as through interviews. This process can be followed both during piloting stage as well as throughout the implementation of the modules.
Graduate and postgraduate students from the fields of education, social sciences, economical sciences, biological sciences, energy	Focus groups, Survey questionnaire	Design, pilot, implementation and Evaluation	During design phase, use survey questionnaires and focus groups with graduate and postgraduate students in order to identify their views and needs on climate change with respect to their studies background. They will actively engage in the pilot and implementation phase by attending one of CLIMASP courses.
Alumni (if they participate)	Interviews or Survey questionnaire	Design, pilot, implementation and Evaluation	During design phase, alumni can be contacted in order to participate in a survey, exploring their competences (resulting from their studies) and needs as current professionals with respect to climate change.

			<p>During piloting and implementation phase they can potentially attend the offered modules.</p> <p>During the evaluation of the pilot study as well as the actual implementation phase they will provide feedback for the courses they attended which will be used for their review.</p>
Administrators	Interviews	All phases	<p>Be informed about the planning and development. (This is necessary for supporting the programme implementation)</p> <p>During the implementation of the pilot and the finalised courses, administrators will facilitate the courses' delivery, they can enable communication between the design teams and the working groups.</p>
Department of secondary and vocational and training education,	Interviews Document reviews Reflective focus group discussions.	Design phase Development phase Piloting phase	<p>Department of secondary and vocational training education functionaries will be interviewed in order to provide information on climate change aspects of the education provided. Special attention will be paid on the skills and competencies transferred by the current educational programmes to students and their degree of interdisciplinarity. This information can be used as a starting point for the identification of the information, skills and competencies that the modules should provide.</p> <p>This stake holder can also provide feedback on the end-products (modules) during the piloting and development phase.</p>
Pedagogical Institute	Interviews Document reviews Reflective focus group discussions.	Design phase Evaluation phase Review phase	<p>PI staff members will be interviewed in order to provide information on climate change aspects of the education provided. Special attention will be paid on the skills and competencies transferred to teachers by the current educational programmes and their degree of interdisciplinarity.</p>

			This stake holder can also provide feedback on the end-products (modules) during the evaluation and review phase.
<p>Department of Environment (MoANRE) Department of forestry Agriculture Research Institute Water Department, Department of Fishery Cyprus Tourist Organization</p> <p>The Cyprus Institute</p> <p>Cyprus Chamber of Commerce and Industry</p>	<p>Interviews, Document reviews Reflective focus group discussions. Feedback questionnaire</p>	<p>Development phase Evaluation phase Review Phase</p> <p>Design and Evaluation</p> <p>Design and Evaluation</p>	<p>Identify documents and run the document review for policies followed connected to climate change in order to collect this information. Identify areas within their field of activities that require further support by professionals, specialising in scientific, economic and social aspects of climate change. This information can be used during the development of the modules with the intention to increase the employability of graduates. Participate in discussion – focus groups in order to identify the information, skills and competencies needed from their professionals in their area, in order to effectively respond to the needs posed by the current governmental or corporation policy (e.g. agricultural practices, companies’ social responsibility and carbon footprint consideration). With the completion of the review and the pilot phases respectively they can review and comment on the products (modules) according to their point of view by means of discussion groups or feedback questionnaire.</p>
<p>Office of Commissioner of the environment</p>	<p>Interviews, Feedback questionnaire</p>	<p>Development phase Evaluation phase Review phase</p>	<p>By means of semi structured interviews, stakeholder can provide, based on their experience, examples of current unsustainable practices. Identify areas of interdisciplinary collaboration amongst the actors that could promote sustainable practice and address climate change issues.</p> <p>Stakeholder can also participate in discussion – focus groups in order to identify the information, skills and competencies needed from professionals who are working</p>

			<p>on social, environmental and economic dimensions of sustainable development and climate change. This information will be used for the planning and module's development phase in order to effectively respond to the needs posed by different professionals.</p> <p>With the completion of the review and the pilot phases respectively the stakeholder can review and comment on the products (modules) according to their point of view using a feedback questionnaire.</p>
AKTH (NGO)	Interviews, resources, focus groups, questionnaires	Design and Evaluation phase	<p>By means of semi structured interviews, stakeholder can provide, based on their experience, examples of current unsustainable practices. Identify areas of interdisciplinary collaboration amongst the actors that could promote sustainable practice and address climate change issues.</p> <p>Stakeholder can also participate in discussion – focus groups in order to identify the information, skills and competencies needed from professionals who are working on social, environmental and economic dimensions of sustainable development and climate change. This information will be used for the design and planning of the modules in order to effectively respond to the needs posed by different professionals.</p> <p>With the completion of the pilot phase the stakeholder can review and comment on the products (modules) according to their point of view using a feedback questionnaire.</p>
Nature Conservation Unit (NGO)	Interviews, resources, focus groups, questionnaires	Design and Evaluation	<p>Stakeholder can participate in discussion – focus groups in order to identify the information, skills and competencies needed from professionals who are working on biodiversity conservation issues affected by climate change.</p> <p>With the completion of the pilot phase the stakeholder can</p>

			review and comment on the products (modules) according to their point of view using a feedback questionnaire.
CARDET (NGO)	Interviews, resources, focus groups, questionnaires	Design and Evaluation	Draw from the stakeholder's expertise in interdisciplinary programmes, drawing from all sustainable development pillars (environmental, social and economical). Special emphasis will be given to their data regarding the impacts of climate change in vulnerable target groups as women and children, as well as the actions that have been undertaken for mitigating the problem (production of educational tools, courses that have developed for that purposes). With the completion of the review and the pilot phases respectively the stakeholder can review and comment on the products (modules) according to their point of view using a feedback questionnaire. The stakeholder can give feedback on the interdisciplinarity of the modules.
Future World Centre (NGO)	Interviews, resources, focus groups, questionnaires	Design and Evaluation phase	Draw from the stakeholder's expertise in interdisciplinary programmes, drawing from all sustainable development pillars (environmental, social and economical). Special emphasis will be given to their data regarding the impacts of climate change in vulnerable target groups as women and children, as well as the actions that have been undertaken for mitigating the problem (production of educational tools, courses that have developed for that purposes). With the completion of the review and the pilot phases respectively the stakeholder can review and comment on the products (modules) according to their point of view using a feedback questionnaire. The stakeholder can give feedback on the interdisciplinarity of the modules.

Cyprus energy office (NGO)	Interviews, resources, focus groups Feedback questionnaire	Design and Evaluation phase	<p>By means of semi structured interviews, stakeholder can provide, based on their experience, examples of current unsustainable practices. Identify areas of interdisciplinary collaboration amongst the actors that could promote sustainable practice on the field of energy conservation and climate change issues. They can also provide information on the education and training programs that have been offered to professionals of energy as well as tools that have been created for that purpose.</p> <p>Stakeholder can also participate in discussion – focus groups in order to identify the information, skills and competencies needed from professionals who are working on social, environmental and economic dimensions of sustainable development and climate change. This information will be used for the planning and module’s development phase in order to effectively respond to the needs posed by different professionals.</p> <p>With the completion of the review and the pilot phases respectively the stakeholder can review and comment on the products (modules) according to their point of view using a feedback questionnaire.</p>
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Step 4: Assess the stakeholders engagement process Worksheet 4.1

Name of stakeholder	CLIMASP Phase to get engaged	List questions of how to assess the engagement of the stakeholders	Describe the activities that ensure the stakeholders' engagement in each phase
<p>Academic staff from the fields of education, social sciences, economical sciences, biological sciences, energy</p>	<p>All the phases</p>	<p>Was the stakeholder represented in the organised steering meetings?</p> <p>Has the stakeholder formed a design team and working groups for the project?</p> <p>Is each actors' role (design team and working groups) clearly defined and understood?</p> <p>Which are the time frames set for the activities that need to be implemented?</p> <p>Are timeframes met?</p> <p>In what degree the involved academics use the tools provided by the programme (Rucas Toolkit)?</p> <p>Did their involvement meet</p>	<p>National Training workshops. Run kick off activities where the project steering committee, the inter-university design team, will communicate to the design teams of the participating institutions the project's objectives, and explain their role in the process.</p> <p>Run information activities where the design teams of the partners (academic institutions) will communicate the program to the university departments. Design teams should obtain their departments' concession for participation in the programme and identify members of the academic staff that could form the working groups.</p> <p>Stakeholders' Training workshops. Run kick off activities where the design team will communicate to the working groups the project's objectives, and explain their role in the process.</p> <p>Run brainstorming workshops within the working groups and between working groups and design teams the designing of the modules. Information would be drawn from the participants' experiences and from the information provided by other stakeholders (on the conflicts of interest in the area of SD and climate change</p>

<p>Graduate and postgraduate students from the fields of education, social sciences, economical sciences, biological sciences, energy & Alumni (if necessary)</p>	<p>Design, pilot, implementation and Evaluation</p>	<p>the requirements of the project; (respond sufficiently and in accordance to their discipline to the design, development and evaluation of the project)?</p> <p>In which ways their engagement to the project contributed to the achievement of the project aims?</p> <p>Did they interact sufficiently with the other stakeholders?</p> <p>Was this interaction beneficial for all parties?</p> <p>How many students and alumni engaged in the programme?</p> <p>From how many different disciplines the students are?</p> <p>What are the practical gains for the students due to their engagement in this project?</p>	<p>and on the information, skills and competencies needed for empowering professionals and citizens to address climate change and other SD issues).</p> <p>Working groups communicate program's progress to their departments and coordinate the module designing within their departments.</p> <p>Working groups monitor within their institution the piloting of the modules and coordinate the administration and collection of the monitoring and evaluation tools.</p> <p>Working groups will receive feedback from peers (academics), students, and other stakeholders outside the university on the developed pilot courses and review and finalise these courses for the implementation phase.</p> <p>Participate in data collecting activities (interviews, surveys, discussion focus groups...)</p> <p>Organise meeting between external stakeholders and students where the former can communicate the latter the practical value of attending the minor course, in terms of becoming active citizens and professionals in the area of SD and climate change as well as raising their employability in different professional areas.</p> <p>Students attend the offered modules.</p> <p>Students will provide feedback on the offered modules</p>
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		<p>Did their involvement meet the requirements of the project? (respond sufficiently and in accordance to their discipline to the design, development and evaluation of the project)?</p> <p>In which ways their engagement to the project contributed to the achievement of the project aims?</p> <p>Did they interact sufficiently with the other stakeholders?</p> <p>Was this interaction mutually beneficial?</p>	<p>(pilot).</p> <p>Students will provide feedback on the offered modules (implementation).</p>
Administrators	All phases	<p>What responsibilities the administrators have taken?</p> <p>Have the administrators authorised the progress of the programme's activities?</p> <p>How effective are the</p>	<p>Receive Information from and facilitate the work of the design team.</p> <p>Facilitate the courses' delivery,</p> <p>Facilitate communication between the design teams and the working groups.</p>

		administrators in facilitating the programme's activities?	
Department of secondary and vocational and training education,	Design phase Development phase piloting phase	<p>What information was obtained from the stakeholder concerning:</p> <ul style="list-style-type: none"> - The activities that undertaken for climate changes in schools? - The approaches used for examining the issues of climate change in schools? - The tools and resources used? - The needs of teachers and students for working with climate change in schools? - Did their involvement meet the requirements of the project? (respond sufficiently and in accordance to their discipline to the design, development and evaluation of the project)? - In which ways their engagement to the project contributed to the achievement of the project aims? - Did they interact sufficiently with the other stakeholders? 	<p>Interviews (& Join discussion - focus groups)</p> <p>Comment on the needs and competencies that students need to acquire for confronting those issues effectively.</p> <p>Comment on the needs and competencies that teachers need for confronting those issues effectively within teaching and learning processes.</p> <p>Reports</p> <p>Review current educational policy and report data regarding the way that the climate change is confronted in secondary and school curriculum.</p>

		<ul style="list-style-type: none"> - Was the interaction based on a win-win approach? - Did their engagement in the project help them to reconsider their views about teaching for climate changes in lower educational levels? 	
Cyprus Pedagogical Institute	<p>Design phase Evaluation phase Review phase</p>	<p>What information was obtained from the CPI on:</p> <ul style="list-style-type: none"> - the policy on education for climate change - the teachers' needs? - the education and training that instructors needed for educating teachers in climate changes ? - the current education and training courses for teachers in ESD and climate change? 	<p>Participation in Interviews Document reviews Review and report on education for climate change in educational programmes they offer Reflective focus group discussions.</p>
<p>Department of Environment (MoANRE) Department of forestry Agriculture Research Institute Water Department, Department of Fishery</p>	<p>Development phase Evaluation phase Review Phase</p>	<p>Was the stakeholder represented in the programme? How is each stakeholder engaged in the implementation of the climate change policy?</p>	<p>Participation in Interviews, Review and report on climate change policy in their sector Identify and report niches in their area (training needs, needs of experts for specific areas). Fill in the feedback questionnaire for the developed modules (before piloting and before actual implementation)</p>

<p>Cyprus Tourist Organization Cyprus Chamber of Commerce of Industry</p>		<p>What barriers and drivers has each stakeholder from the government sector identified within their areas of action, concerning the implementation of the policy on climate change? Which needs do they identify concerning their corresponding offices' operation with respect to climate change in terms of staff's skills and competencies? Which conflict areas do they identify concerning their corresponding offices' operation with respect to climate change?</p>	<p>Participate in reflective focus group discussions for identifying the information, skills and competencies needed from professionals in their area, in order to effectively respond to the needs posed by the current governmental or corporation policy (e.g. agricultural practices, companies' social responsibility and carbon footprint consideration). Fill in questionnaire Review and report their comments on the products (modules) according to their point of view.</p>
<p>Office of Commissioner of the environment</p>	<p>Development phase Evaluation phase Review phase</p>	<p>Was the stakeholder represented in the programme? In which ways is the stakeholder supporting the implementation of the programme? In which ways is the stakeholder facilitating the</p>	<p>Participate in interviews (based on their experience identify cases of current unsustainable practices, Identify areas of interdisciplinary collaboration amongst the actors) Participate in focus groups and discussion panels (for the identification of skills and competencies needed from professionals who are working on social, environmental and economic dimensions of sustainable development and climate change.</p>

		sustainability of the programme?	
AKTH (NGO)	Design, evaluation	Was the stakeholder represented in the programme?	<p>Participation in Interviews, Review and report on the actions they undertake for addressing the issue of climate change and other SD issues. Identify and report niches in their area (training needs, needs of experts for specific areas). Fill in the feedback questionnaire for the developed modules (before piloting and before actual implementation) Participate in reflective focus group discussions for identifying the information, skills and competencies needed from professionals in their area, in order to effectively respond to the needs posed by the current governmental or corporation policy (e.g. agricultural practices, companies' social responsibility and carbon footprint consideration). Fill in feedback questionnaire Review and report their comments on the products (modules) according to their point of view.</p>
Nature Conservation Unit (NGO)		In which ways is the stakeholder supporting the implementation of the programme?	
Citizen's Energy Office)		In which ways is the stakeholder facilitating the sustainability of the programme?	
CARDET (NGO)		How useful was the stakeholder's input for the finalisation of the programme's modules?	
Future World Center (NGO)			
The Cyprus Institute			