

## AlpGov 2 Work Package 1

# Setting Up an EUSALP Learning Environment

## Final Report



## Imprint

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### Note

PLANVAL is solely responsible for the content of this report.

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## Overview of material accompanying the Final Report

- Activity reports for initial work steps of the Learning Environment process:
  - Part I Report
  - Part II Roadmap
- Documentations and slides of the Capacity Building Series Modules
  - Kick-off
  - Future Bridge 1
  - EUSALP Lab
  - The Camp
  - Future Bridge 2

## 1 Executive summary

The main goal of Work Package 1 of the AlpGov 2 project was to prototype, test and assess a Learning Environment for the EU Strategy for the Alpine Region EUSALP, designed as a module-based, innovative capacity building system empowering actors to implement the EUSALP Action Plan and the Action Group work plans more effectively. Our work approach focussed on the capacity building needs of the key target groups, i.e. EUSALP Action Groups (AG) leaders and members as well as Executive Board (EB) members, combining Design Thinking and agile learning principles.

After an initial contextual framing with desk research and exploratory interviews with all nine AG leaders, we conducted a comprehensive online survey addressing EB members, AG leaders and members and collected from nearly 100 respondents both individual perspectives and needs as well as overall perceptions of EUSALP work. The results revealed a broad variety of pertinent issues and gaps. These analytical work steps allowed us to identify five strategic and horizontal topics of high relevance for capacity building in the Learning Environment prototype: impact-oriented work design, efficient multidimensional governance, activation of politicians, innovation and co-creation as well as agile project development and fundraising. These topics constituted the frame for designing the “EUSALP Capacity Building Series”, comprising six “learning and doing” modules. The original plan was a compact series of physical on-site workshops in Munich from summer to autumn 2021. However, the COVID-19 pandemic affected setting and schedule heavily, extending the runtime and restricting physical interaction to only one module:

- Kick-off: Impact-oriented work design (June 2021, online)
- Future Bridge 1: Towards an impactful and agile organisation (October 2021, online)
- EUSALP Lab: Solutions for real cases (November 2021 – April 2022, online)
- The Camp: Innovation, governance and policy activation (April 2022, Munich)
- Future Bridge 2: Towards an impactful and agile organisation (May 2022, online)

The Capacity Building Series finally consisted of nine workshops and twelve team coachings with a total of more than 100 participants, most of which AG leaders. The outputs range from impact models for EUSALP activities via concretely designed and partially already realised activities for specific practice cases (e.g. PR campaign of the Task Force Multifunctional Forest and Sustainable Use of Timber, or a best practice collection of digital infrastructure applications in Alpine areas) to prototypes of optimised EUSALP governance frameworks, policy-maker activation schemes and future capacity building formats. At the end of the series, a clear picture of a future capacity building system emerged: hybrid, module-based architecture (online platform + physical interaction formats), mainly addressing and oriented to the needs of AG leaders and members as well as Executive Board, expandable on demand. Contents and formats depend on key topics, which still have to be defined.

The Capacity Building Series received predominantly positive assessments from the participants. Individual benefits for future work in EUSALP were regarded as rather high. Particularly appreciated were the focus on concrete EUSALP cases and practice transfer, impact orientation, co-creation methods and collaboration in teams. On the critical side were the difficulties to involve relevant actors, restricted time resources for adequate engagement and the limitations of virtual settings.

Overall conclusions show that the Learning Environment prototyping process can be regarded as a successful kick-off for capacity building in EUSALP with initial empowerment achievements and a long list of ideas and prototypes waiting for coordinated implementation. The crucial questions at project end are therefore about how to exploit the momentum and about leadership and roles.

For practical and rapid capitalisation, we finally propose a three-step approach. The core of our proposal is to define few key topics with high need for EUSALP action and to run capacity building immediately related to these topics in the frame of a new project from 2023 to 2025. The key topics determine capacity building goals, contents and formats.

## 2 Background, objectives and report structure

### 2.1 EUSALP and the AlpGov projects

The **EU Strategy for the Alpine Region EUSALP** was adopted by the European Council in 2015. EUSALP includes 48 regions in Austria, France, Germany, Italy, Liechtenstein, Slovenia, and Switzerland. As its main objective, EUSALP aims *“to ensure that this region remains one of the most attractive areas in Europe, taking better advantage of its assets and seizing its opportunities for sustainable and innovative development in a European context.”*<sup>1</sup> To this end, the strategy focuses on economic growth and innovation, mobility and connectivity, environment and energy, sound macro-regional governance and institutional capacity building.

The **AlpGov project**<sup>2</sup>, implemented in the frame of the Interreg Alpine Space Programme from 2016 to 2019 under the leadership of the Bavarian State Ministry of the Environment and Consumer Protection (StMUV), aimed at supporting efficient EUSALP implementation in a systematic transnational multi-level governance approach. The consortium, representing all EUSALP Action Groups (AG), initiated appropriate governance structures and mechanisms mainly on AG level. Furthermore, the project partners fostered synergies with the General Assembly and Executive Board (EB) as well as with further institutional actors in alpine policy.

**AlpGov 2** was the follow-up project<sup>3</sup>, running in the Alpine Space Programme from 2020 to 2022, with Lombardy Region as the Lead Partner. StMUV is responsible for the thematic Work Package 1 (WP 1): “Skills development and EUSALP Action Groups empowerment” aiming at professionalising AG work and ensuring proper decision-making, based on given expertise and appropriate capacities of EUSALP actors. One main output shall be the prototype of a “Learning Environment for building capacities on AG and EB level for such topics which are of specific relevance also for the successful implementation of the other WPs”. To support the development of this prototype, StMUV assigned PLANVAL as external expert.

### 2.2 Objectives

AlpGov 2 WP 1 and the EUSALP Learning Environment (LE) process intended the following core objectives:

1. Prototyping, implementation, and assessment of an exemplary LE for the EUSALP
2. Co-creating the LE as a module-based, innovative learning system
3. Professionalisation of AG work and proper decision-making by capacity building and empowerment of AG members and other relevant actors such as the EB to implement the EUSALP Action Plan and the AG work plans more effectively and sustainably
4. Outline of ways to transfer and improve the results into activities beyond AlpGov 2

### 2.3 Structure of the Final Report

This report describes the work process, summarises key results and provides recommendations:

- Chapter 3: Approach to capacity building and work plan
- Chapter 4: Concept for the EUSALP Learning Environment prototype
- Chapter 5: Key results of the Learning Environment modules
- Chapter **Fehler! Verweisquelle konnte nicht gefunden werden.**: Reflection of results
- Chapter 7: Recommendations for future capacity building

More detailed information can be found in the reports for single activities (Part I Report, Part II Roadmap, Part II documentation reports of the modules Kick-off, Future Bridge 1 and 2, The Camp and EUSALP Lab).

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<sup>1</sup> EUSALP (2020): [Mission Statement](#)

<sup>2</sup> EUSALP (2020): [AlpGov](#)

<sup>3</sup> EUSALP (2020): [AlpGov 2](#)

### 3 Applied approach to capacity building and work process

The goals of AlpGov 2 WP 1 and the Learning Environment process are clearly linked with the current situation of the EUSALP process and its “ecosystem” of actors. As the European Commission puts it for all MRS: *“Partners involved in the MRS are now facing a moment of truth: the preparation for programmes over the 2021-2027 period provides a unique opportunity for them to demonstrate and strengthen their commitment to the priorities of the MRS [...]. The MRS have gained political visibility and generated very high expectations. However, without joint political impetus at national and regional level, the commitment of players on the ground, while very valuable, will not be enough to ensure the MRS survive.”*<sup>4</sup>

Thus, capacity building and the EUSALP learning environment, addressing AG leaders, AG members and EB members, has to be regarded as a substantial contribution to a successful transition from the initial EUSALP phase (2016-2020) towards consolidation, professionalisation and increased impact (2021+). To achieve the set goals in an efficient way, our approach combined three fundamental principles:

- We fully focussed on the capacities, resources and especially the **needs of the key target groups**, i.e. Action Groups leaders and members as well as Executive Board members.
- Together with these key target groups, we **co-created the prototype of the EUSALP Learning Environment** and the capacity building modules for topics of strategic relevance, based on Design Thinking methods.
- In these modules, we applied **agile learning principles**, thus stimulating agile organisational development of the Action Groups and providing respective incentives for the whole EUSALP governance system.

#### 3.1 Design Thinking

The focus on target groups or users is a guiding principle of Design Thinking. Developed in the USA in the 1960ies, refined in the 1980ies and spread to manifold areas of economy, society and ecology in the 1990ies, Design Thinking is today a well proven working culture and mindset. Design Thinking is a systematic, human-centred way to solving complex problems. Unlike traditional scientific and engineering approaches, which address problems from the view of technical solvability, user needs and requirements as well as user-oriented innovation are central to the process. This approach calls for iteration and continuous feedback between the developer of a solution and the target users. Design Thinkers step into the end users’ shoes, carefully observing their behaviours. Solutions and ideas are concretised and communicated in the form of simple, materialized prototypes as early as possible, so that potential users can test them and provide feedback – long before the completion or launch. Thus, Design Thinking generates innovative solutions by combining human desirability, feasibility and sustainability.

A key success factor are multidisciplinary settings and teams – which suits the EUSALP challenge and the diversity of Action Group members very well. A variety of professional backgrounds and functions, plus curiosity and openness for different perspectives, are the foundation of the creative working culture of Design Thinking. In Design Thinking formats, the participants are accompanied by coaches, in the case of the EUSALP LE by PLANVAL staff, who are trained in the methodology. The coach leads the team members through the entire process so they can focus on the contents of their constructive collaborative work, reach their targeted goals and maximise their learning effects.

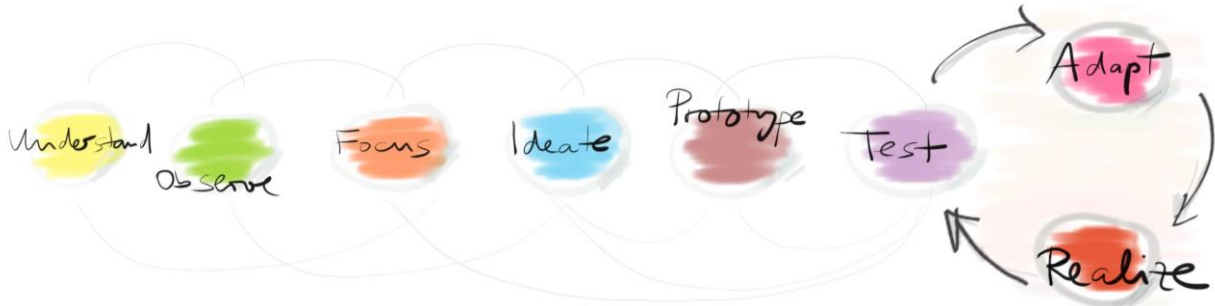
A Design Thinking process usually consists of six phases: from understanding and observing target groups needs via focusing on central issues to generating ideas, elaborating prototypes of solutions and testing them. For the present assignment, we propose to go beyond prototyping and testing five selected capacity building modules. By evaluating the implementation of each module, we can learn and adapt the next modules, which can then be realised with optimisations (see Figure 1). More information on Design Thinking

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<sup>4</sup> European Commission (2019): [Report on the implementation of EU macro-regional strategies](#)

can be found at Hasso Plattner Institute, the leading Design Thinking institution and academy on university level in Europe<sup>5</sup>.

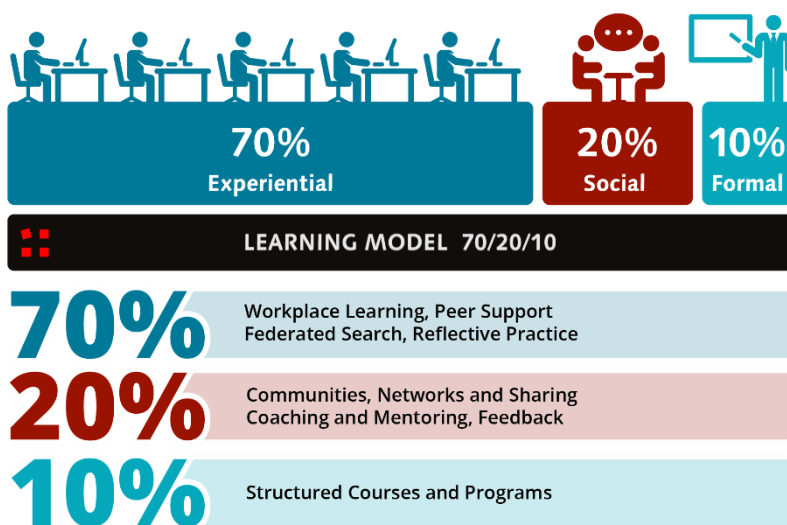
**Figure 1: Design Thinking process phases** (Probst 2019)



### 3.2 Agile learning

When it comes to adult education, learning and capacity building in today’s business and organisational context, the 70-20-10 model is revealing: studies have shown that employees learn 70% of the knowledge they require on the job, 20% through coaching and 10% through formal training (see Figure 2). The model can be used as a formula for designing efficient learning processes: formal training and social formats, in the

**Figure 2: 70-20-10 learning model** (Swiss Learning Hub 2020)



EUSALP context both rather face-to-face, as enablers and exchange platforms for workplace learning. Knowing the target groups’ needs and constraints allows a competence-based learning approach that is tailored to learners’ individual learning requirements. This also means: to make impact, the selected EUSALP topics for capacity building must be fully linked to the practical work of Action Groups.

“Agility” is a prominent buzzword today, not only in the business world. The term’s roots can be found in the “Agile Manifesto”, set up by IT experts in 2001, who strived for making software development more efficient,

flexible, dynamic and better oriented towards customers’ needs. The manifesto stipulates<sup>6</sup>:

- “Individuals and interactions over processes and tools.
- Working software over comprehensive documentation.
- Customer collaboration over contract negotiation.
- Responding to change over following a plan.”

<sup>5</sup> Hasso Plattner Institute (2022): [What is Design Thinking?](#)

<sup>6</sup> [Manifesto for Agile Software Development](#) (2001)



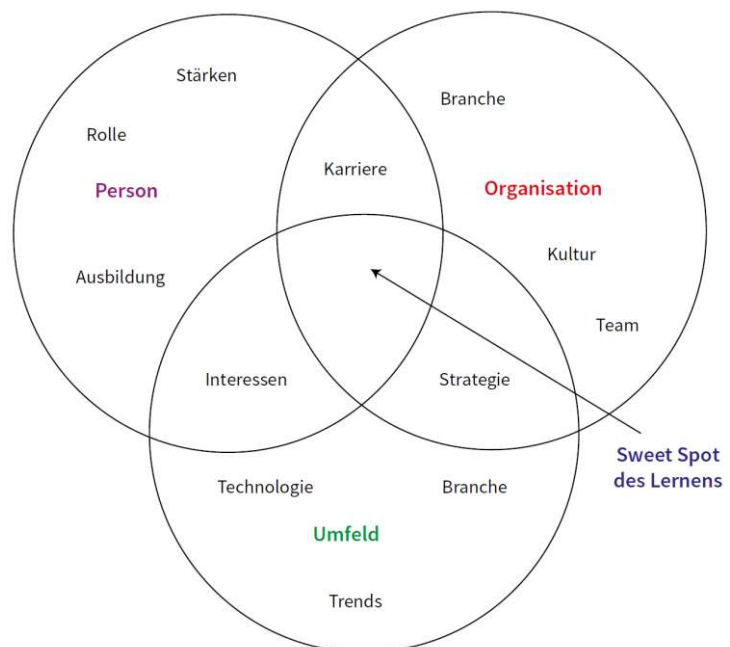
Based on that understanding, the concept of “agile learning” has recently been developed. The following definition is the fundament for our working approach (available in German only):<sup>7</sup> *“Agiles Lernen leitet sich vom agilen Arbeiten ab und zielt auf die lebenslange Anpassungs- und Innovationsfähigkeit von Mensch und Organisation. Agile Lernprozesse zeichnen sich durch kurze, klar strukturierte Abläufe bei gleichzeitiger Flexibilisierung und Individualisierung der Inhalte [...] aus. Zielorientierung, Kollaboration, Selbststeuerung und Dynamik prägen diesen Ansatz. Im weiteren Sinne bedarf agiles Lernen eines passenden Mindsets (Selbstwirksamkeit und Entwicklungsfähigkeit), Skills (z.B. Lernkompetenzen) und eine passende Fehler- und Lernkultur.”*

Agile learning – or agile capacity building – can very well be combined with Design Thinking because both focus on users (or learners). Learning is especially successful when the needs of a learner, of his/her organisation and of their environment match. Vice versa, learning is hindered or impossible, if a person’s skills and capacities are insufficient for developing a new issue. Agile learning seeks to optimise the intersection of learner, organisation and environment (“sweet spot of learning”): the bigger the sweet spot, the more effective and professional the learning success of individual and organisation (see Figure 3).

**Figure 3: Sweet spots of learning** (Graf N., Gramß D., Edelkraut F. 2019: Agiles Lernen.)

Following the Agile Manifesto, some basic guidelines for agile learning are common sense:<sup>8</sup>

- Individual learning needs are more important than processes and tools.
- Demand-oriented learning offers are more important than certificates.
- Accompanying the individual learning process is more important than fixed methods and models.
- Reacting to changes and corresponding adjustments are more important than executing action plans.



Depending on the individual and organisational needs, a large variety of agile learning formats is available (see for example: Graf N., Gramß D., Edelkraut F. 2019: Agiles Lernen.). To find the most promising and potentially impactful formats, our approach combined Design Thinking and agile learning principles, with the EUSALP Action Groups as key actors. The intention of co-creating capacity building modules for topics of strategic relevance was, besides prototyping the EUSALP Learning Environment, that the outputs and results will trigger first steps of agile organisational development and outline further progress potentials for the future of EUSALP.

<sup>7</sup> Graf N., Gramß D., Edelkraut F. (2019): Agiles Lernen.

<sup>8</sup> Graf N., Gramß D., Edelkraut F. (2019): Agiles Lernen.

### 3.3 Work process

#### 3.3.1 Original planning and COVID-19 implications

The process of prototyping the EUSALP Learning Environment was divided into three main parts with several activities, running from March 2020 and to June 2022. However, the COVID-19 pandemic affected the original work plan and schedule heavily. Initial work steps faced substantial delays, which, nevertheless, we managed to compensate in the course of further project runtime. Major organisational and technical constraints resulted from the need to convert capacity building modules to virtual formats. The core part, the implementation of the capacity building modules, was initially planned as a compact series of physical on-site workshops in Munich between June and October 2021. The most intense format, the 3-days “Camp”, had to be postponed for seven months to make a physical implementation in Munich feasible, only in April 2022. As a consequence, the “Future Bridge” module, originally designed to wrap up and reflect results from the previous four modules, had to be split into two half day workshops, the second one as the closing event in May 2022, i.e. very close to project end.

To fill the gap between Future Bridge 1 in October 2021 and The Camp in April 2022, StMUV decided to implement an additional capacity building format, the “EUSALP Lab”. This demand-driven format allowed interested actors to experiment with innovative ways of working on real and current EUSALP cases. With onboarding sessions, three common workshops and three individual coaching sessions, the Lab triggered team dynamics and provided added value with concrete solutions.

The conversion to online formats can be seen from two perspectives. On the one hand, our virtual workshops with video conference and digital workspaces avoided travelling, saving time and money, thus allowing a higher number of participants. On the other hand, setting up the digital working environment demanded unplanned resources, and doing capacity building fully online posed quite a barrier for several participants.

#### 3.3.2 Work steps overview

The work process of designing, implementing and assessing the Learning Environment comprised three superordinate major parts with a total of eight specific activities. We started with preparatory work in March 2020 and terminated with summarising results in the Final Report and presenting key contents at the AlpGov 2 Final Conference in Trento end of June 2022.

**Table 1: Work steps**

#### Part I: Development of a concept for the EUSALP Learning Environment

##### Analysis of topics with strategic relevance for EUSALP Action Groups (March – November 2020)

- Internal kick-off meeting and detailed work plan
- Revealing framework conditions and challenges for capacity building in the frame of EUSALP
- Identifying concrete learning needs of EUSALP actors
- Selecting 5 topics of strategic relevance for capacity building

##### Modules for 5 strategic capacity building topics (September 2020 – November 2020)

- Outlining potential capacity building formats for the 5 selected topics
- Ideating adequate, concrete and feasible capacity building formats for the 5 selected topics
- Reflecting format ideas and developing draft concepts for the formats

#### Part II: Implementing the EUSALP Learning Environment modules

##### Roadmap for setting up the LE prototype (December 2020 – March 2021)

- Concretising the capacity building formats
- Creating a roadmap for implementing the formats

##### Supporting material for the capacity building modules (May 2021 – April 2022)

- Drafting and finalising concrete programmes for the capacity building modules
- Producing required supporting materials

**Carrying out the capacity building modules (April 2021 – May 2022)**

- Organising and implementing the capacity building modules: Kick-off, Future Bridge 1, EUSALP Lab (additional offer), The Camp, Future Bridge 2
- Experience-based, iterative optimisation from module to module

**Liaising with other MRS (June 2021 – June 2022)**

- Organising exchange with other MRS on benefits, success factors and barriers for cooperation and mutual learning

**Part III: Reflection of results and recommendations for future capacity building in EUSALP****Assessment of results and future recommendations (May – June 2022)**

- Workshop to reflect the whole LE process
- Drafting recommendations for future capacity building activities in the frame of EUSALP

**Final Report and presentation (June 2022)**

- Finalising recommendations, summarising results and elaborating a Final Report
- Presenting key results at AlpGov 2 Final Conference

## 4 Concept for the EUSALP Learning Environment prototype

### 4.1 Revealed framework conditions, challenges and capacity building needs

#### 4.1.1 Initial framing and exploratory interviews with AG leaders

To contextualise the EUSALP situation concerning capacity building and institutional governance as well as to capture EUSALP actors' expectations concerning the Learning Environment, a kick-off meeting and two exchanges with StMUV were held about EUSALP strategy, structures, processes, stakeholders and contents.

To dive deeper, we thoroughly screened relevant documents and further relevant sources of information. The scope of this **desk research** covered the following sources:

- EUSALP Action Plan (2015), AG work plans (2016-2020, 2020+), management reports, governance documents (e.g. Rules of Procedure for EB and AG)
- Documents and products from AG projects
- Relevant documents from other MRS, especially the European Union Strategy for the Baltic Sea Region (EUBSR) and the EUBSR Horizontal Action "Capacity", above all the capacity building programme, as well as relevant cross-MRS and INTERACT initiatives and documents, e.g. "Building common capacity support environment for enhanced implementation of the EU macro-regional strategies" (2018)
- Relevant EC documents, e.g. EC Report on the implementation of EU macro-regional strategies (COM (2020) 186 / 578)

The basic comprehension gained by the initial framing set the ground to design interviews with the AG leaders to further deepen the understanding of the situation, and especially to explore the capacity building needs from the perspective of the AG leaders. The following summary shows the main results of **exploratory interviews with nine Action Group leaders**, carried out in July 2020. The structured interviews focussed on EUSALP Action Group work, combining a general Appreciative Inquiry approach addressing individual experiences and specific questions on fields of work and ideas for improvement. These initial insights enlightened generic challenges for AG work and provided a first long list of potential issues for capacity building.

<p><b>Role, fields of work, tasks</b></p>	<ul style="list-style-type: none"> <li>▪ AG leaders perceive their role as interesting and challenging both on operational and strategic level</li> <li>▪ Heterogenous picture concerning roles and priorities (e.g. preference of strategic or operational tasks)</li> <li>▪ Content related work clearly rated most important, diffuse assessment of project management</li> <li>▪ Numerous and diverse tasks to be done within the fields of work</li> <li>▪ Coordination and reporting as the most time consuming and least efficient fields of work</li> <li>▪ Comparison importance/time effort shows that engagement corresponds rather well with relevance</li> <li>▪ Appreciation of the experience exchange with other AG leaders and high hopes for the LE.</li> </ul> <div style="text-align: center;"> <p><b>Importance / relevance fields of work</b></p> <table border="1"> <caption>Importance / relevance fields of work</caption> <thead> <tr> <th>Field of Work</th> <th>Less important</th> <th>Important</th> <th>Very important</th> </tr> </thead> <tbody> <tr> <td>Network building</td> <td>0</td> <td>2</td> <td>0</td> </tr> <tr> <td>Funding</td> <td>0</td> <td>4</td> <td>0</td> </tr> <tr> <td>Communication work</td> <td>1</td> <td>3</td> <td>4</td> </tr> <tr> <td>Coordination work within EUSALP</td> <td>0</td> <td>2</td> <td>7</td> </tr> <tr> <td>Project generation</td> <td>0</td> <td>4</td> <td>3</td> </tr> <tr> <td>Project management</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Policy related work</td> <td>0</td> <td>3</td> <td>5</td> </tr> <tr> <td>Content related work</td> <td>0</td> <td>0</td> <td>7</td> </tr> </tbody> </table> </div> <div style="text-align: center;"> <p><b>Time effort fields of work</b></p> <table border="1"> <caption>Time effort fields of work</caption> <thead> <tr> <th>Field of Work</th> <th>Low time effort</th> <th>Medium time effort</th> <th>High time effort</th> </tr> </thead> <tbody> <tr> <td>Network building</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Funding</td> <td>2</td> <td>3</td> <td>0</td> </tr> <tr> <td>Communication work</td> <td>1</td> <td>5</td> <td>2</td> </tr> <tr> <td>Coordination work within EUSALP</td> <td>1</td> <td>3</td> <td>5</td> </tr> <tr> <td>Project generation</td> <td>2</td> <td>4</td> <td>1</td> </tr> <tr> <td>Project management</td> <td>3</td> <td>5</td> <td>1</td> </tr> <tr> <td>Policy related work</td> <td>1</td> <td>4</td> <td>3</td> </tr> <tr> <td>Content related work</td> <td>0</td> <td>2</td> <td>5</td> </tr> </tbody> </table> </div>	Field of Work	Less important	Important	Very important	Network building	0	2	0	Funding	0	4	0	Communication work	1	3	4	Coordination work within EUSALP	0	2	7	Project generation	0	4	3	Project management	2	3	4	Policy related work	0	3	5	Content related work	0	0	7	Field of Work	Low time effort	Medium time effort	High time effort	Network building	0	1	1	Funding	2	3	0	Communication work	1	5	2	Coordination work within EUSALP	1	3	5	Project generation	2	4	1	Project management	3	5	1	Policy related work	1	4	3	Content related work	0	2	5
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<p><b>Main challenges</b> (statement summary, not ranked)</p>	<ul style="list-style-type: none"> <li>▪ Challenging mix of administration, coordination, management; need to keep up with content progress</li> <li>▪ Matching strategic priorities of different levels (presidency, EB, AG)</li> <li>▪ Long-term perspective (AG, projects) vs. short-term perspective (reporting, presidency)</li> <li>▪ Collaboration in the transnational context</li> <li>▪ Activation of AG members</li> <li>▪ Identification and activation of stakeholders and networks outside EUSALP (e.g. politicians, economy)</li> <li>▪ Communication of EUSALP's concrete added value for different target groups</li> <li>▪ Generation of meaningful projects addressing real needs and making impact on local level</li> <li>▪ Finding funding opportunities for projects</li> </ul>																																																																								
<p><b>Long list of potential issues for capacity building</b> (statement summary, not ranked)</p>	<ul style="list-style-type: none"> <li>▪ Impact-oriented work</li> <li>▪ Managing complexity</li> <li>▪ Change management</li> <li>▪ Multidimensional governance across sectors and territorial levels</li> <li>▪ Innovation and co-creation methods</li> <li>▪ Good ideas for effective transnational projects</li> <li>▪ Agile ways of working</li> <li>▪ Remote / virtual collaboration</li> <li>▪ Matchmaking to find and involve relevant actors</li> <li>▪ Effective stakeholder participation</li> <li>▪ Tailormade communication to target groups</li> <li>▪ Storytelling for effective communication</li> <li>▪ Mobilising politicians</li> <li>▪ Entrepreneurial thinking and action</li> <li>▪ Fundraising and financing projects</li> </ul>																																																																								

### 4.1.2 Online survey for EB members, AG leaders and AG members

Based on the results of the exploratory interviews, a comprehensive online survey was developed and implemented in September / October 2020. The structured survey with 17 mainly qualitative questions, addressing EB members, AG leaders and AG members collected both individual perspectives and needs as well as overall perspectives on EUSALP as a whole.

The main results of the online survey with 96 participants are presented below, highlighting issues of high relevance for identifying potential topics for capacity building in the frame of the EUSALP LE. If not mentioned differently, the results are related to the entirety of participants. Otherwise, the groups EB members, AG leaders and AG members are explicitly indicated.

General questions on individual role and work in the frame of EUSALP																											
Roles within EUSALP*	Role	Number of participants	Percentage																								
	EB member	18	19%																								
	AG leader (or support)	24	25%																								
	AG member	53	56%																								
* One participant has skipped this question																											
<b>Time effort</b>	<ul style="list-style-type: none"> <li>Substantial differences concerning the time effort for EUSALP.</li> <li>AG leaders invest more time than EB members. AG members invest least time.</li> </ul>																										
<b>Territorial levels of work</b>	<ul style="list-style-type: none"> <li>In the frame of EUSALP, all three groups work mostly on transnational and/or EU level and regional level, followed by national level.</li> <li>Work on local level is weakly developed (26% of AG members, 21% of AG leaders, 0% of EB members).</li> </ul>																										
<b>Fields of work</b>	<ul style="list-style-type: none"> <li>Fields of work vary distinctively between the groups.</li> <li>EB members focus on coordination and policy related work, AG members on content and policy related work. AG leaders face the full range with emphasis on coordination and administration.</li> </ul>																										
	<table border="1"> <caption>Data for Fields of Work Bar Chart</caption> <thead> <tr> <th>Group</th> <th>Policy related work</th> <th>Content related work</th> <th>Coordination work</th> <th>Communication work</th> <th>Administration work (incl. reporting)</th> </tr> </thead> <tbody> <tr> <td>EB members</td> <td>78%</td> <td>38%</td> <td>82%</td> <td>32%</td> <td>28%</td> </tr> <tr> <td>AG leaders</td> <td>50%</td> <td>65%</td> <td>78%</td> <td>50%</td> <td>78%</td> </tr> <tr> <td>AG members</td> <td>55%</td> <td>78%</td> <td>35%</td> <td>22%</td> <td>10%</td> </tr> </tbody> </table>			Group	Policy related work	Content related work	Coordination work	Communication work	Administration work (incl. reporting)	EB members	78%	38%	82%	32%	28%	AG leaders	50%	65%	78%	50%	78%	AG members	55%	78%	35%	22%	10%
Group	Policy related work	Content related work	Coordination work	Communication work	Administration work (incl. reporting)																						
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Perception of the performance within fields of work (assessed for EUSALP as a whole, not individual performance)																											
<b>Administration work</b>	<ul style="list-style-type: none"> <li>The organisation of meetings and conferences is perceived positively.</li> <li>EB is more sceptical than AG leaders and members regarding performance of reporting, finance and accounting, and human resources management.</li> </ul>																										
<b>Content related work</b>	<ul style="list-style-type: none"> <li>Performance of project development is considered good or very good by the majority.</li> </ul>																										

	<ul style="list-style-type: none"> <li>▪ Potential for performance improvement is seen by EB members in project implementation, involvement of relevant stakeholders, and elaboration of the presidency programme / AG work plan.</li> </ul>																																																																						
<p><b>Coordination work</b></p>	<ul style="list-style-type: none"> <li>▪ Coordination within the AGs is mostly considered as good or very good.</li> <li>▪ Coordination between AGs and EB is rated weakest, particularly by EB members and AG leaders.</li> <li>▪ Coordination with EU bodies, national and regional/local bodies is perceived as rather weak especially by AG leaders.</li> </ul>																																																																						
<p><b>Policy related work</b></p>	<ul style="list-style-type: none"> <li>▪ Information of policy makers ranks moderate to weak, mobilisation of policy makers moderate to very weak.</li> <li>▪ Support for political and strategic decisions is assessed weak or very weak by rather half of AG leaders and members.</li> </ul> <div data-bbox="399 645 1444 996" style="text-align: center;"> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Estimated Performance Data for Policy Related Work</caption> <thead> <tr> <th>Task</th> <th>Very good</th> <th>Rather good</th> <th>Moderate</th> <th>Rather weak</th> <th>Very weak</th> <th>I don't know</th> </tr> </thead> <tbody> <tr> <td>Acquisition of financial resources</td> <td>2%</td> <td>18%</td> <td>30%</td> <td>25%</td> <td>15%</td> <td>10%</td> </tr> <tr> <td>Support for political and strategic decisions</td> <td>2%</td> <td>25%</td> <td>30%</td> <td>25%</td> <td>10%</td> <td>8%</td> </tr> <tr> <td>Elaboration of policy documents</td> <td>5%</td> <td>35%</td> <td>30%</td> <td>20%</td> <td>5%</td> <td>5%</td> </tr> <tr> <td>Mobilisation of policy makers for EUSALP</td> <td>0%</td> <td>20%</td> <td>30%</td> <td>35%</td> <td>10%</td> <td>5%</td> </tr> <tr> <td>Information of policy makers about EUSALP</td> <td>0%</td> <td>20%</td> <td>50%</td> <td>20%</td> <td>5%</td> <td>5%</td> </tr> </tbody> </table> </div>	Task	Very good	Rather good	Moderate	Rather weak	Very weak	I don't know	Acquisition of financial resources	2%	18%	30%	25%	15%	10%	Support for political and strategic decisions	2%	25%	30%	25%	10%	8%	Elaboration of policy documents	5%	35%	30%	20%	5%	5%	Mobilisation of policy makers for EUSALP	0%	20%	30%	35%	10%	5%	Information of policy makers about EUSALP	0%	20%	50%	20%	5%	5%																												
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<p><b>Communication work</b></p>	<ul style="list-style-type: none"> <li>▪ Strong signals of weak or very weak performance in communication to various target groups, especially citizens, media, and enterprises as well as national, regional, and local politicians and officers.</li> </ul> <div data-bbox="399 1153 1444 1668" style="text-align: center;"> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Estimated Performance Data for Communication Work</caption> <thead> <tr> <th>Task</th> <th>Very good</th> <th>Rather good</th> <th>Moderate</th> <th>Rather weak</th> <th>Very weak</th> <th>I don't know</th> </tr> </thead> <tbody> <tr> <td>Communication to media</td> <td>0%</td> <td>10%</td> <td>15%</td> <td>35%</td> <td>25%</td> <td>15%</td> </tr> <tr> <td>Communication to citizens</td> <td>0%</td> <td>5%</td> <td>20%</td> <td>30%</td> <td>35%</td> <td>10%</td> </tr> <tr> <td>Communication to enterprises</td> <td>0%</td> <td>5%</td> <td>15%</td> <td>40%</td> <td>25%</td> <td>15%</td> </tr> <tr> <td>Communication to NGOs and associations</td> <td>5%</td> <td>25%</td> <td>35%</td> <td>20%</td> <td>10%</td> <td>5%</td> </tr> <tr> <td>Communication to experts</td> <td>5%</td> <td>30%</td> <td>30%</td> <td>20%</td> <td>5%</td> <td>10%</td> </tr> <tr> <td>Communication to nat., reg., local officers</td> <td>2%</td> <td>15%</td> <td>30%</td> <td>35%</td> <td>10%</td> <td>8%</td> </tr> <tr> <td>Communication to nat., reg., local politicians</td> <td>0%</td> <td>15%</td> <td>25%</td> <td>40%</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>Communication to EU officers</td> <td>2%</td> <td>25%</td> <td>30%</td> <td>15%</td> <td>10%</td> <td>18%</td> </tr> <tr> <td>Communication to EU politicians</td> <td>0%</td> <td>20%</td> <td>30%</td> <td>20%</td> <td>10%</td> <td>15%</td> </tr> </tbody> </table> </div>	Task	Very good	Rather good	Moderate	Rather weak	Very weak	I don't know	Communication to media	0%	10%	15%	35%	25%	15%	Communication to citizens	0%	5%	20%	30%	35%	10%	Communication to enterprises	0%	5%	15%	40%	25%	15%	Communication to NGOs and associations	5%	25%	35%	20%	10%	5%	Communication to experts	5%	30%	30%	20%	5%	10%	Communication to nat., reg., local officers	2%	15%	30%	35%	10%	8%	Communication to nat., reg., local politicians	0%	15%	25%	40%	10%	10%	Communication to EU officers	2%	25%	30%	15%	10%	18%	Communication to EU politicians	0%	20%	30%	20%	10%	15%
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<p><b>General conclusion</b></p>	<ul style="list-style-type: none"> <li>▪ Performance of content related work and administration work is rated best.</li> <li>▪ Performance of <b>coordination work</b> is perceived heterogeneously depending on the task and role.</li> <li>▪ Performance of <b>policy related work</b> is assessed rather moderate.</li> <li>▪ Performance of <b>communication work</b> is considered the weakest.</li> </ul>																																																																						

## Competences and skills that should be improved to increase performance of EUSALP work (assessed for EUSALP as a whole)

### Highest potentials for improvement

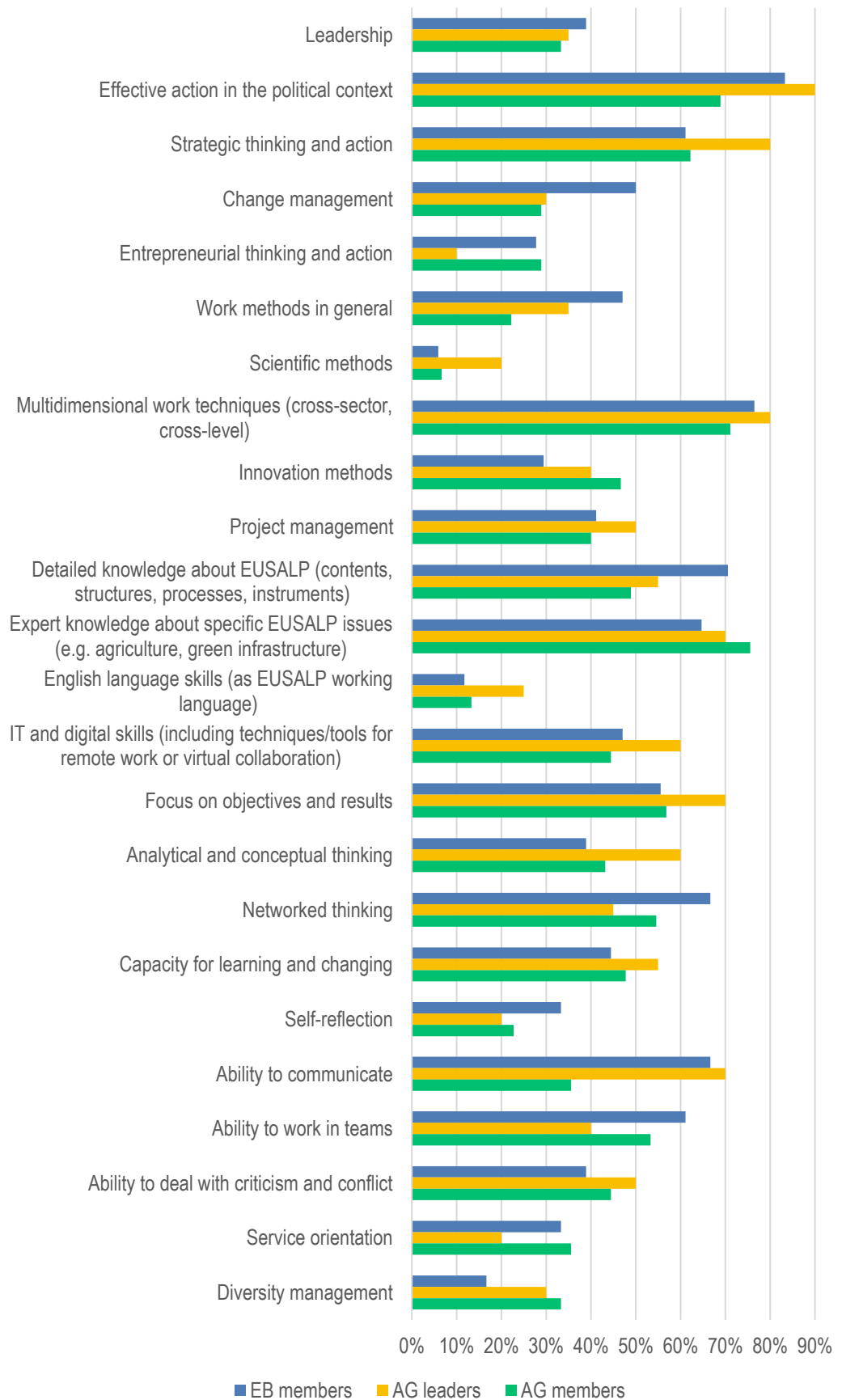
**Highest potentials for improvement** (items mentioned by more than 50% of participants; results not differentiated by group. Note: multiple choice question, number of choices not limited):

Effective action in the political context	77%
Multidimensional work techniques (cross-sector, cross-level)	74%
Expert knowledge about specific EUSALP issues (e.g. agriculture, green infrastructure)	72%
Strategic thinking and action	66%
Focus on objectives and results	60%
Detailed knowledge about EUSALP (contents, structures, processes, instruments)	55%
Networked thinking	55%
Ability to work in teams	51%
Ability to communicate	50%

**Depending on the role** as EB member, AG leader or AG member, several issues were rated differently. The following issues are not included in the table above, but are particularly popular (mentioned by more than 50% of a specific group):

IT and digital skills, including techniques for remote work or virtual collaboration	AG leaders	60%
Analytical and conceptual thinking	AG leaders	60%
Capacity for learning and changing	AG leaders	55%
Change management	EB members	50%
Project management	AG leaders	50%
Ability to deal with criticism and conflict	AG leaders	50%

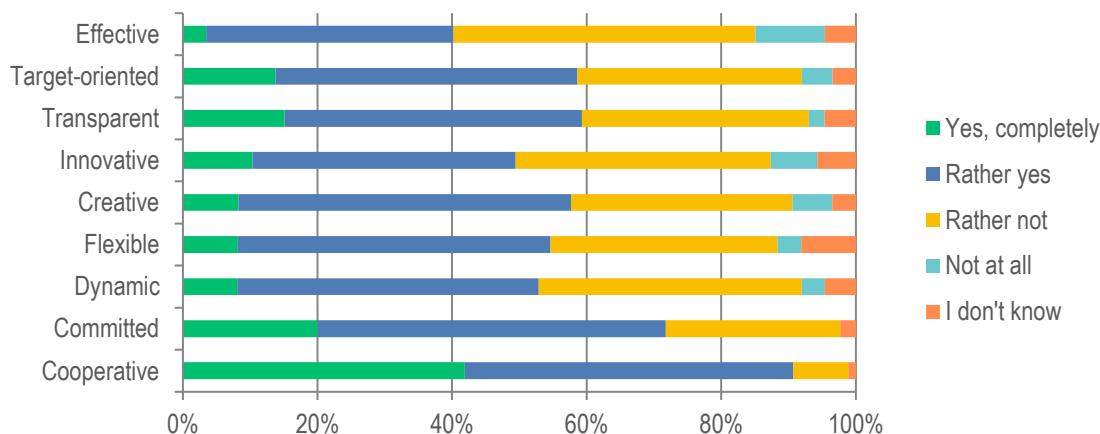
**Potentials for improvement (competences and skills)**





**Characterisation of the way of working in the frame of EUSALP (assessed for EUSALP as a whole)**

- Heterogenous perception within the three groups as well as between the groups.
- “Cooperative” and “committed” as the most suitable characterisations of the way of working in the frame of EUSALP.
- Lowest rankings for “effective” and “innovative”.



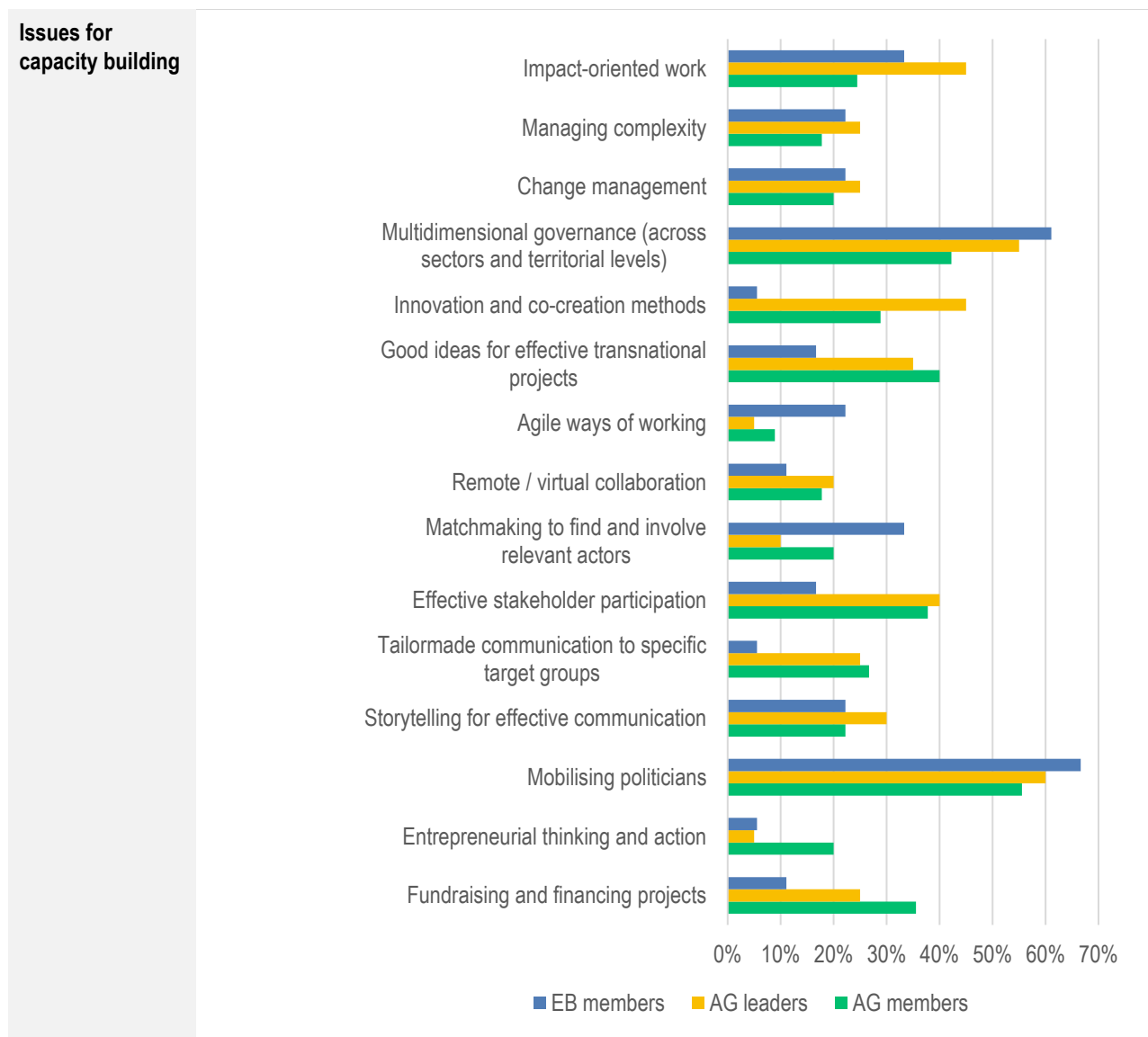
**Issues for capacity building in the frame of the EUSALP Learning Environment (individual preferences of participants)**

**Issues for capacity building** **Top ten capacity building issues** (percentage; results not differentiated by group. Note: multiple choice question, number of choices limited to 5):

Mobilising politicians	59%
Multidimensional governance (across sectors and territorial levels)	49%
Good ideas for effective transnational projects	34%
Effective stakeholder participation	34%
Impact-oriented work	31%
Innovation and co-creation methods	28%
Fundraising and financing projects	28%
Storytelling for effective communication	24%
Change management	22%
Tailormade communication to specific target groups	22%

**Depending on the role** as EB member, AG leader or AG member, several issues were rated differently. The following issues are not included in the table above, but are rather relevant for specific groups (selected by more than 20% of one group):

Matchmaking to find and involve relevant actors	EB members 33%, AG members 20%
Managing complexity	EB members 22%, AG leaders 25%
Agile ways of working	EB members 22%
Remote / virtual collaboration	AG leaders 20%
Entrepreneurial thinking and action	AG members 20%



**Wishlist of how to achieve more impact with EUSALP work**

**Pool of wishes and ideas**      **Top ten clusters of wishes and ideas** related to the final and open question of the online survey: “Let’s dream! If you had superpowers, what would you do to achieve maximum impact with your EUSALP work?” (percentage; results not differentiated by group; number of respondents: 54)

Create a shared vision and common understanding of EUSALP and AG goals	17%
Better sensibilisation and activation of politicians at different levels	17%
Stimulate involvement and participation of stakeholders at regional and local level	15%
Make more and sustainable impact	13%
Ensure long-term financing of EUSALP structures and projects, independent from ETC	13%
Effective communication about contents, EUSALP success stories, and concrete added value	13%
Focus work and projects on issues that really matter in the Alpine regions, focusing on concrete needs	9%
Establish a technical support structure	7%
Improve internal governance between actors and make procedures more efficient	7%
Provide more time resources for AG leaders and AG members	7%

## 4.2 Identified topics of strategic relevance for capacity building

The previous work steps, initial framing of the EUSALP, exploratory interviews and online survey, provided the basis for identifying topics of high relevance for capacity building in the frame of the EUSALP Learning Environment. This first step of synthesis fully focussed on the challenges and needs revealed by the participating EUSALP actors.

When aggregating the broad variety of aspects determined as relevant, which range from very generic issues to very specific details, we concentrated on elements with the following characteristics:

- Elements assessed as basically relevant for all target groups or for single target groups (AG leaders, AG members, EB members)
- Elements rated as particularly important or valuable for all or single target groups
- Elements covering different superordinate needs, themes, and fields of work (i.e. rather covering the horizontal range of important items than limiting to only one or two items)
- Elements promising effective and agile capacity building impact
- Elements which could be operationalised and implemented as capacity building modules in the LE, also considering available resources

Applying these guidelines, we identified **five strategic and horizontal topics of relevance for capacity building** in the LE. They can be regarded as the “sweet spots of learning” (cf. chapter 3.2) in the given context. These topics constituted the frame for designing the capacity building modules of the LE; they partially address specific target groups (AG leaders, AG members, EB members). The specific key questions linked to these topics, arising from the exploratory interviews and online survey, are listed below. These questions illustrate and define the scope of the modules, which aim at generating appropriate answers to the challenges addressed. The formulation follows the so-called “How might we-questions”, a central method in the Design Thinking phase of focussing on crucial challenges. To keep the picture clear, the number of key questions was limited to three core elements per topic (without claiming to be exhaustive).

- **Impact-oriented work design** (especially relevant for AG leaders and EB members):
  - How can we develop a joint understanding of the tasks, goals and impacts to be achieved by the EUSALP bodies?
  - How can we increase effectiveness of our work on the way towards the intended impacts?
  - How can we foster an impact-oriented working culture in the frame of EUSALP?
- **Efficient multidimensional governance** (relevant for all target groups, i.e. AG leaders, AG members, EB members):
  - How can we enhance internal cooperation between the EUSALP actors, especially between AGs and EB?
  - How can we better involve external stakeholders from EU to local level to promote strategic topics?
  - How can we design an efficient cross-sector and cross-level way of working?
- **Activation of politicians** (especially relevant for AG leaders and EB members):
  - How can we successfully address EUSALP issues and demands to politicians at all relevant levels?
  - How can we better sensitise, mobilise and activate politicians for EUSALP concerns?
- **Innovation and co-creation** (especially relevant for AG leaders and AG members):
  - How can we effectively apply adequate innovation and co-creation methods in AG work?
  - How can we promote a collaborative and co-creative working culture in the frame of EUSALP?

- **Agile project development and fundraising** (especially relevant for AG leaders and AG members):
  - How can we efficiently design projects of macro-regional relevance to address transnational key challenges in the Alpine region?
  - How can we design projects that target stakeholder needs and generate tangible impact on the ground?
  - How can we secure and enhance financing of transnational projects?

Other issues, which are, according to the analysis results, of elevated, but less relevance than the five main topics, were kept on a longlist of capacity building issues (including above all tailormade communication in general, remote / virtual collaboration, knowledge about EUSALP structures and processes, managing complexity, entrepreneurial thinking and action). These issues can be considered at other occasions beyond this project, especially at a later stage of the LE.

### 4.3 Design of the capacity building modules

The practical capacity building process concentrated on the five strategic topics of relevance for capacity building and the related questions mentioned above. The concrete contents, formats, methods, schedules, and organisational details of the five corresponding capacity building modules were elaborated from December 2020 to March 2021 (see separate Part II Activity C Report: Roadmap for Setting up the Learning Environment).

With full focus on the revealed priority issues and needs of EUSALP actors, and in intense co-creation with StMUV, we finally designed the so-called **EUSALP Capacity Building Series (CBS)**, initially comprising five modules:

- **Kick-off:** Impact-oriented work design (one day)
- **The Camp:** Innovation, governance and policy activation (three days)
- **Future Bridge:** Towards an impactful and agile organisation (one day; finally split into two half-day workshops)

The **EUSALP Lab** for co-creation of solutions for real EUSALP cases was integrated as an additional offer in autumn 2021, as explained in chapter 3.3.1. The Lab spanned over four months, starting with two onboarding sessions to clarify setting and concrete cases, and to prepare the mixed teams with AG leaders and members from several Action Groups. The operational Lab phase comprised three half-day workshops for all teams and three individual coaching sessions per team (à two hours).

An overview of the setting and programme of the complete Capacity Building Series as the prototype for the EUSALP Learning Environment is provided below. The details for the single formats follow in chapter 5.

# EUSALP Capacity Building Series: Boosting innovation potential in the Alpine Region

## What?

The AlpGov 2 project is setting up the «EUSALP Learning Environment» in Work Package 1, aiming at professionalising work and ensuring efficient decision-making by capacity building and empowerment of EUSALP actors. The core part is the EUSALP Capacity Building Series (CBS).

The CBS comprises five capacity building modules. Each module consists of one workshop, addressing EUSALP Action Group leaders, Executive Board members, and partially also Action Group members. The modules focus on topics of strategic relevance and capacity building needs of EUSALP actors: impact-oriented work, efficient multidimensional governance, innovation and co-creation, agile working, and activation of politicians.

Due to COVID-19 restrictions, the CBS schedule had to be adapted. To make practical progress between October 2021 (Future Bridge 1) and April 2022 (The Camp), we offer an additional capacity building format: the «EUSALP Lab». In the Lab, interested teams can work on specific real cases from the EUSALP context. PLANVAL provides case-based working methods and individual coaching for the teams.

## When?

Kick-off	16 June 2021 (online)
Future Bridge	21 October 2021 (Part 1, online) / 9 May 2022 (Part 2, online)
EUSALP Lab	November 2021 - April 2022 (online)
The Camp	26 - 28 April 2022 (Munich)

## How?

Workshops and Lab are highly interactive, with a hands-on learning and doing approach. The focus is on case-based learning and direct transfer into the participants' EUSALP work. The PLANVAL team facilitates all events.



## Where?

**Kick-off, Future Bridge, EUSALP Lab: Online setting**

We work with Zoom for video conferencing and Miro as virtual whiteboard.

**The Camp: Physical setting in Munich, Germany**  
**Workshop location**

[WERK1](#), Atelierstrasse 29, 81671 München

**Accommodation in Munich**

[Motel One München-Haidhausen](#), Rosenheimerstrasse 110, 81669 München

[Hotel Moxy Munich Ostbahnhof](#), Grafinger Strasse 7, 81671 München






## Contact

Programme & registration: [simone.meyer@planval.ch](mailto:simone.meyer@planval.ch)

Location & accommodation: [astrid.maier@stmuv.bayern.de](mailto:astrid.maier@stmuv.bayern.de)

## EUSALP Capacity Building Series: Programme Overview

			
	<b>Kick-off: Impact-oriented work design</b>	<b>Future Bridge: Towards an impactful and agile organisation</b>	<b>The Camp: Innovation, governance and policy activation</b>
<b>Date</b>	16 June 2021, 9 am – 5 pm (online)	Part 1: 21 October 2021, 9 – 12 am (online) Part 2: 9 May 2022, 9 – 12 am (online)	26 April 2022, 1 pm – 28 April 2022, 3 pm (Munich)
<b>Target groups</b>	AG leaders, EB members (AG members if particularly interested)	AG leaders, EB members (AG members if particularly interested)	AG leaders, AG members (EB members if particularly interested)
<b>Content</b>	The Capacity Building Series series starts with the Kick-off: participants elaborate impact models for their own respective EUSALP body (Action Group, Executive Board). An impact model visualises a system on one page: goals, inputs, outputs, outcome, longterm impacts. Cross-checking the single impact models reveals need for action in terms of coordination and impact orientation. This is the basis for the following modules of the series.	The Future Bridge addresses the strategic challenge to make EUSALP a more impact-oriented and agile organisation. We cross-check impact models from the Kick-off and identified learning pain points with the EUSALP vision of sustainable and innovative development and with current megatrends on global, European, and alpine scale. From this 360° perspective, we co-create ideas and a basic scheme for improving future collaboration and effectiveness of EUSALP work.	The Camp is a package with 3 modules full of agile methods, transfer to the EUSALP context, and real-life testing: <ul style="list-style-type: none"> <li>• First we dive deeply into innovation and co-creation, especially applying Design Thinking.</li> <li>• Then we co-create a practice oriented framework for multidimensional, i.e. horizontal and vertical governance of EUSALP actors.</li> <li>• Finally, we practice activation of politicians for EUSALP issues – live testing included.</li> </ul>
<b>Take aways</b>	Joint understanding of intended impacts, critical review of intervention logics and coherence, definition of leverages to increase effectiveness of work. Becoming acquainted with impact models as a valuable tool for impact-oriented work.	Prototype for agile governance and organisation, enhancement options for future EUSALP work (to be further developed and implemented after project end). Synthesis of lessons learnt from the whole Capacity Building Series.	Mindset, methods and tools for agile and efficient collaboration, applied to real cases of EUSALP work. Clear picture of governance mechanisms and definition of enhancement approaches (pain killers, gain creators). Policy activation scheme and live testing experience.
 <div style="display: inline-block; text-align: center;"> <p><b>EUSALP Lab: Solutions for real cases</b>                      November 2021 - April 2022 (online)                      AG leaders, AG members, EB members</p>  </div> 			

## 5 Results of the Learning Environment modules

### 5.1 Kick-off: Impact-oriented work design (16 June 2021)

#### 5.1.1 General information

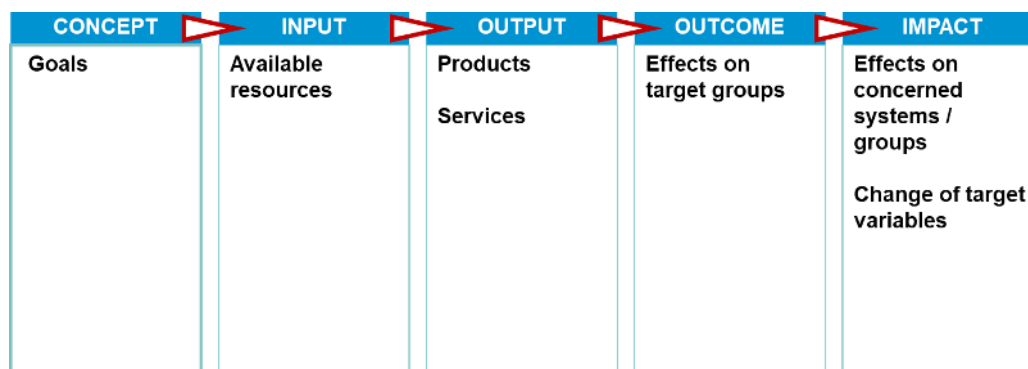
<b>Date</b>	16 June 2021, 9.00 – 17.00 <b>Online!</b>	<b>Programme</b>	
<b>Target groups</b>	AG leaders, EB members (AG members if particularly interested)	09.00	Check-in
<b>Content</b>	The Capacity Building Series series kicks off with Module 1: participants elaborate impact models for their own respective EUSALP body (Action Group, Executive Board). An impact model visualises a system on one page: goals, inputs, outputs, outcome, longterm impacts. Cross-checking the single impact models reveals need for action in terms of coordination and impact orientation. This is the basis for the following modules of the series.	09.15	Welcome & programme
<b>Take aways</b>	Joint understanding of intended impacts, critical review of intervention logics and coherence, definition of leverages to increase effectiveness of work. Becoming acquainted with impact models as a valuable tool for impact-oriented work.	09.25	Intro: EUSALP Learning Environment
		09.40	Warm-up: Impact...?
		10.15	Break
		10.45	Input: Impact-oriented work
		11.20	Session 1: Impact model - getting started
		12.15	Lunch break
		13.30	Session 2: Impact model - deep dive
		14.45	Break
		15.15	Session 3: Impact model - cross-check
		16.00	Session 4: Impact model - adjustment
		16.20	Learnings & practice transfer
		16.50	Wrap-up & outlook
		17.00	Closing

The Kick-off module, implemented as an online workshop, was joined by 26 participants (8 EB representatives, 10 AG leaders or co-leaders, 7 AG members).

#### 5.1.2 Key learnings and results

The Kick-off was dedicated to making impact and impact-oriented work design in the organisational framework of EUSALP. After approaching definitions and contextual designs of “impacts”, we introduced **impact models** as the central working tool of this session. Impact models are well established instruments to visualise intervention logics for organisations, programmes, processes, projects etc. in a simplified and compact form, ideally on only one page. Figure 4 shows the elements and usual sequence of elements in a “classic” impact model.

Figure 4: Classic impact model (PLANVAL 2021)



Impact models can serve very well as a **basic framework for impact-oriented work** for several reasons:

- They illustrate the impact of a policy, programme, project etc. as a linear relationship between action and effect.
- They make implicit assumptions about expected relationships explicit, thus achieving clarity regarding the mission and expectations.
- Systematic work with impact models enables to
  - learn from experiences,
  - steer a policy, programme, project in an impact-oriented way in all phases,
  - optimise processes and
  - legitimise activities

Impact models can therefore facilitate the

- common understanding of policies, programmes, projects,
- visualisation of impacts,
- horizontal and vertical coordination, thus fostering coherence,
- integration of projects into overarching strategies, policies, programmes,
- impact-oriented planning and working in complex processes and environments and
- impact-oriented communication.

After presenting several examples of impact models on national, regional and project level, participants started practicing work with impact models. In groups (two EB teams, one team per AG), they firstly collected relevant activities of the respective EUSALP body and secondly selected one specific activity for drafting an impact model. Thus, in this first working session, the participants created **eleven rudimentary “classic” impact models for the following issues:**

- Ensure the involvement of relevant stakeholders into EUSALP (EB team A)
- Broaden knowledge of AG activities (EB team B)
- Support the coordination of S3 strategies (AG 1)
- Raise awareness for strategic usage of forests (AG 2)
- Evaluate and recognise soft skills acquired in WBL pathways in the dual system in the Alpine Space (AG 3)
- Connect regions and promote sustainable mobility (AG 4)
- Transform as many mountain villages and regions as possible to smart regions / villages (AG 5)
- Analysis of the changes in Alpine landscapes occurred in the last decades (AG 6)
- Raise awareness for multifunctionality of peatlands (biodiversity & climate change) (AG 7)
- Evaluate the integration of climate resilience in spatial planning (AG 8)
- Comparable energy strategies and harmonised energy data collection (AG 9)

As classic impact models have the tendency to focus on inputs rather than impacts, the **“new generation” of impact models** follows the reversed approach. They focus on impacts and ask for a different logic chain: What effects do we want to achieve and what do we need to reach our goals? This means that the new models start with goals and impacts, then going back via outcomes and outputs to inputs (see Figure 5).



**Figure 5: New generation of impact models with reverse approach (PLANVAL 2021)**

We introduced some examples for the reversed logic and asked the teams to elaborate a second impact model for more complex issues than in the first round. To reach a more specific depiction and quantification of the single model elements, the teams also tried to add indicators and target values. This work session resulted in **another eleven impact models, following the reversed logic:**

- Endorsement of action proposals and ownership of content in collaboration with AGs (EB team A)
- Better coherence of EUSALP work and more effectivity (EB team B)
- Mobilise critical mass of national and regional funding for transnational and transregional R&I cooperation (AG 1)
- Bridge different policies and efforts to stimulate the economic growth thanks to innovation and collaboration (AG 2)
- Develop “skills for the future” to enable young people and workers to have a better understanding of their potentials (AG 3)
- Smart clean logistics and combined transport to support modal shift (AG 4)
- Give a strategic dimension to the relevance of digital infrastructures for growth, sustainability and competitiveness of the Alpine Region (AG 5)
- Provide an Alpine strategic framework that allows the establishment of sustainable and balanced models of resource management and production (AG 6)
- Improve governance approaches for GI in the Alpine Region (AG 7)
- Finding sustainable and effective policy and management solutions in the areas of both climate change adaptation and natural hazard risk management (AG 8)
- Promotion of renewable energies in line with environmental and landscape protection, CO<sub>2</sub> neutrality (AG 9)

All generated impact models are contained in the separate documentation of the Kick-off module.

At the end of the Kick-off module, after wrapping up the models generated either in “classic” or “new” way, the final reflection outlined the **potential benefits of systematic work with impact models** in the frame of EUSALP:

- Tool for reflection: do planned activities actually serve the intended goals?
- Instrument for fully focussing on impact (Why to do something? What to do?) and target groups (How to achieve intended reactions efficiently?).
- Sharpening the intervention logic and trigger to kill (false) darlings.
- Concept for iterative progress and steering: draft → implement → learn → optimize.
- Clarification of roles and responsibilities, especially in complex governance systems.
- Nurturing ground for new concerning process management, indicators, measurement.
- Easy communication tool, e.g. for policy briefings, presentations, project pitches.

## 5.2 Future Bridge 1: Towards an impactful and agile organisation (21 October 2021)

### 5.2.1 General information

<b>Date</b>	21 October 2021, 9.00 – 12.00 <b>Online!</b>	<b>Programme</b>	
<b>Target groups</b>	AG leaders, EB members (AG members if particularly interested)	09.00	Check-in
<b>Content</b>	The Future Bridge addresses the strategic challenge to make EUSALP a more impact-oriented and agile organisation. We cross-check impact models from the Kick-off and identified learning pain points with the EUSALP vision of sustainable and innovative development and with current megatrends on global, European, and alpine scale. From this 360° perspective, we co-create ideas and a basic scheme for improving future collaboration and effectiveness of EUSALP work.  This CBS module is split in two half-day online sessions in October 2021 (Part 1) and June 2022 (Part 2, date tbd).	09.10	Welcome & programme
		09.15	Intro: EUSALP Learning Environment, CBS Kick-off review, adapted CBS programme
		09.30	Input: Cross-checking EUSALP vision, megatrends and learning pain points
		09.45	Work session: Co-creating ideas for future EUSALP collaboration and learning
		10.45	Break
		11.15	The EUSALP Lab: presentation of the new offer
<b>Take aways</b>	Prototype for agile governance and organisation, enhancement options for future EUSALP work (to be further developed and implemented after project end). Synthesis of lessons learnt from the whole Capacity Building Series.	11.30	Gathering real cases for the EUSALP Lab
		11.50	Wrap-up & outlook
		12.00	Closing

The Future Bridge had to be split in two parts because of COVID-19 restrictions and delays. The first partial session was attended by 16 participants (4 EB representatives, 8 AG leaders or co-leaders, 4 AG members).

### 5.2.2 Key learnings and results

The first part of the Future Bridge was about providing basic insights in the concept of agile learning and more concretely on co-creating initial ideas for more effective cooperation and target-oriented capacity building in the frame of EUSALP. After a recap of the Kick-off module, we introduced a cross-check of EUSALP vision, megatrends and learning pain points as a fundament to stimulate ideas for approaching the “sweet spots” of agile learning. As shown in chapter 3.2, the best capacity building results are achieved, when needs of individuals, organisation and environment match. The bigger this matching “sweet spot”, the easier and effective is learning. However, these sweet spots must be identified actively by organisation and staff – which was one central intention of the EUSALP Learning Environment prototype.

A short introduction framed **key elements of the agile learning concept**:

- Goal: Lifelong capability of people and organisations to adapt and innovate.
- General characteristics:
  - Short, clearly structured processes with flexibilisation and individualisation of content
  - Target orientation
  - Collaboration, self-management, dynamics
- Basic requirements:
  - Suitable mindset (self-efficacy and willingness to develop)
  - Suitable skills (e.g. learning competences)
  - Suitable error and learning culture
- The “agile employee” is willing to
  - learn permanently,
  - challenge established standards and routines,

- expand his/her capacities by collaborating with other employees,
- thus enabling efficient adaptation to quickly changing environments and requirements.

The next step was a closer look at the official **EUSALP vision and mission statement**, screening relevant elements and terms connected to agility, cooperation and innovation. Figure 6 reveals that these superordinate declarations are packed with respective contents. However, the online survey results (see chapter 4.1.2) suggest that several indicated intentions are hardly or only partially met, especially in terms of coordination and stakeholder involvement.

**Figure 6: EUSALP vision and mission with terms connected to agility, cooperation and innovation**

**EUSALP Vision Statement**

EUSALP co-creates the future of Europe by translating sectoral policies on regional scale, enabling the best ideas to happen in a sensitive natural and multicultural Alpine area. By balancing innovative solutions in a healthy environment, EUSALP is shaping the future together.

**EUSALP Mission Statement**

EUSALP is a European strategy for the Alpine territory joining human passions, natural resources and economic assets, linking cities, plains, valleys and mountains to find solutions to challenges we can solve only together.

We coordinate planning, integrate the best practices in the fields of economy, education, environment, accessibility and mobility, and commit as institutions to create sustainable solutions for the benefits of the citizens.

By bringing governing closer to the people, EUSALP is proving that the European culture of cooperation lives.

To complement external factors, we dealt with **megatrends** which could potentially influence the alignment, tasks and actors of EUSALP to a substantial degree. The megatrend concept, established by the Zukunftsinstitut<sup>9</sup>, describes developments of major duration, ubiquity, globality and complexity as “avalanches in slow-motion” (may emerge slowly, but are enormously powerful) and “blockbusters of change” (affect all levels of society and thus influence economy, environment, institutions and individuals), visualised as an interconnected map (see Figure 7). They are therefore pertinent for decision making in politics, business and on a personal level, to be considered on a level with other developments of systemic relevance like climate change, biodiversity loss, digitalisation etc. – and highly relevant for learning in terms of “future readiness” and resilience.

For the EUSALP capacity building context, the following megatrends are regarded as especially important (details on these and other megatrends can be found at the Zukunftsinstitut website):

- Connectivity
- Knowledge culture
- New work
- Individualisation
- Neo-ecology
- Urbanisation
- Mobility

<sup>9</sup> Zukunftsinstitut (2021): [Megatrends](#)



Against these theoretical and conceptual backgrounds, the cross-check of internal and external factors revealed several significant restrictions or **pain points for capacity building and learning in the current EUSALP situation**:

- Resources: Actors have very limited or no time for learning activities and practice transfer respectively. This is even more true in COVID-19 times.
- Culture: ‘(Why) Do we need capacity building and learning?’ Understanding and openness required, also visible pilot initiatives and leadership.
- Strategy and structure: Capacity building is not treated as a strategic issue. Institutionalisation, specialised staff, (customised) methods and tools are lacking.
- Digital potentials are not systematically analysed and exploited.
- Governance: The ‘traditional’ organisation model and hierarchies can be regarded as barriers for effective communication between stakeholder groups, efficient cooperation and impactful co-creation of solutions.
- Disparities: National and organisational differences as well as language barriers – well-known challenges in transnational cooperation in the Alpine Space – make targeted and coordinated capacity building in EUSALP even more demanding.

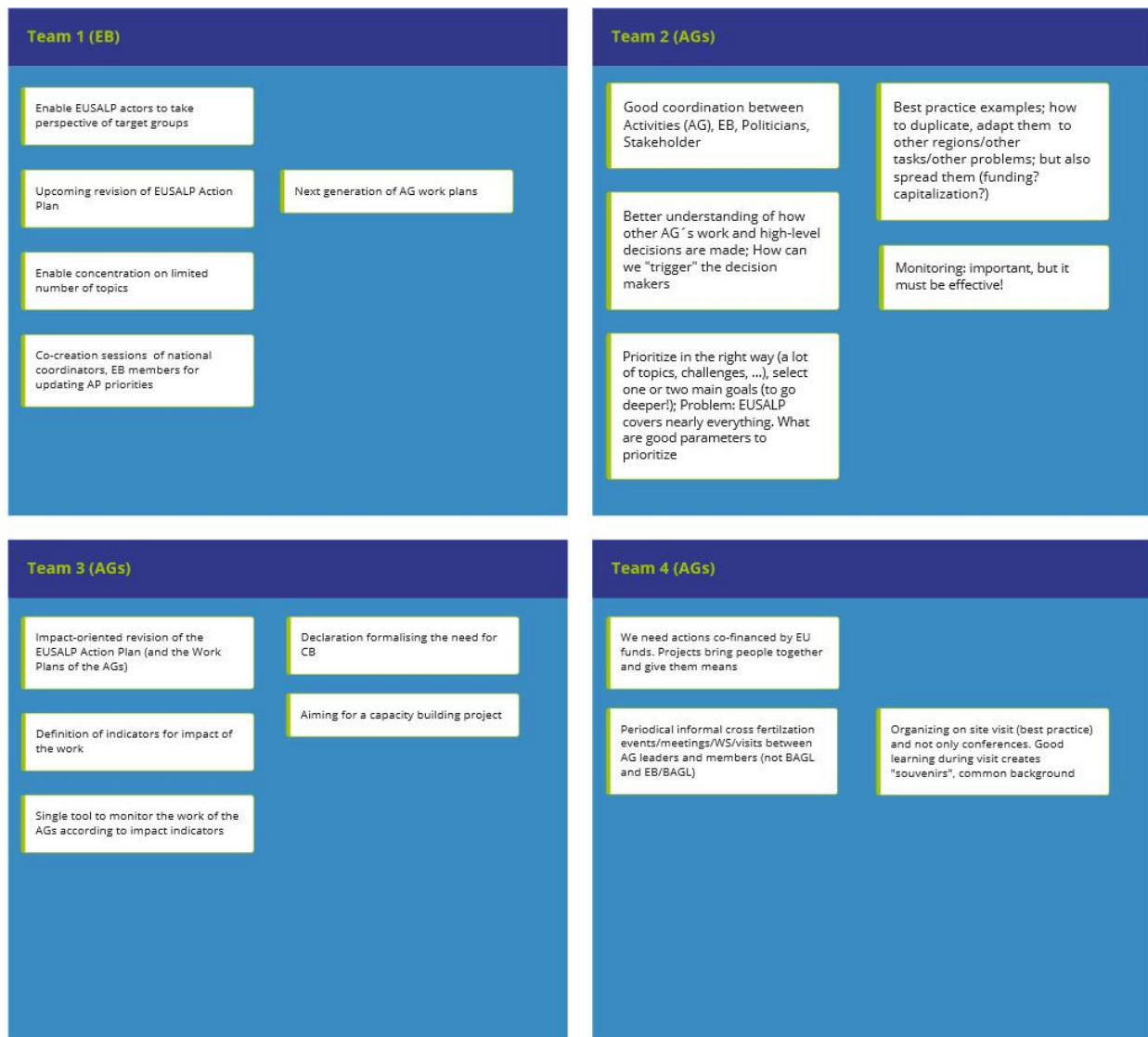
Based on these reflections, the first working session intended to generate **basic ideas for future EUSALP collaboration and learning**. The question to be answered in an initial individual brainstorming was “How can capacity building and learning contribute to making EUSALP a more impact-oriented and agile organisation – in the light of EUSALP vision – megatrends – pain points?” The broad range of ideas can be seen in Figure 9.

**Figure 9: Basic ideas for making EUSALP a more impact-oriented and agile organisation**



This collection was reflected and further developed in four teams (one with EB representatives, three with AG leaders and members). The teams identified from their point of view the most **promising and feasible starting points for improvements in capacity building and learning** in the frame of EUSALP. Figure 10 shows the teamwork results.

**Figure 10: Promising and feasible starting points for improvements in capacity building and learning in the frame of EUSALP**



The second part of the workshop was dedicated to **gathering concrete cases to be worked upon in the EUSALP Lab**, which was the upcoming format in the Capacity Building Series. For framing adequate cases, the following characteristics were introduced:

- Concrete practice case from the EUSALP context
- Current or future need for action
- Not too complex, not too trivial
- Workable in a small team (core team: two to five persons)
- External coaching needed or useful
- Contributions to practical solutions seem feasible
- Clear commitment of EUSALP actors to working on the case in the Lab

Starting from the previous ideation session, and reflecting on present or upcoming practice challenges in EUSALP work, the participants shared the following issues as **potential cases for the Lab** (more details on underlying challenges can be found in the separate documentation of the Future Bridge 1):

- Impact-oriented EUSALP Action Plan 2.0
- Smart villages
- How to bring digital infrastructures to rural and alpine territories and local communities?
- Future of the Task Force Multifunctional Forest and Sustainable use of Timber (TF MFSUT)
- Timber industry
- Alpine peatlands lighthouse project
- Setting up an EUSALP energy observatory
- Assessment methodology for the labelling of individual EUSALP projects
- How to mobilise private funds for EUSALP?
- How to get a better setting of joint EB-BAGL-meetings?

The owners of these potential cases were given the “homework” to concretise the content, check feasibility in the Lab setting and build a team. Those issues finally fulfilling the abovementioned case characteristics were warmly invited to participate in the EUSALP Lab.

### 5.3 EUSALP Lab: Solutions for real cases (November 2021 – April 2022)

#### 5.3.1 General information



After clarifying setting and work style with interested actors in the frame of **two onboarding sessions** on 26 November and 7 December 2021, **four teams with a total of 32 participants worked on specific cases:**

- **Case 1:** An impact-oriented EUSALP Action Plan 2.0
- **Case 2:** Creating an impact model for the preparation of a LIFE Integrated Project
- **Case 3:** Future work of the Task Force Multifunctional Forest and Sustainable Use of Timber
- **Case 4:** Digital infrastructures for the Alpine area

### 5.3.2 Key learnings and results

The Lab provided the opportunity for demand-oriented learning by case-based work in small, mixed teams and a “safe space for experimentation” over a longer time than in the other five modules of the Capacity Building Series. Co-creating practical solutions for specific EUSALP challenges, accompanied by PLANVAL coaches, was intended to combine developing skills in agile and innovative work formats with on-the-job practice transfer. This experimental, but clearly practice-oriented format was therefore fully embedded in Learning Environment goals, i.e. to contribute to making EUSALP a more impact-oriented and agile organisation. The Lab format itself can thus be regarded as one element of the LE prototype.

At the first common Lab session, we paved the way for an iterative teamwork process with a quick **introduction to Design Thinking** as the basic mindset for diving deeply into the cases. Reacting to arising demands from the teams, further content-wise and methodological quick inputs were provided at the second and third session, e.g. on **Lean Startup, sustainable innovation and effective communication**.

To efficiently facilitate the co-creation journey and prepare coaching, the teams developed concrete **case descriptions including specific coaching plans**. These plans contained the following information:

- Case description: Title, Owner, Team, Context, General goals, Challenge (main problems, questions to be solved), Further information (relevant documents, links)
- Coaching plan: Objectives to be achieved in the Lab, Concrete outputs (expected to be available until April 2022), Work plan (with work steps, intended results, team roles and specific challenges), Success factors and barriers, Support needed from PLANVAL and from externals, Open questions

The four cases are shortly described below, limiting information on goals, teams and final outputs. More details can be found in the separate documentation of the EUSALP Lab. Some cases have evolved significantly over the course of the Lab, so that the outputs deviate from the original expectations. This is rather common in iterative innovation processes and usually – also in the Lab – a sign of steering towards the most prominent current needs or reducing to the core elements of a solution which is feasible with the given resources (in our case the limiting factor was time).

#### 5.3.2.1 Case 1: An impact-oriented EUSALP Action Plan 2.0

##### ▪ Context:

- With the end of AlpGov 2 and the setting-up of the Technical Support Structure (TSS), the EUSALP implementation process faces a key moment and again has to reorganise internal structures like communication paths, financing options and related partnerships.
- The baseline for implementation is the EUSALP Action Plan (AP), which was published first time in 2015. It has the character of a rolling document, which shall be regularly reviewed to assess the need to future revision. Against this background, the Action Plan might become subject of revision in the next years.
- The EUSALP EB recently decided to establish a standardised monitoring tool helping to assess the results of the AP implementation. Currently, the monitoring tool does not fully match with AP logic, particularly when it comes to impact.
- At the CBS Kick-off, EB members and AGL dealt with impact-oriented work design and communicated the wish to transfer these findings into day-to-day work processes.

##### ▪ Goals:

- Transfer the principles of impact-oriented work design to a potential future revision of the EUSALP Action Plan (AP)
- Develop a roadmap how the AP revision process could look like
- Set up a model how the AP structure could look like in future, serving as baseline for implementation activities, monitoring and external communication



- **Team:** Michaela Künzl (AG 7), Nina Seljak (EB member), Maren Meyer (EUSALP Presidency), Patrick Skonieczki (AG 4), Samira Shabani (AG 4), Thomas Egger (AG 5)
- **Main work steps:**
  - Building common ground, setting the scene, finalising team building
  - Reflecting the current Action Plan in the light of the learnings from the CBS Kick-off concerning impact-oriented work design
  - Rudimentary SWOT and basic outline: How could the structure of a future AP look like?
  - Stakeholder analysis: Who should be involved in the revision of the EUSALP AP to reach impact orientation, and how should they be involved?
  - Compiling a roadmap with different scenarios towards the potential revision of the AP: How could the process be organised?
  - Extended reflection of the roadmap
- **Outputs:**
  - Stakeholder map
  - Three scenarios for the potential development of an impact-oriented EUSALP Action Plan 2.0
    - Scenario 1: The “business as usual” approach (transfer of existing models)
    - Scenario 2: The top-down megatopics approach
    - Scenario 3: The bottom-up megatopics approach

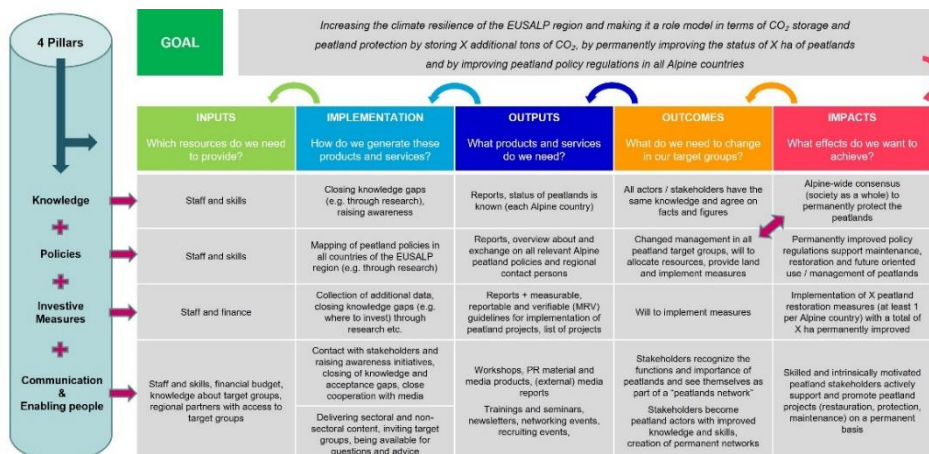
**Figure 11: Roadmap scenarios for Lab case 1 “An impact-oriented EUSALP Action Plan 2.0”**



### 5.3.2.2 Case 2: Creating an impact model for the preparation of a LIFE Integrated Project

- **Context:**
  - AG 7 intends to stimulate good frame conditions for preserving and developing high quality green infrastructure (GI). AG 7 has the potential to contribute to a decisive improvement of the situation of peatlands and to generate added value by an alpine-specific and strategic collaboration across Alpine states and regions – which is by now missing.
  - AG 7 aims at helping to increase climate resilience of the Alpine region and to make the Alps a global role model in terms of CO<sub>2</sub> storage and peatland protection. To do so, AG 7 has defined peatlands as “star initiative” and delivered fundamental preparatory work in recent years laying the ground for a game changing next level project on a macro-regional scale.
  - In all EUSALP countries, conservation and restoration of peatlands will gain much more attention and importance by the LULUCF-Regulation (Land Use, Land-Use Change and Forestry) and the Common Agricultural Policy of the EU, but regional situations and framework conditions differ very much.
  - Against this background and considering the requirements of the European Commission with regard to the LIFE Integrated Process (IP) application process, an impact model for a large-scale transnational peatland project – which is developed in a co-creative and iterative style – might increase the quality of an application for a future IP.
- **Goals:**
  - Strengthening the AG 7 expertise in impact-oriented work design
  - Support of the potential preparation and development for a LIFE IP in a transnational context
  - Concretely, development of an impact model for a future large-scale project, based on previous work and accompanying the work of the AG 7 breakout group on Alpine peatlands
- **Team:** Stefan Mitterer (StMUV), Angelika Abderhalden (AG 7), Raimund Becher (AG 7), Nika Debeljak (AG 7), Alessandro Gretter (AG 7)
- **Main work steps:**
  - Using the existing draft impact model “1.0” as a base and starting point for a first feedback round. Creating a second version based on the feedback, in the “new generation logic”.
  - Reflection of impact model 2.0 and (depending on IP checklist results) defining adaptation needs. Creating a third version based on the reflection.
  - Feedback round with AG 7.
  - Elaborating a final version of the impact model
- **Output:** Impact model for an Alpine Peatlands LIFE Strategic Integrated Project (SIP)

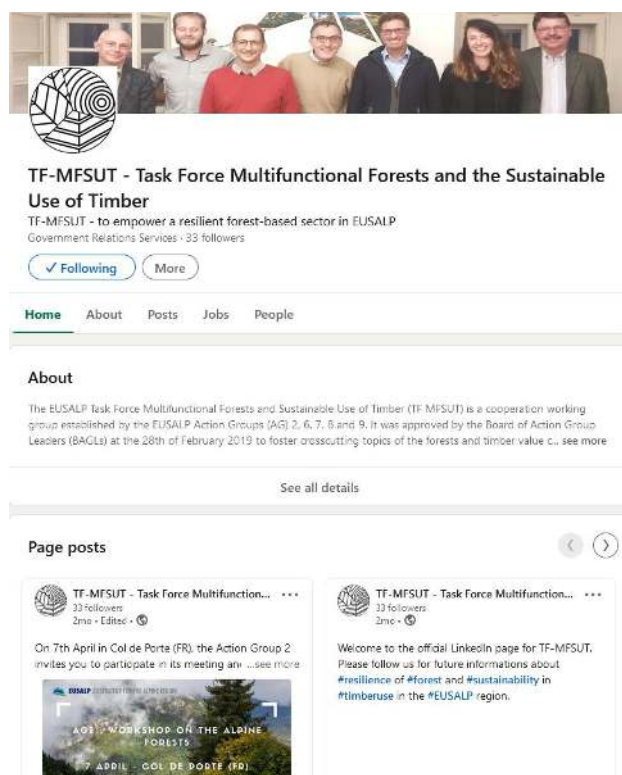
Figure 12: Impact model for the preparation of a LIFE Integrated Project as Lab case 2 output



### 5.3.2.3 Case 3: Future work of the Task Force Multifunctional Forest and Sustainable Use of Timber

- **Context:**
  - The Task Force Multifunctional Forest and Sustainable Use of Timber (TF-MFSUT) was officially established in September 2019.
  - TF-MFSUT shall enhance a smooth exchange of information among the AGs 2, 6, 7, 8 and 9 to support joint interests and finally go for results which can be capitalised on political and administrative level linked to forest and timber value chains.
  - TF-MFSUT's existence and operation is closely linked to the AlpGov project.
  - Programming and planning of TF-MFSUT activities does not match with the start of AlpGov activities and is not always synchronised with the rotating EUSALP Presidencies.
  - The work of TF MFSUT members is financed by their home organisations and is based on self-management to achieve the objectives set out in the mandate by EB and AG leaders.
  - No AlpGov funding is foreseen to enhance an effective cooperation by considering all AGs and to actively involve TF-MFSUT (and other potential cross-cutting TFs) to meet the EUSALP targets for fostering cross sectoral implementation initiatives.
- **Goals:**
  - Definition of requirements to set up the frame for TF-MFSUT as a permanent consultative body for EUSALP (providing expertise, coordinating AGs, setting up of recommendations and policy initiatives)
  - Proposition of a long-lasting Action Plan / Work Programme for TF-MFSUT
  - Capitalising synergies with Case 1 (An impact-oriented EUSALP Action Plan 2.0).
- **Team:** Gian Antonio Battistel (AG 6), Sylvain Guetaz (AG 2), Antoine Patte (AG 2), Simon Soltner (AG 2), Etienne Vienot (AG 9), Christian Hoffmann (AG 6), Maximilian von Stern-Gwiazdowski (AG 8)
- **Main work steps:**
  - Involvement of further TF members in the Lab case team
  - Contacting the current EUSALP Presidency
  - Reflecting tentative requirements, considering relevant experience in EU countries and EUSALP regions
  - Ideating measures to make TF-MFSUT and its potential services better known
  - Implementing initial awareness raising activities
- **Output:** TF-MFSUT LinkedIn channel for information and awareness raising about the TF and its activities

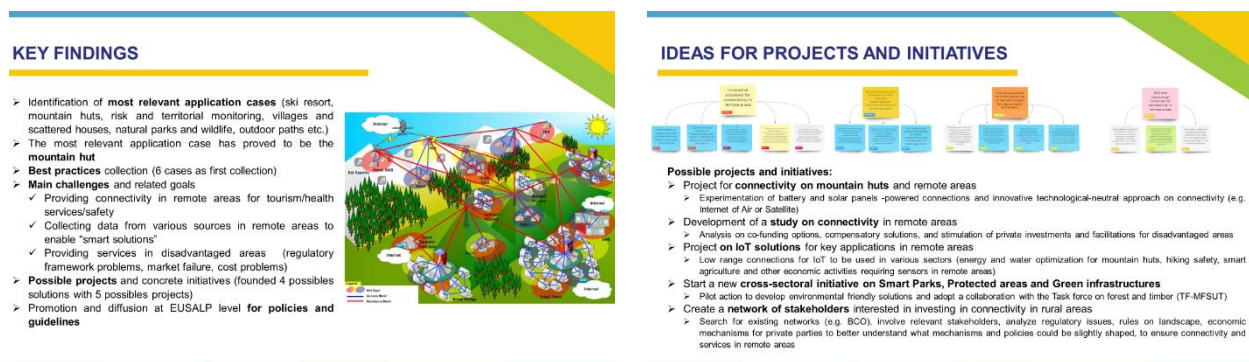
**Figure 13: LinkedIn channel of TF-MFSUT as Lab case 3 output**



### 5.3.2.4 Case 4: Digital infrastructures for the Alpine area

- **Context:**
  - Connectivity in the Alpine regions of EUSALP suffers from a lack of continuity with metropolitan areas.
  - This situation poses a range of questions and challenges for alpine areas.
    - How to bring digital infrastructures to rural and alpine territories and encourage the use by local communities, in particular connectivity in the most remote areas like mountains areas, with special focus on mountain huts, ski resorts and outdoor paths?
    - How to bridge the gap in cross-border connectivity (backbones)?
    - How to avoid data fragmentation and lack of interoperability at EUSALP level?
    - How to solve the difficulties for mountain areas to exploit the full potential of digitisation?
- **Goals:**
  - Identify digital technologies that are best suited for Alpine areas
  - Collect best digital infrastructure practices in the Alpine areas
  - Identify a funding scheme fitted to finance further digital infrastructure initiatives
- **Team:** Carlo Vigna (AG 5), Alessio Pastorino (AG 5), Paolo Perucci (AG 5), Maria Vittoria Frau (Lombardia Region), Daniela Masotti (Ersaf), Marco Tomasi (Trentino Digitale). In the coaching sessions, which were designed as expert workshops, additional experts were invited: Leonardo Mariacimoli (Italian Army), Fabio Clapiz (Italian Mountain Rescue), Jean Pierre Fosson (Fondazione Montagna Sicura), Nicola Bortolotti (Trentino Digitale), Luca Grimaldi (ERSAF), Edgardo Merighi (Top-IX), Muhamed Turkanovic (University of Maribor), Vincent Bernard (Auvergne-Rhones-Alpes Region)
- **Main work steps:**
  - Identifying relevant stakeholders and some external experts for the coaching sessions
  - Defining most challenging issues in the real context of mountain areas
  - Collecting relevant best practices for most relevant application cases from experts
  - Selecting main challenges for connectivity in remote areas
  - Collecting potential projects and initiatives to put in place for each main challenge
- **Outputs:**
  - Best practice collection of digital infrastructure applications in Alpine areas
  - Selection of main challenges for connectivity in remote areas
  - Possible projects and initiatives
  - Structure for a position paper on digital connectivity in remote areas

**Figure 14: Overview of Lab case 4 outputs about digital infrastructures**



### 5.3.3 Assessment of the Lab

As the Lab was an innovative and experimental format with a long runtime in the CBS context, we carried out a compact ex-post-assessment in the form of an online survey in April 2022. The overall picture is positive. The key results can be summarised as follows (10 participants, of which 3 AG leader or support, 6 AG member, 1 other). The full range of results is contained in the Lab documentation.

- **Perception of the Lab in general:**
  - Positive aspects:
    - Interactive collaboration, exchange, teamwork
    - Topic of the Lab (future work within EUSALP)
    - Methodological inputs and external perspectives (Design Thinking, different approaches, technical tools)
    - Good moderation, support and organisation
  - Negative aspects:
    - Not suitable for certain issues
    - High time commitment: difficulty in maintaining active participation of all team members and external experts
    - Some repetitive aspects
    - Preference for physical events
- **Organisation and the setting of the Lab:**
  - Satisfaction with the whole Lab: 80% very good, 20% rather good
  - Satisfaction with the common sessions: 100% rather useful
  - Satisfaction with the individual coaching sessions: 90% very useful, 10% rather useful
- **Results, personal benefit and format for future work:**
  - Satisfaction with results: 50% very good, 50% rather good
  - Personal benefit: 50% very high, 50% rather high
  - Suitability of the format for the EUSALP future: 60% very suitable, 40% rather suitable

## 5.4 The Camp: Innovation, governance and policy activation (26-28 April 2022)

### 5.4.1 General information

26 April 2022	27 April 2022	28 April 2022
<p><b>Module 2: Innovation and co-creation</b></p> <p>12.00 Registration, common lunch 13.00 Welcome 13.10 EUSALP Capacity Building Series The Camp programme 13.20 Intro: Innovation, co-creation, Design Thinking 13.40 Innovative solutions for EUSALP cases: team building &amp; warm-up 14.15 Session 1: Understand 15.15 Break 15.45 Session 2: Observe &amp; Focus 17.00 Session 3: Ideate 17.45 Wrap-up and outlook day 2 18.00 Closing 19.30 Common dinner</p>	<p><b>Module 2: Innovation and co-creation</b></p> <p>09.00 Welcome &amp; programme day 2 09.15 Session 4: Prototype &amp; Test 10.30 Break 11.00 Team pitches 11.30 Learnings &amp; practice transfer 12.00 Lunch break</p> <p><b>Module 3: Multidimensional governance</b></p> <p>13.30 Intro: Multidimensional governance 13.45 Session 1: Mapping EUSALP actors 14.30 Session 2: Mapping interactions 15.15 Break 15.45 Session 3: Gaps &amp; enhancement 16.30 Session 4: EUSALP future governance framework 17.15 Learnings &amp; practice transfer 17.45 Wrap-up and outlook day 3 18.00 Closing 19.30 Common dinner</p>	<p><b>Module 4: Activation of politicians</b></p> <p>09.00 Welcome &amp; programme day 3 09.15 Intro: Tailor-made communication 10.00 Session 1: Understanding target groups 10.30 Break 11.00 Session 2: Preparing activation of politicians 12.00 Lunch break 13.00 Session 3: Activation of politicians - live testing 14.00 Session 4: Policy activation scheme 14.30 Learnings &amp; practice transfer 14.45 Critical review of The Camp &amp; outlook to Future Bridge 15.00 Closing</p>

The Camp was the only physical event in the frame of the Capacity Building Series. Due to prevailing uncertainties with the COVID-19 situation on-site in Munich and travel restrictions as well as cases of illness, there were some cancellations at short notice. Finally, the Camp counted 11 participants (6 AG leaders or co-leaders, 5 AG members).

### 5.4.2 Key learnings and results

#### 5.4.2.1 Innovation and co-creation

Module 2 of the CBS, originally planned as the workshop following the Kick-off in June 2021, featured a deep dive into innovation, co-creation and agile working, especially applying Design Thinking. We introduced the mindset and methods of Design Thinking, and the participants immediately practiced for the EUSALP context.

The stage was set with a concise **overview of innovation** history, definitions, management insights, methods and tools, followed by an **introduction to Design Thinking** in theory and practice. After a warm-up exercise, the overall goal of the working session was announced: to get familiar with Design Thinking in practical terms, the participants were split up in teams to co-create real prototyped elements for a future EUSALP Learning Environment, i.e. for the time beyond the AlpGov 2 project.

This co-creation process ran through the six phases of Design Thinking (cf. chapter 3.1), condensed in **four sessions**, which can be briefly summarised as follows. More details can be found in the documentation of the Camp as well as in the comprehensive slides collection.

- Session 1: Understand
  - Step 1 – Pearl diving (individual): Personal highlight experience with learning
  - Step 2 – Pearl diving (team): Similarities and differences of the personal highlights, findings about understanding of “learning”

- Step 3 – Dreaming the ideal (individual): Reflection on the “ideal EUSALP Learning Environment” (attributes, qualities, benefits)
  - Step 4 – Dreaming the ideal (team): Visualisation / materialisation of the ideal LE; plenary pitching
- Session 2: Observe and focus
  - Step 5 – Stakeholder chart: Description of the EUSALP stakeholder groups represented by the teams (AG leaders, AG members) with job to be done, gains (wishes & expectations) and pains (worries & barriers), related to the ideal LE
- Session 3: Ideate
  - Step 7 – Generating ideas: How could learning and capacity building in EUSALP be enhanced, having in mind the ideal LE and the stakeholder needs
  - Step 8 – Selecting best ideas: Reflection of ideas regarding feasibility and impact, selection of top 3 ideas; plenary pitching and building of new teams (one idea per team)
- Session 4: Prototype & test
  - Step 9 – Drafting the LE idea: Concretisation of ideas, based on the reflection of previous work steps (ideal LE, stakeholder needs, ideas). Filling in template (title, content, goals, target groups). Production of a primitive prototype (e.g. model, storyboard, presentation, visualisation on flipchart)
  - Step 10 – Testing and adapting idea: Two rounds of pitching and critical feedback between two groups, followed by adaptation of the prototype.
  - Step 11 – Final plenary pitches and feedbacks
  - Step 12 – Final reflection on transfer possibilities of ideas and prototypes into EUSALP practice

**Overview of prototyped ideas for the future EUSALP Learning Environment**

**Figure 15: Prototype "Targeted learning package"**

Title: targeted learning package

Team: Serena & Samira

Content (what?):  
compact virtual sessions + practical implementation of the learnings + physical workshop in order to exchange practices & advanced learnings

Goals (related to learning): continuous, flexible learning  
increase skills & competences such as ... *soft skills*

Accessibility: *political statements, feedback-culture, more effective communication, how to engage politicians*  
*How to commit document, set up rules, paper proposal, etc*

Target Groups: AG communities + friends

- ↳ AGLs, AG members
- ↳ colleagues (flex. communication staff of member institutions)

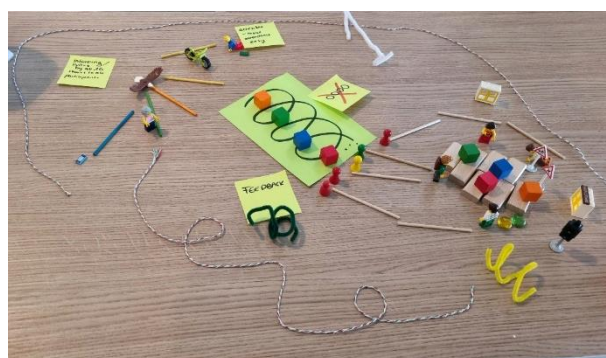


Figure 16: Prototype “Annual EUSALP (Winter) Camp”

Title: *EUSALP [Winter] Camp*  
 (Annual event)  
 Team: *Etienne, Patrick, Maren*

Content(what?):

- Revision of Action Plan
- Adaptation of AG Activities to changing policy frameworks [crisis management & adaptation]
- MFF
- Governance
- Mega topic (Climate change, ...)
- Communication

Goals: *related to learning*

Steering / Embedding / Implementing the EUSALP MRS

Meet, discuss and create impact in an interactive format (creative)

Target groups:

*AGL (+ AGM) + Youth Council + ISS + Presidency / EB + (DG Regio)*

+ others



Figure 17: Prototype “Involvement of civil society”

Title: *Involvement of civil society*

Team: *ALICE PAOLO*

Content(what?):

- CITIZEN DIALOGUE SESSIONS (DIFFERENT BACKGROUNDS)
- WORLD CAFE (eg)
- LOCAL ROADSHOWS
- involvement of school classes / elderly people / workers / farmers

Goals: *related to learning*

- LEARNING FROM CITIZENS DEPENDING ON AG FOCUS

eg. START AGRICULTURE (5+6)

Target groups:

- CITIZENS (Y&E) of all backgrounds
- SME
- MAYORS of SMALL TOWNS

*AGM, AGL, EB-IT,*





Figure 18: Prototype "EUSALP & municipalities: Strengthening the 'local level' within 'multilevel'"

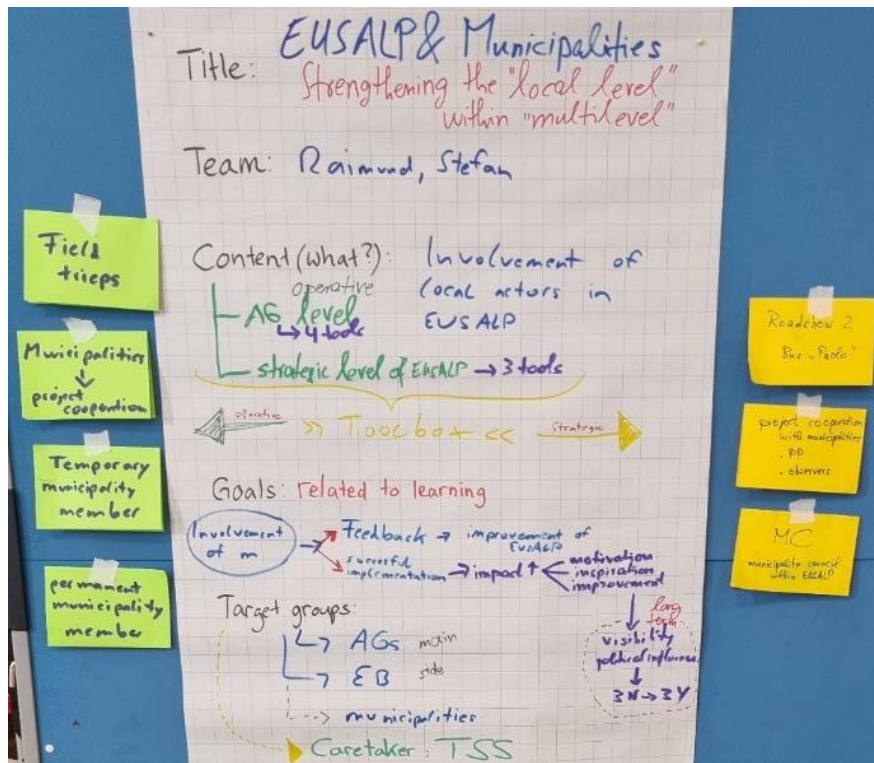
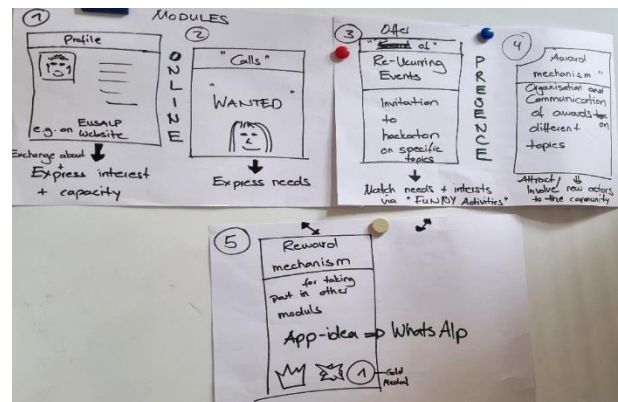
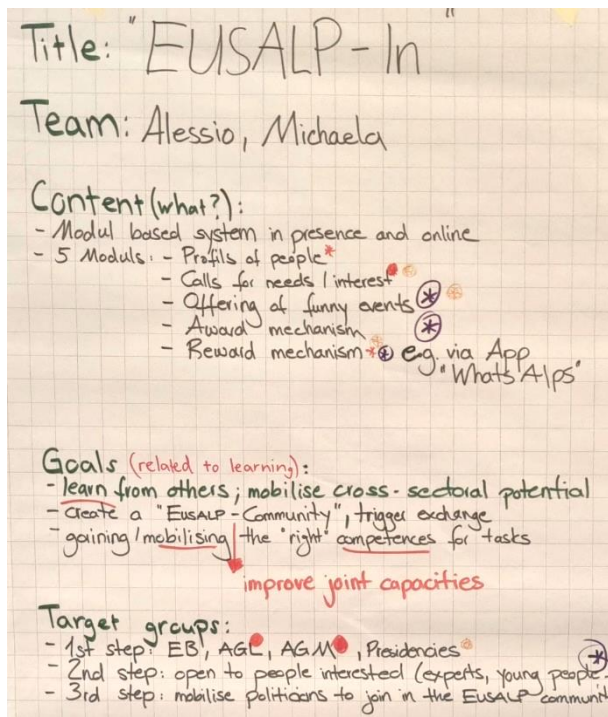


Figure 19: Prototype "EUSALP-In"



### 5.4.2.2 Multidimensional governance

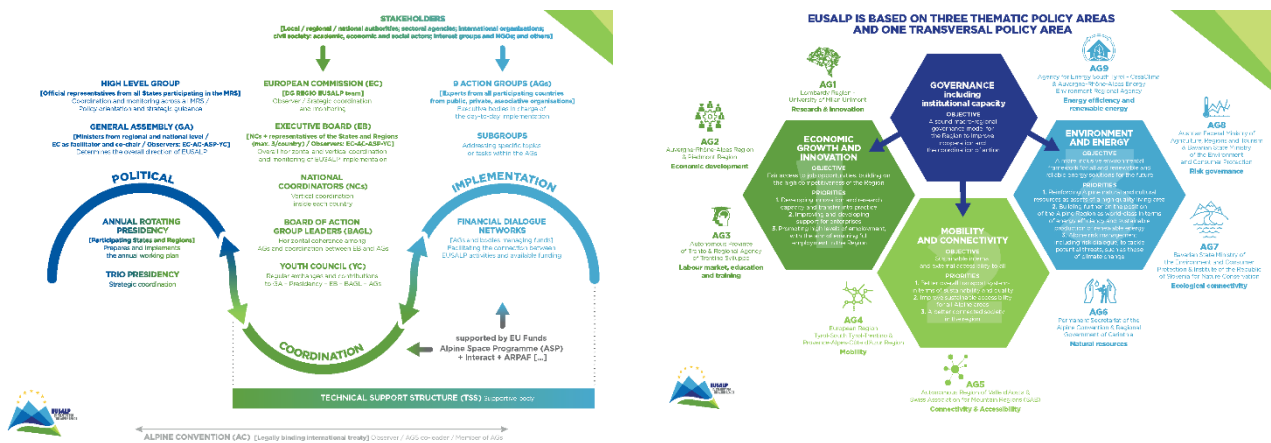
This module dealt with horizontal and vertical governance of EUSALP actors and activities and with options to enhance impactful coordination and cooperation. We started this workshop right with **our definition of multidimensional governance**:

- Active coordination and efficient cooperation of various stakeholders to achieve common goals in specific fields of action.
- “Multidimensional” means governance across levels (territorial, administrative, power) and issues (disciplines, sectors, branches).
- Core elements of a governance system:
  - Goal(s)
  - Fields of action
  - Actors & roles
  - Interactions
  - Resources

After presenting the basic **characteristics of “Good governance”**, we showcased some examples of multidimensional governance systems, compared **traditional and progressive governance settings** (hierarchy vs. “field of stars”) and took a look on the **evolution of governance perceptions** from ancient times to “reinventing organisation”. These contents as well as the following ones indicated below are accessible in the slide package for Module 3.

To trigger concrete work, we recalled the official EUSALP visualisation of stakeholders, roles and policy areas – which can be regarded as **key elements of the current EUSALP governance model** (see Figure 20).

Figure 20: EUSALP stakeholders, roles and policy areas (EUSALP 2022)



From this basis, participants approached potential improvements for future governance in **three sessions**, working in three mixed teams:

- Session 1: Quick check of current EUSALP governance model
  - Step 1 – Success stories and pain points in the current EUSALP governance model I: Individual reflection
  - Step 2 – Success stories and pain points II: Explaining success stories and pain points, clustering and complementing additional elements

- Session 2: Megatrends and implications for governance
  - Initially, we quickly presented the 12 megatrends by Zukunftsinstitut together with several potentially relevant subtrends (see 5.2.2 and slides).
  - Step 3 – New potentials and risks for EUSALP governance I: Marking megatrends and subtrends with high impact on EUSALP governance elements on the megatrend map
  - Step 4 – New potentials and risks for EUSALP governance II: Collecting new potentials and risks triggered by trends. Reflection of how to capitalise potentials / reduce risks, filling in template.
- Session 3: EUSALP future governance framework
  - Step 5 – The big picture for future EUSALP governance: Comparison of A) current success stories and pain points with B) new potentials and risks triggered by megatrends. Outlining “the big picture” for future EUSALP governance, using the template: What should be continued? What should be changed? Where are gaps?
  - Step 6 – Frameworks for future EUSALP governance: Based on all previous insights, creation of “ideal” governance systems, including a description of goals, fields of action, actors & roles, interactions and resources
  - Step 7 – Plenary pitching and feedbacks

Details on the results of the single work steps are contained in the Module 3 documentation.

**Figure 21: Impressions of the produced future governance frameworks**



A closing slot was dedicated to the question how the Lab participants could foster **practice transfer of Module 3 learnings and results**. The following statements and proposals were mentioned:

- An upcoming EB-BAGL meeting should be used for presenting the Lab results and to trigger discussion about governance improvements, maybe also about revising the EUSALP Action Plan in terms of enhanced governance settings.
- TSS should be informed about the Lab outputs on governance.
- The issue of future governance could be reopened and more deeply treated together with EB members at the first “Annual EUSALP Winter Camp” (idea from Module 2).
- Practical exchange about “leadership in AGs” and respective best practices would be helpful.
- An AG representative in the EB could enhance cross-body communication and coordination.

### 5.4.2.3 Activation of politicians

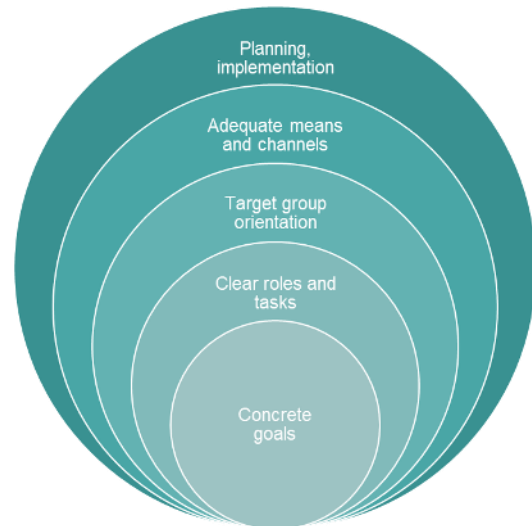
The third and last module of the Camp dealt with politicians and policy-makers – crucial stakeholders, but often difficult to engage for EUSALP’s objectives and requirements. Targeted communication and tailor-made activation approaches were therefore in the centre of this workshop.

Some **basics of tailor-made communication** set the common ground (see Module 4 presentation). These included the goals of stakeholder communication, the “communication square”, established by Friedemann Schulz von Thun as a valuable concept and tool, as well as insights and examples of planning and implementing successful stakeholder communication (see Figure 22). A short digression was devoted to lobbying as a special concept of communication and to actor activation theory.

A **communication plan** can be regarded as an essential tool for impactful interaction with stakeholders. Experiences show that a good communication plan comprises the following key elements:

- Setting: issue and context, concrete situation and format, participants and roles
- Target group and target persons: knowledge, awareness, needs
- Overall goal: What do you want to achieve? Is there a “corridor for negotiation”?
- Specific goals: related to single target groups / target persons
- Key messages
- Call to action
- Nasty questions and “Plan B”
- Storyboard or script

**Figure 22: Elements of successful stakeholder communication (PLANVAL 2022)**



On ad-hoc demand by the participants, we inserted a **session about learning from communication failures**. Two examples from AG 4 and AG 7 were presented and discussed intensively, enlightening lessons learnt, failure reasons and improvement options from the retrospective.

For the practical work, some well-known challenges from the EUSALP context had been prepared in advance. **Three cases** were chosen for teamwork, featuring concrete goals connected to very specific policy-makers:

- Acquire financial resources for EUSALP projects – addressing e.g. the head of unit of a national or regional ministry / agency
- Maintain or extend personal resources for EUSALP work of AG leaders and AG members – addressing e.g. the head of an institution (Minister)
- Foster willingness for transnational cooperation on regional / local level – addressing e.g. the Governor of a region or a mayor

The teams worked in **two sessions** towards tailormade activation of these target persons:

- Session 1: Understanding target groups
  - Step 1 – Persona for addressed policy-/ decision maker: Generating a fictive person representing the chosen policy-/ decision maker, including personal profile, job to be done, gains and pains. Identification of the person's central needs. Peeling out: How could the selected case help to meet needs, how could these gain creators / pain killers be communicated effectively to the Persona?
- Session 2: Testing activation of policy makers
  - Step 2 – Preparing for a role play in the setting “EUSALP representatives meet policy-maker”. “EUSALP representatives” prepare a pitch for a meeting about the case with the target person and elaborate a tailor-made communication scheme (template). “Policy-/ decision maker” prepares as recipient of the appeal and formulates nasty questions (template). “Neutral observer” prepares to observe communication, behaviour, reactions, emotions (template).
  - Step 3 – Proto-acting: Running the role play in the prepared roles.
  - Step 4 – Proto-acting assessment and improvement: Observer presents observations and experience journey. Team discusses observations and identifies weaknesses of the pitch. Based on the learnings, preparing an improved pitch.
  - Step 5 – Plenary pitching in an improvised media conference with critical questions from the audience.

Results of the work steps are contained in the documentation of The Camp.

In the final practice transfer session, the participants reflected on how to integrate the learnings in the **upcoming “roadshows” for the EUSALP Policy Recommendation Paper** and in other relevant cases.

#### 5.4.2.4 A roadmap for capitalising the Camp results

The co-creative wrap-up of the three days at the Capacity Building Camp was implemented during a 30 minutes ride on the ferris wheel in front of the workshop location. The result was a practical roadmap for feeding the Camp results into running or upcoming EUSALP processes, including task, responsibility, target groups and schedule.

**Table 2: Roadmap for capitalising the Camp results**

What?	Who?	Target group	When?
<ul style="list-style-type: none"> <li>▪ 3 Camps in “AlpGov 3” / TSS project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maren Meyer (Task force, AGL representative)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project partners</li> <li>▪ TSS</li> <li>▪ Alpine Space Programme</li> </ul>	<ul style="list-style-type: none"> <li>▪ Planning starting in May 2022</li> <li>▪ Camps in 2023, 2024, 2025</li> </ul>
<ul style="list-style-type: none"> <li>▪ Pitch Camp results 2022 at AlpGov 2 Final Conference</li> </ul>	<ul style="list-style-type: none"> <li>▪ Michaela Künzl (contacts, preparation)</li> </ul>	<ul style="list-style-type: none"> <li>▪ AlpGov 2 Lead Partner</li> <li>▪ BAGL</li> </ul>	<ul style="list-style-type: none"> <li>▪ Final Conference: 23 June 2022</li> <li>▪ BAGL: September 2022</li> </ul>
<ul style="list-style-type: none"> <li>▪ Offer TSS to jointly draft a capacity building Work Package in “AlpGov 3”</li> </ul>	<ul style="list-style-type: none"> <li>▪ All Camp 2022 participants</li> <li>▪ Especially AGL and future project partners</li> </ul>	<ul style="list-style-type: none"> <li>▪ TSS</li> <li>▪ Project partners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Starting in May 2022</li> </ul>

## 5.5 Future Bridge 2: Towards an impactful and agile organisation

### 5.5.1 General information

<b>Date</b>	9 May 2022, 9.00 – 12.00 <b>Online!</b>	<b>Programme</b>	
<b>Target groups</b>	AG leaders, EB members (AG members if particularly interested)	09.00	Check-in
<b>Content</b>	The Future Bridge addresses the strategic challenge to make EUSALP a more impact-oriented and agile organisation. We cross-check impact models from the Kick-off and identified learning pain points with the EUSALP vision of sustainable and innovative development and with current megatrends on global, European, and alpine scale. From this 360° perspective, we co-create ideas and a basic scheme for improving future collaboration and effectiveness of EUSALP work.  This CBS module is split in two half-day online sessions in October 2021 (Part 1) and May 2022 (Part 2).	09.05	Welcome & programme
		09.10	Input: Sweet spots of agile learning
		09.20	Input: Review EUSALP CBS Kick-off, Future Bridge 1, Lab, Camp
		09.35	Work session 1: Reflection of CBS and sweet spots
		10.00	Break
		10.15	Input: Examples of Learning Environments
		10.25	Work session 2: Concretising future learning and capacity building in EUSALP
		11.30	Lessons learnt from the EUSALP CBS
<b>Take aways</b>	Prototype for agile governance and organisation, enhancement options for future EUSALP work (to be further developed and implemented after project end). Synthesis of lessons learnt from the whole Capacity Building Series.	11.50	Wrap-up & outlook
		12.00	Closing

The second part of the Future Bridge, held virtually again, both made the link to the first part in October 2021 and synthesised the results of all modules of the Learning Environment, finally assessing and closing the Capacity Building Series. Furthermore, the Future Bridge 2 was designed for a shadowing visit from other EU macro-regional strategies. A representative of the Interact programme participated actively, both receiving deep insights in the EUSALP Capacity Building Series and providing input from an external perspective. This last session was attended by 18 participants (3 EB representatives, 10 AG leaders or co-leaders, 4 AG members, 1 external guest from the Interact programme).

### 5.5.2 Key learnings and results

To gain an overview of all previous modules with their broad range of outputs and learnings, we started this final workshop with a concise review of the whole two-year process. Then we turned once again to the core concept of agile learning and learning “sweet spots” (cf. chapter 3.2) and learning pain points observed in the EUSALP context.

In the first teamwork session, we asked which **learning sweet spots** were achieved or at least approached during the Capacity Building Series, and how these sweet spots be capitalised and operationalised in the future of EUSALP. The answers are summarised below. More details can be found in the documentation of the Future Bridge 2.

- Achieved or approached learning sweet spots:
  - Applying new methods and tools to real cases, providing valuable products and solutions (e.g. impact models)
  - Communicating and learning across the participating AGs, alignment of AG activities in the frame of the Capacity Building Series
  - Thinking strategically in interactive formats outside classic EUSALP formats (e.g. EB-BAGL meetings)
  - The Camp format as a whole: intensity, group dynamics, physical setting
  - Inspiring working style, attitude and mood, especially at the Camp (level playing field for all participants, hands-on, think out of the box), triggering lots of ideas

- Discovering hidden competences of participants in the “safe experimentation space”
  - Exchanging and learning from failures (communication failures at the Camp)
  - Practicing policy-maker activation (role-play at the Camp)
  - Pressure to generate a roadmap for capitalising the Camp results (ferris wheel session)
  - Working on concrete and relevant cases in the Lab, partially achieving substantial progress (e.g. peatland project case)
  - Good team building during the Lab
  - Increased visibility of EUSALP work with some Lab cases (digital infrastructures, TF-MFSUT)
- Options for capitalisation and operationalisation in the future of EUSALP:
- Spreading the results from the Capacity Building Series and especially the Camp to a broad range of EUSALP actors
  - Running a capacity building training camp under each EUSALP presidency.
  - Same context: Implementing the “Winter Camp” prototype from the Camp as a two-day format in 2023 and 2024.
  - Strengthen the co-creation of contents and initiatives between AGs using similar approaches as in the Lab
  - Collection of ideas for future common activities to improve strategic work in EUSALP
  - Involving more EUSALP actors into future capacity building activities

The second work slot was dedicated to the attempt to put the individual pieces of the puzzle together: a last co-creation session, certainly. Four teams had the task to **outline the future Learning Environment** – in the form of structured template with the key elements format, location, users, structure, content, functionality, responsibilities and financing. This session was inspired by the presentation of existing Learning Environments like the Interact Learning Platform / Course Catalogue and regiosuisse, the Swiss platform for regional development.

The following chart shows, for which elements the four teams had the same or similar proposals, and where they had diverging or complementary perspectives. As the degree of consensus is high for the basic design, **this outline can be regarded as rather accepted**, at least regarding the participants of the Future Bridge 2.

**Table 3: Outline of a future Learning Environment from Future Bridge 2 participants**

LE elements	Consensus of teams	Other / additional proposals
<b>Overall format</b>	<ul style="list-style-type: none"> <li>▪ Hybrid architecture: online environment with virtual capacity building formats + on-site formats for physical interactions</li> </ul>	
<b>Location</b>	<ul style="list-style-type: none"> <li>▪ Digital platform integrated in or connected to EUSALP website</li> <li>▪ Physical events can be organised in different places in the Alps, on a regular (e.g. yearly) basis or/and on demand, depending on opportunities, topics and funding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cross-MRS solution?</li> </ul>
<b>Users</b>	<ul style="list-style-type: none"> <li>▪ AG leader</li> <li>▪ AG members</li> <li>▪ EB members</li> <li>▪ EUSALP observers and partners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual Presidency</li> <li>▪ TSS</li> <li>▪ Youth Council</li> <li>▪ Other MRS actors</li> <li>▪ DG Regio</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>▪ Modul-based structure, expandable on demand</li> </ul>	<ul style="list-style-type: none"> <li>▪ Structured according to user needs</li> </ul>

LE elements	Consensus of teams	Other / additional proposals
<b>Content</b>	<ul style="list-style-type: none"> <li>▪ Modules can be differentiated by formats, frequency, processes or themes</li> <li>▪ User-oriented, flexible (concrete needs of relevant stakeholders have to be comprehensively collected and analysed)</li> <li>▪ Annual “Camp” for specific capacity building needs / topics of high relevance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Focus on transversal / cross-sectoral topics relevant for all / several users / AGs</li> <li>▪ Set of recurring in presence / online sessions (e.g. courses for specific methods, topics, tasks)</li> <li>▪ Set of permanent online resources (e.g. videos, tutorials)</li> <li>▪ Project development lab (e.g. for different funding programmes)</li> </ul>
<b>Functionalities</b>	<ul style="list-style-type: none"> <li>▪ Participation in events, courses etc., including documentation</li> <li>▪ Well accessible and structured knowledge platform</li> <li>▪ Dissemination functions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge creation</li> <li>▪ Expert / contact database</li> <li>▪ Networking, matchmaking</li> </ul>
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>▪ Strategic planning and decision-making: EB, BAGL</li> <li>▪ Technical setup and hosting: TSS</li> <li>▪ Contribution of contents: AGs, Annual Presidency</li> </ul>	<ul style="list-style-type: none"> <li>▪ External experts support</li> </ul>
<b>Financing</b>	<ul style="list-style-type: none"> <li>▪ TSS financing scheme</li> <li>▪ New capacity building project</li> </ul>	<ul style="list-style-type: none"> <li>▪ EB / national / regional endorsements</li> <li>▪ Annual Presidencies for specific Presidency priorities</li> <li>▪ Alpine Space Programme</li> <li>▪ Cross-MRS synergies</li> <li>▪ Separate project if a comprehensive technical solution is needed</li> </ul>



## 6 Reflection

### 6.1 Participants' assessment of the Capacity Building Series

At the Future Bridge 2 as final event, participants reflected the whole Capacity Building Series. By complementing feedbacks from previous modules, the following "big picture" can be regarded as rather consistent opinion.

**Table 4: Participants' perception of the Capacity Building Series**

Positive perceptions	Critical perceptions
<ul style="list-style-type: none"> <li>▪ Generally, all five modules as well as the Lab received positive to very positive assessments.</li> <li>▪ Individual <b>practical benefits</b> for future work in EUSALP were regarded as rather high to high.</li> <li>▪ Making more impact is acknowledged as a fundamental prerequisite for a successful future of EUSALP activities. Capacity building in <b>impact-oriented work</b> was therefore appreciated. Working with <b>impact models</b> seems helpful for structuring and concretising activities to foster impacts.</li> <li>▪ <b>Practice transfer</b> was recognised as key for acquiring, applying and improving competences and skills. Therefore, <b>co-creating solutions for concrete EUSALP cases</b> in small teams, supported by intense coaching was highly appreciated.</li> <li>▪ <b>Experimenting in a "safe space"</b> allowed thinking and doing "out of the box", providing novel results.</li> <li>▪ <b>Exchange</b> between AG leaders and between AG leaders and members in cross-thematic settings was very valuable.</li> <li>▪ <b>Online sessions</b> were very productive. The apps and tools used allowed efficient work (Zoom, Miro, templates).</li> <li>▪ <b>Professional organisation, moderation and coaching</b> by PLANVAL was perceived as crucial for meaningful quality outputs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Term "learning"</b> in the project title was rather unclear and misleading, at least at the beginning. Capacity building seems much more adequate.</li> <li>▪ <b>Involvement</b> of relevant actors was very difficult, especially of EB (and GA). Lack of EB engagement quite disappointing.</li> <li>▪ <b>Time commitment</b> was as a challenge or barrier for participation, above all concerning the intense formats Lab and Camp.</li> <li>▪ <b>Concrete practice transfer</b> must be planned and organised from the very beginning. If too late, it won't work for more complex cases.</li> <li>▪ <b>Virtual settings</b> aren't adequate for all issues and formats. More physical interactions would have allowed even better capacity building.</li> <li>▪ Making real progress in better multidimensional governance and activation of politicians <b>requires much more time</b> and engagement than two workshops.</li> <li>▪ <b>Changes in persons and responsibilities</b> can endanger success of single teams or the whole project, especially when it comes to the question of capacity building leadership after AlpGov 2.</li> </ul>

### 6.2 Reflection of pain points for capacity building in EUSALP

During the preparation and implementation of the Learning Environment prototype, we discovered several general barriers and adverse factors for capacity building in the frame of EUSALP, which we reflected with StMUV. The key pain points for capacity building can be condensed as follows.

- **Strategy and structure:**
  - Capacity building is currently not perceived as an issue of major relevance for EUSALP.
  - Consequently, there is no strategy or concept for target-, user- and impact-oriented development of required competences and skills
  - The same applies for structures, human and technical resources: institutionalisation, specialised staff, customised methods and tools are lacking.
  - From an economical perspective and compared to medium or large enterprises, where capacity building and organisational development is usually a matter of course, these gaps appear striking in today's rapidly evolving world.

- **Culture:**
  - “Why do we need learning / capacity building?” This unasked but implicitly clearly recognisable question illustrates that also a culture and appreciation of capacity building is lacking, at least when we look at EUSALP as a whole and the overall attitude at the beginning of the project.
  - This is not only the result of the absence of strategy and structures. It additionally seems to express limited awareness and acknowledgement of needs and benefits of capacity building.
  - A culture fostering capacity building moreover requires leadership, pilot initiatives and openness of actors – further bottlenecks at the time being.
- **Governance:**
  - Elements on a ‘traditional’ organisation model and “hierarchical” differences between the main stakeholder groups (EB, AG leaders, AG members) pose challenges to collaborative learning and co-creation on a level playing field.
  - In addition, as there is no comprehensive governance model – at least not according to our definition (as described in chapter 5.4.2.2), certain modes of interaction remain unclear or ambiguous. This situation can affect capacity building, for example when working on cases which would probably benefit from EB involvement.
  - Governance “black boxes” also raise doubts concerning practice transfer. There is the risk that certain ideas and prototypes generated in the Capacity Building Series cannot be further developed or realised due to unclarities and questions about “who is entitled to do what”.
- **Resources:**
  - Even if EUSALP actors are interested in participating, they have very restricted time resources for capacity building and practice transfer. Strong time limitations endanger outcomes and impacts, even if the learning formats are designed to achieve progress efficiently.
  - Virtual formats at least allow saving travel time and costs. But physical formats like the Camp suffer from low participation (additionally exacerbated by COVID-19 restrictions and travel uncertainties).
  - A setting with an adequate mix of online sessions and physical interactions on-site seems basically the way to go in future. In the Capacity Building Series, we were urged to work mostly virtually, thus missing some benefits of in-person meetings. However, it is unclear how many participants would have joined if we had more physical events.
- **Digital potentials:**
  - Fuelled by digitalisation and also by the pandemic, there is an unprecedented range of virtual opportunities for capacity building. However, the existing potentials are not systematically analysed and exploited.
  - Remote collaboration presented quite a technical challenge for most participants. Few actors were used to working with an online whiteboard or other virtual tools.
  - Nevertheless, after the first workshops and especially in the course of the Lab, participants got better used to the digital way of working together and took advantage of it. One major benefit was the digital documentation of progress, as all work steps remain visible on the Miro boards, and results can simply be downloaded.

### 6.3 Final evaluation

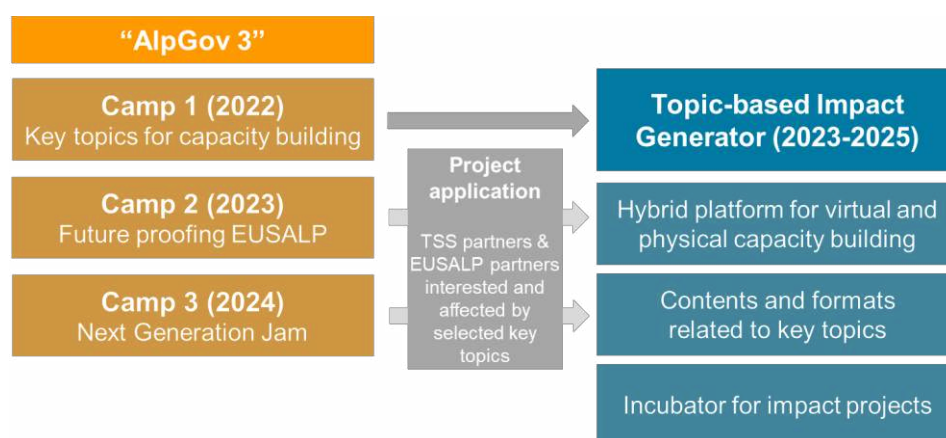
At the end of our journey through designing and testing the EUSALP Learning Environment, we can draw some general conclusions concerning achievements, shortcomings. We implemented a final evaluation session on 2 June 2022 with StMUV, enriched by a second shadowing visit from representatives from the Interact programme. The evaluation results comprise both lessons learnt and specific prerequisites for future capacity building in EUSALP.

- The Capacity Building Series can be regarded as a **successful kick-off with initial empowerment achievements**, but also with the abovementioned limitations. **Several ideas and prototypes are ready for immediate realisation**, and the bunch of further outputs is waiting for critical review in terms of usefulness and practicability.
- “We can lead the horse to the water, but we can't make it drink” – this saying illustrates that right with the end of AlpGov 2, a critical point is reached. For effective future capacity building, **fundamental prerequisites need to be created on a strategic level**:
  - For quick wins, one actor has to take care of coordinated practice transfer and capitalisation of present results.
  - Capacity building should become a permanent element in EUSALP.
  - Clear responsibilities for developing and managing the future capacity building system as well as adequate resources need to be allocated.
- The **current momentum should be exploited deliberately and concrete next steps be planned strategically very soon**, ideally on EB level, to avoid that the Learning Environment prototype remains a straw fire without lasting effect. The risk of going “back to normal” is high, i.e. continuing without an advanced concept and impact-oriented work plan for future capacity building.
- One central weakness of the Capacity Building Series was that the offer was taken up only by a few people (many of which are also strongly engaged elsewhere in EUSALP). This seems acceptable for a pilot project. However, if capacity building is to be given higher priority in future and measurable impact is expected, **a broader engagement of EUSALP actors must be achieved**.
- In this context, the participants of the Capacity Building Series can act as “ambassadors”. They have experienced the formats and know about added value, limitations and need for optimisation. Moreover, in the field of participants, some “**hidden talents**” showed up. These AG members have hardly made an appearance beyond thematic work in their AG so far, but could emerge as “white hopes” for leadership. This will, however, certainly not happen without further action. Taking care of “**growing these plantlets**” is therefore another task for the upcoming EUSALP capacity building scheme.
- If the **political willingness, leadership, caretakers and resources are in place**, long-term systematic agile learning and effective capacity building can make a tremendous difference in EUSALP. Resources thereby also means to allow and somehow grant broad participation, especially for AG leaders and members, and to send an unequivocal signal of appreciation of capacity building formats. Some fields of further need for acquiring competences and skills are already visible, for example good governance, target-oriented communication, remote collaboration and new work methods.
- It has to be underlined yet, that capacity building must not be an end in itself but serve clearly set goals. To support EUSALP progress on the way towards a more sustainable and resilient Alpine Region in a demand-driven way, it is strongly recommendable to **define concrete topics of high importance for which capacity building is vital**. Doing capacity building not in a generic style, but clearly aligned with thematic priority issues requiring EUSALP action allows to achieve the sweet spots of learning in a time- and resource-efficient way – and to make sustainable impacts where they are needed most.
- Finally, **external actors must be involved** into capacity building. In the Capacity Building Series, we had no opportunity to integrate **policy, municipalities, civil society and business**. Recalling the Design Thinking principle of multidisciplinary and 360° perspectives for better solutions and the agile learning principle of matching needs of individuals and organisation with their environment, it is more than justified to reflect on practice-oriented ways of involvement, heading for multilateral benefits and real impact on the ground. But overloading and making things too complex should be absolutely avoided. Therefore, it would make much sense to start with only very few external stakeholders, and to select these key players according to the selected EUSALP priority topics (see above).

## 7 Recommendations for future capacity building in EUSALP

Based on the results and lessons learnt and following up on the final conclusions stated in chapter 6.3, we propose a three-step approach for practical capitalisation (see Figure 23). **The core of this proposal is to define few key topics with high need for action as soon as possible and to implement a new project for capacity building related to these topics from 2023 to 2025.** The key topics determine capacity building goals, contents and formats. This approach both fits into given framework conditions and upcoming processes and gives answers to the questions raised in the conclusions chapter. The established offer can be critically evaluated in 2025 and subsequently be optimised or extended with additional topics and formats in a demand-driven way.

**Figure 23: Capitalisation proposals towards topic-based capacity building**



### ▪ Step 1: Definition of EUSALP key topics for capacity building 2023-2025

- The follow-up project to AlpGov 2, hereinafter called “AlpGov 3” as a working title, and its application process opens the chance to implement “Co-creation Camps” with a similar setting as the Capacity Building Series Camp in Munich (see chapter 5.4). EB members and AG leader could physically meet for 2 days, co-creating answers and outputs crucial for capacity building and general organisational development progress.
- Camp 1 (autumn 2022) is crucial and paves the way forward:
  - Identification of one to maximum three key topics for capacity building in the phase 2023 to 2025. These key topics should be highly relevant, very concrete, closely connected to the new AG work plans and promising in terms of making impact in the next three years. Examples for such topics could be smart digitalisation in remote areas, climate change management in municipalities or green business innovation.
  - During this Camp, which ideally takes place before AlpGov 3 starts, participants should also shape the basic capacity building architecture 2023-2025, based on the consolidated outline presented in chapter 5.5.2 / Table 3. To start operationalisation as soon as possible, they should furthermore specify the pillars of a separate project for capacity building along these key topics and corresponding impact generation (“Impact Generator” project as working title).
- **Further Camps** in the frame of AlpGov 3, which is supposed to kick-off in 2023, **are optional**. To get the most out of it, we suggest two more Camps, which could very well feed into the Impact generator project:

- Camp 2 (2023): Could be dedicated to proofing EUSALP in terms of governance, collaboration and capacity building for the future. This Camp could deep dive into megatrends and draft a joint vision for EUSALP 2030 or later.
- Camp 3 (2024): A third event could involve EUSALP youth and co-create solutions for present and upcoming challenges in a “generation-bridging” way.
- **Step 2: Project application for an “Impact Generator” with topic-based capacity building**
  - Application preferably in the Interreg Alpine Space Programme, for a “classic” project with three years runtime in Priority 4 “Cooperatively managed and developed Alpine region”.
  - The EUSALP Technical Support Structure (TSS) should manage partnership building and the application process. TSS partner institutions, EUSALP Presidency institutions (current and incoming) as well as other EUSALP partners interested in and affected by the chosen key topics are predestined to form a coalition of the willing and the core partnership (Lead Partner, Work Package leaders). Further partners (e.g. external actors like municipalities, enterprises) could be added if useful, depending on topics and project design.
- **Step 3: Implementing the Impact Generator project (2023-2025)**
  - Concrete implementation is determined by the project design and the selected key topics. At the time being, it is only possible to describe some generic work steps:
    - Setting up and running the hybrid capacity building platform
    - Designing formats and creating content for the key topics, tailor-made for the addressed users
    - Launching an EUSALP-internal “PR” campaign to attract users and participants
    - Yearly assessment: user satisfaction, outputs, outcomes, impacts
    - Optimising and extending on demand
    - Planning the follow-up phase in due time
  - The platform should also include a “**project incubator**”: a new format to develop projects striving for concrete, rapid and visible impact in the selected key topic fields. The incubator could take place on a yearly basis. With co-creative methods and newly acquired skills, EUSALP actors can generate project ideas in short time, select especially promising approaches and elaborate project outlines (“design sprint” format, usually a two-day event). These drafts can be assessed and curated by a jury and the best ones fed into project application and implementation processes outside the Impact Generator. Such a systematic incubator approach is well known in innovation management and has proven successful in many different thematic and geographic contexts.