

**INTERREG EUROPE**  
**DIALOG Project**  
**Dialog for Innovation and LOcal Growth**



**SURVEY REPORT TEMPLATE**

**BY**  
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## 1 INTRODUCTION

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The DIALOG project foresees, in this phase of the project, a field survey among stakeholders and project partners. This is aimed at identifying instruments and methods that stakeholders perceive as efficient for their involvement in policies and/or projects activation. Furthermore, the survey will facilitate the Action plan implementation by each partner, as planned in the second Dialog project phase. This template intends to facilitate the systematization and processing of the data collected by each project partner through the administration of questionnaires.

## 2 THE STAKEHOLDER SURVEY

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### 3 SECTION A - PROFILE OF THE INTERVIEWED PERSON

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The survey involved **15** individuals, mostly **women** (table below).

<b>Gender</b>	<b>Absolute value</b>	<b>Percentage value (%)*</b>
Male	<b>5</b>	<b>33,33</b>
Female	<b>10</b>	<b>66.67</b>
I don't want to say	<b>0</b>	<b>6.25</b>
<b>Total</b>	<b>15</b>	<b>100</b>

\*= enter n.1 decimal value

The following table shows the age groups of respondents.

<b>Age group</b>	<b>Absolute value</b>	<b>Percentage value (%)*</b>
18-24 yrs	<b>0</b>	<b>6.25</b>
25-34 yrs	<b>1</b>	<b>6,25</b>
35-44 yrs	<b>7</b>	<b>43,75</b>
45-64 yrs	<b>7</b>	<b>43,75</b>
over 65 yrs	<b>0</b>	<b>0</b>
<b>Total</b>	<b>15</b>	<b>100</b>

\*= enter n.1 decimal value

**Add any comments you deem useful on the strenght of the data collected in the previous tables.**

The following table shows the education of respondents.

<b>Education</b>	<b>Absolute value</b>	<b>Percentage value (%)*</b>
None/elementary	<b>0</b>	<b>0</b>
Middle school	<b>0</b>	<b>0</b>

Secondary school	1	6,67
University	14	93,33
Post university	0	0
<b>Total</b>	<b>15</b>	<b>100</b>

\*= enter n.1 decimal value

**Add any comments you deem useful on the strenght of the data collected in the previous tables.**

The next table shows the role of respondents.

<b>Education</b>	<b>Absolute value</b>	<b>Percentage value (%)*</b>
Administrative representative	15	100
Local body representative	0	0
Employers' representative	0	0
Association/trade union representative	0	0
Research centre representative	0	0
Representative of a civil society organization	0	0
Representative third sector organization	0	0
Expert	0	0
Citizen	0	0
International network (EEN, Europe direct, etc.)	0	0
Other	0	0
<b>Total</b>	<b>15</b>	<b>100</b>

\*= enter n.1 decimal value

**All stakeholders are working in a ministry.**

The following table indicates the work sector to which the interviewees belong.

<b>Education</b>	<b>Absolute value</b>	<b>Percentage value (%)*</b>
Industry	0	0
Construction	0	0
Commerce	0	0
Tourism	0	0
Transport	0	0
Business services	0	0
Health	0	0
Education/Training	0	0

Public Administration	0	0
Other	15	100
<b>Total</b>	<b>15</b>	<b>100</b>

\*= enter n.1 decimal value

**The main sector is Regional development and European Affairs.**

The following table shows how many, among the interviewees, have ever had any experiences participatory processes.

<b>Interviewees</b>	<b>Absolute value</b>	<b>Percentage (%)*</b>
Previous experiences in participatory processes	16	100
<b>Total</b>	<b>Total number of interviewees (b)</b>	-

\*= enter n.1 decimal value

**On the strenght of the data collected in question n.7 of the questionnaires, insert some additional information about the experiences stakeholders have had. All the participants are employees of the ministry that are involved in organizing participatory processes.**

#### **4 SECTION B - THE PARTICIPATORY PROCESS**

The table below shows the interviewees' opinion regarding the adoption of a multi-stakeholder collaboration strategy in order to identify possible solutions for economic, social and environmental problems.

<b>Opinions</b>	<b>Absolute value</b>	<b>Percentage value (%)*</b>
Very useful	1	6,25
Fairly useful	13	81,25
Not very useful	2	12,5
Not useful	0	0
<b>Total</b>	<b>16</b>	<b>100</b>

\*= enter n.1 decimal value

The following table indicates, according to the interviewees' opinion, in which process phase stakeholderds should be mostly involved.

**Insert the number of times each process phase has been selected.**

<b>Process phases</b>	<b>Absolute value</b>	<b>Percentage (%)*</b>
Project design	10	62,5
Operational planning	10	62,5
Implementation/monitoring	13	81,25
Assessment	12	75

<b>Total</b>	<b>15</b>	-
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\*= enter n.1 decimal value

The next table shows the interviewees' opinion about what is the most suitable level of stakeholder involvement considering the 4 following forms (inform, consult, involve, collaborate).

*Insert, for each level of stakeholder involvement, the number of times each values (from 1 to 4) has been selected.*

<b>Process phases</b>	<b>Level of stakeholder involvement (Absolute value)</b>															
	<b>inform</b>				<b>consult</b>				<b>involve</b>				<b>collaborate</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Project design	0	1	5	8	2	1	3	8	5	2	3	4	6	3	3	2
Operational planning	0	0	5	9	1	5	2	6	4	1	5	4	4	6	3	1
Implementation/monitoring	0	2	4	8	1	3	5	5	1	5	4	4	3	5	4	2
Assessment	0	1	4	9	0	1	8	5	1	4	7	2	3	5	3	3

*Most interviewees were puzzled to answer the question. They mostly stated that the level of stakeholder involvement depends on the project.*

The following table indicates, according to the interviewees' point of view, the level of relevance of criteria used in stakeholder selection that an administration responsible for a program/project should consider.

*Enter in the table the number of times each score (from 1 to 5) has been indicated for each element (e.g. a=number of times score 1 has been selected for each element in the list)*

$$f = a / (\sum a - e) * 100 \quad g = b / (\sum a - e) * 100 \quad h = c / (\sum a - e) * 100 \quad i = d / (\sum a - e) * 100 \quad l = e / (\sum a - e) * 100$$

<b>Elements</b> <i>(full description in questionnaire)</i>	<b>Scores (absolute value)</b>						<b>Scores (percentage value %)*</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Tot</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Tot</b>
Stakeholder ability to involve other stakeholders	4	4	2	2	3	15	26,67	26,67	13,33	13,33	20	100
Representative level in relation with the category belonging	1	0	3	7	4	15	6,67	0	20	46,67	26,67	100
Capacity to start and boost changes	2	0	4	9	0	15	13,33	0	26,67	60	0	100
Stakeholder 'recognition' level from the targeted population [...]	1	1	4	6	3	15	6,67	6,67	26,67	40	20	100
Capacity to influence the labour market	4	4	3	2	2	15	26,67	26,67	20	13,33	13,33	100
Capacity to influence the resources allocation	3	3	5	2	1	15	20	20	33,33	13,33	6,67	100
Capacity to provide with an in-kind support	9	2	2	2	0	15	60	13,33	13,33	13,33	0	100
Specialist knowledge and competences	0	0	5	7	3	15	0	0	33,33	46,67	20	100
Capacity to maintain discussion and public dialogue	0	2	4	7	2	15	0	13,33	26,67	46,67	13,33	100
Participation experience in other similar experiences	3	2	10	0	0	15	20	13,33	66,67	0	0	100

<b>Elements</b> <i>(full description in questionnaire)</i>	<b>Scores (absolute value)</b>						<b>Scores (percentage value %)*</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Tot</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Tot</b>
Capacity to communicate through a wide media variety												<b>100</b>
Level of interest and interest of being involved	<b>0</b>	<b>0</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>26,67</b>	<b>40</b>	<b>33,33</b>	<b>100</b>
Recognition and trust level by the administration responsible [...]	<b>2</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>15</b>	<b>13,33</b>	<b>6,67</b>	<b>33,33</b>	<b>33,33</b>	<b>13,33</b>	<b>100</b>
Capacity to influence the public opinion	<b>0</b>	<b>4</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>26,67</b>	<b>60</b>	<b>13,33</b>	<b>0</b>	<b>100</b>
The capacity of stakeholder to affect the project activities [...]	<b>0</b>	<b>1</b>	<b>4</b>	<b>10</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>6,67</b>	<b>26,67</b>	<b>66,67</b>	<b>0</b>	<b>100</b>
Participation in previous networks and projects	<b>1</b>	<b>5</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>15</b>	<b>6,67</b>	<b>33,33</b>	<b>40</b>	<b>20</b>	<b>0</b>	<b>100</b>
The negative effect of a stakeholder non participation [...]	<b>4</b>	<b>0</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>15</b>	<b>26,67</b>	<b>0</b>	<b>40</b>	<b>20</b>	<b>33,33</b>	<b>100</b>

\*= enter n.1 decimal value

#### **Additionally some stakeholders mentioned**

Some respondents (3) additionally mentioned *the importance of including marginalised groups and people who are facing discrimination such as people with handicaps, women, people with a migration background etc. Another difficulty seems to be the fact that some important groups of the citizens are not organized under an umbrella organization. Therefore these groups are difficult to approach and to include in participatory processes.*

*Others (1) mentioned groups of stakeholders that need to be included by law.*

### **5 SECTION C - METHODS AND TOOLS FOR THE PARTICIPATORY PROCESS**

The following tables show the interviewees' opinion about the potential effectiveness of a series of methods, tools and techniques, differentiated by phase.

*Insert, for each element, the number of times each values (from 1 to 5) has been selected for each level of stakeholder involvement.*

<b>Project design: methods, techniques and tools</b>	<b>Level of stakeholder involvement (Absolute value)</b>																			
	<b>inform</b>					<b>consult</b>					<b>involve</b>					<b>collaborate</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Production booklets posters	2	1	2	6	2	5	2	5	1	0	8	3	2	0	0	10	1	2	0	0
[...] specific interests of the interest parts	1	1	1	3	5	1	0	5	2	3	2	2	2	2	3	2	3	1	2	3
Publication of agendas [...]	1	0	0	8	3	2	2	4	3	1	3	2	3	3	1	3	3	2	3	1
Web site	0	1	2	5	5	3	2	4	2	1	5	4	1	1	1	6	3	1	1	1
Dedicated platform/Apps	0	2	0	6	3	1	1	2	4	3	2	3	3	3	0	3	3	3	2	0
Mailing list	0	0	1	6	6	1	0	2	7	3	1	1	4	7	0	2	2	2	7	0
Newletter	1	0	1	5	3	2	1	4	2	1	3	3	2	1	1	3	3	2	1	1
Social media	0	0	3	7	1	1	1	6	3	0	2	6	2	1	0	3	6	1	1	0
Events/seminars	0	1	1	7	5	0	3	1	5	5	0	2	2	5	5	3	1	2	4	4
Methods in presence [...]	1	2	2	5	3	0	3	2	4	4	0	1	2	6	4	2	1	2	3	5
Methods online [...]	1	2	2	5	3	0	3	2	5	3	0	1	4	5	3	2	1	3	3	4
Auditive methods group [...]	1	3	4	1	1	0	0	5	3	2	0	0	2	5	3	1	1	2	3	2

<b>Project design: methods, techniques and tools</b>	<b>Level of stakeholder involvement (Absolute value)</b>																			
	<b>inform</b>					<b>consult</b>					<b>involve</b>					<b>collaborate</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
EASW	1	1	0	0	0	0	0	1	1	0	0	0	0	1	1	0	0	1	1	0
Auditive methods interw [...]	3	4	0	3	0	0	2	2	0	5	1	2	3	1	2	3	1	2	2	0
Research-Action	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Group techniques [...]	5	2	1	0	4	4	2	4	0	0	2	3	3	2	0	4	3	3	0	0
Negotiation techniques [...]	3	2	0	0	0	2	2	1	0	0	1	1	1	2	0	1	1	2	1	0
Techniques for conflict [...]	4	2	0	1	0	3	1	3	0	0	2	0	2	3	0	1	1	1	3	1
Set up multi-stakeholder [...]	1	1	3	2	0	0	0	3	3	1	0	0	2	4	1	1	0	2	4	0
Participatory budgeting	0	1	1	0	0	0	0	2	0	0	0	0	2	0	0	0	0	2	0	0
Other																				

*Insert, for each element, the number of times each values (from 1 to 5) has been selected for each level of stakeholder involvement.*

<b>Implementation phase: methods, techniques and tools</b>	<b>Level of stakeholder involvement (Absolute value)</b>																			
	<b>inform</b>					<b>consult</b>					<b>involve</b>					<b>collaborate</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Production booklets posters	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
[...] specific interests of the interest parts	2	1	2	6	2	5	2	5	1	0	8	3	2	0	0	10	1	2	0	0
Publication of agendas [...]	1	1	1	3	5	1	0	5	2	3	2	2	2	3	2	3	1	2	3	
Web site	1	0	0	8	3	2	2	4	3	1	3	2	3	3	1	3	3	2	3	1
Dedicated platform/Apps	0	1	2	5	5	3	2	4	2	1	5	4	1	1	1	6	3	1	1	1
Mailing list	0	2	0	6	3	1	1	2	4	3	2	3	3	3	0	3	3	3	2	0
Newletter	0	0	1	6	6	1	0	2	7	3	1	1	4	7	0	2	2	2	7	0
Social media	1	0	1	5	3	2	1	4	2	1	3	3	2	1	1	3	3	2	1	1
Events/seminars	0	0	3	7	1	1	1	6	3	0	2	6	2	1	0	3	6	1	1	0
Methods in presence [...]	0	1	1	7	5	0	3	1	5	5	0	2	2	5	5	3	1	2	4	4
Methods online [...]	1	2	2	5	3	0	3	2	4	4	0	1	2	6	4	2	1	2	3	5
Auditive methods group [...]	1	2	2	5	3	0	3	2	5	3	0	1	4	5	3	2	1	3	3	4
Auditive methods survey [...]	1	3	4	1	1	0	0	5	3	2	0	0	2	5	3	1	1	2	3	2
Auditive methods interw [...]	1	1	0	0	0	0	0	1	1	0	0	0	0	1	1	0	0	1	1	0
Research-Action	3	4	0	3	0	0	2	2	0	5	1	2	3	1	2	3	1	2	2	0
Group techniques [...]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



<i>Implementation phase: methods, techniques and tools</i>	<i>Level of stakeholder involvement (Absolute value)</i>																			
	<i>inform</i>					<i>consult</i>					<i>involve</i>					<i>collaborate</i>				
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Negotiation techniques [...]	5	2	1	0	4	4	2	4	0	0	2	3	3	2	0	4	3	3	0	0
Techniques for conflict [...]	3	2	0	0	0	2	2	1	0	0	1	1	1	2	0	1	1	2	1	0
Set up multi-stakeholder [...]	4	2	0	1	0	3	1	3	0	0	2	0	2	3	0	1	1	1	3	1
Participatory budgeting	1	1	3	2	0	0	0	3	3	1	0	0	2	4	1	1	0	2	4	0
Other	0	1	1	0	0	0	0	2	0	0	0	0	2	0	0	0	0	2	0	0

*Towards the end of the lists, the stakeholder lacked the knowledge about the listed methods in order to evaluate them.*

The final table shows the interviewees' opinion about the importance of communication in involving stakeholders.

<i>Stakeholders can be actively involved, if communication is</i>	<i>Absolute value</i>	<i>Percentage (%)*</i>
a constant flow of information and exchanges	<b>13</b>	<b>92,86</b>
an established flow of information and exchanges	<b>7</b>	<b>50</b>
other (specify)	<b>6</b>	<b>42,86</b>
<b>Total</b>	<b>Total (a+b+c)</b>	<b>100</b>

*Add any comments you deem useful on the strenght of the data collected in the previous tables.*