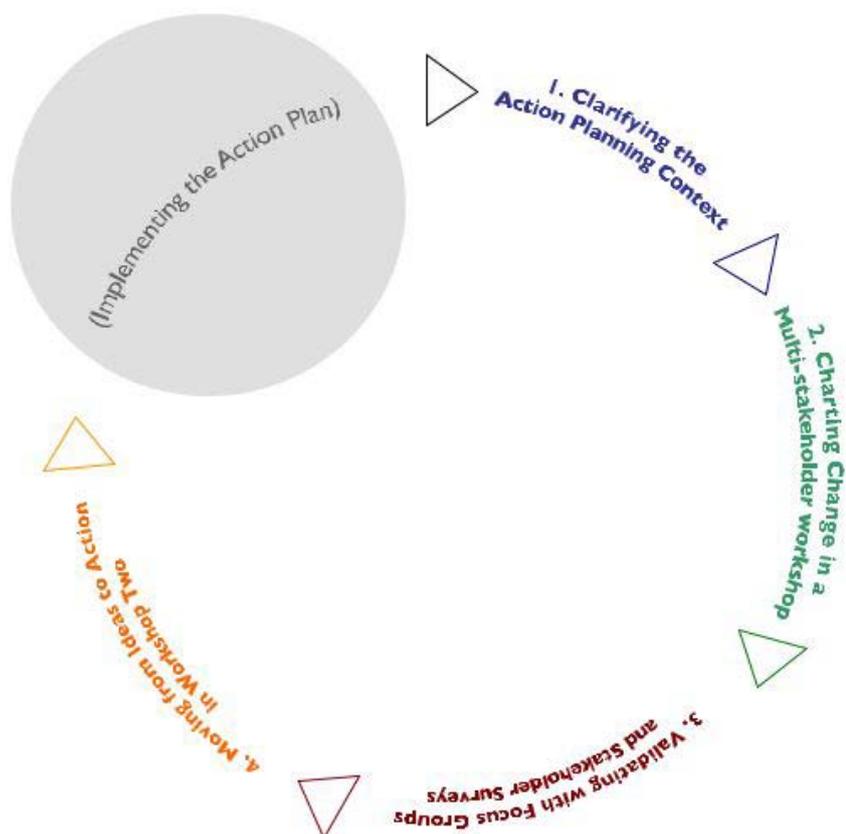# A Guide to Participatory Action Planning and Techniques for Facilitating Groups

*Supporting people taking action
for the wise use of wetlands and other natural resources
through an integrated approach to planning
communication, education, participation and awareness raising (CEPA)*

(Implementing the Action Plan)

1. Clarifying the Action Planning Context

2. Charting Change in a Multi-stakeholder Workshop

3. Validating with Focus Groups and Stakeholder Surveys

4. Moving from Ideas to Action in Workshop Two

Ramsar
CONVENTION ON WETLANDS
(Ramsar, Iran, 1971)

Acknowledgements

Contents

Foreword

Why this guide? Ramsar's CEPA Programme for the period 2003-2008, and the new draft programme for the period 2009-2014 to be considered at COP10, both call for Contracting Parties to take a strategic approach to CEPA action planning. Parties are encouraged to form a CEPA Task Force "to formulate their Wetland CEPA Action Plans (at national, sub-national, catchment, or local levels) for priority activities which address international, regional, national, and local needs". The delivery rate of such plans has been very slow, with only a handful of countries producing plans at any level.

Discussions with Ramsar's CEPA Focal Points suggests a number of explanations for the small number of CEPA Action Plans submitted to the Convention: the lack of priority given to CEPA within the Convention in general, and more specifically within many countries; the lack of funding for CEPA; and the lack of know-how in managing an effective planning process.

This slow uptake of CEPA Action Planning stimulated the development of this process guide. It is hoped that this guide will be used in a number of ways: while its primary intention is to assist the Ramsar CEPA Focal Points in organising a CEPA planning process at the national or sub-national level, the guide can equally effectively be used for a broader approach to developing action plans for managing wetlands.

This new action planning guide complements the CEPA toolkit developed for the CBD coordinators of National Biodiversity Strategies and Action Plans which provides tools concerning where, when and how to use a range of education and communication interventions. Together, these two guides provide powerful tools for planning and delivering CEPA which will be valuable not only to Ramsar and the CBD, but also to the CEPA Programmes of the other Multilateral Environmental Agreements and to other CEPA planners.

The guide developers and the Ramsar Secretariat hope that a testing period will follow the completion of this beta version of the guide and that from this testing period, **case examples** will be written up and form a valuable complement to the guide. The long term plan is to make the guide and hyperlinked case examples available online.

Finally, it remains for the Ramsar Secretariat to thank UNEP's Division of Environmental Law and Conventions for their financial support for the development of this guide and their patience for its rather delayed production.

Sandra Hails, CEPA Programme Officer
Ramsar Secretariat, October 2008

Finding Your Way Around this Guide

A number of features of this guide are intended to make it user-friendly. We hope that you find it so and welcome suggestions about how it could be further improved. Please send your suggestions to hails@ramsar.org.

A **contents page** provides **page references** and **hyperlinks** (in the electronic version) to content within the guide, so that you can quickly move to the content you are looking for, whether working with a paper or electronic copy.

Similarly page references and hyperlinks are used for quick **cross-referencing** (look for this symbol ➲) throughout the guide. For example, a list of briefly described techniques would be cross-references to step-by-step guidance on using these techniques in facilitating action planning.)

Diagrams and **icons** have been used to help with '**sign-posting**' throughout the guide. A diagrammatic overview of the various stages of the action planning process is used to support a narrative explanation. See below:

The following **icons** are used:

Techniques

Hyperlinks to online resources

Cross-reference within the guide (hyperlink to a page number)

Colour coding and **numbering** is used to help make finding the stage of the action planning process you want as quick and simple as possible.

Other **visuals** comprise an important part of the step-by-step, 'how-to' guidance for the proposed action planning process. At each step along the process, visuals indicate what the **inputs** and **outputs** might look like. These help clarify how output from one step becomes input into subsequent steps.

The **detailed 'how-to' guidance** on the proposed planning process is designed to be as straightforward and applicable as possible. It is useful for the individual responsible for action planning and/or professional contracted to help (such as a multi-stakeholder workshop facilitator, focus group mediator or survey expert). Process steps are richly described, including suggestions for briefing and debriefing the various steps.

Three types of **boxed content** are used to complement the guide's core content – each differentiated by colour and icon use. These are:

> 1) Boxes highlighting important considerations and providing some suggestions to stimulate creative thinking and decision making (see black-framed boxes) about how to **adapt** the action planning process, tools and techniques to a variety of action planning **contexts.** This includes how to adapt the tools and techniques for use beyond communication, education, participation and awareness-raising action planning (for example, adapting them for use in implementing, monitoring, evaluating and revising action plans, as part of an adaptive management approach) (see black-framed boxes with black text).

> 2) Boxes with relevant Ramsar-specific information and **tips for Ramsar CEPA Focal Points** (see green-framed boxes with green text);

> 3) Boxes of **guidance for facilitators** (whether the individual responsible for action planning or another professional contracted to help) (see grey-framed boxes with grey text).

Introducing this Guide

How this Guide Can Help You

"People acting for the wise use of wetlands" is the vision of the Ramsar Convention's Programme on Communication, Education, Participation and Awareness (CEPA). People acting for the wise use of other natural resources is a vision shared by many other conventions, organizations and programmes. Whatever your vision, this guide will help you plan to make this happen.

The Participatory Action Planning Process

This guide presents a process for participatory action planning with techniques for facilitating groups that can be used for developing (or updating) a communication, education, participation and awareness raising (CEPA) action plan or, preferably, for developing a policy or management action plan which fully integrates communication, education, participation and awareness raising action.

The guide leads you through a four part process: (Part 1) clarifying the action planning context; (Part 2) charting change in a multi-stakeholder workshop; (Part 3) validating thinking with focus groups and stakeholder surveys; and (Part 4) moving from ideas to action in a second workshop.

For details of the sequence, see the diagram that follows.

Overview of the Participatory Action Planning Process

Implementing the Action Plan
Using the Techniques in the Guide in the Processes of Monitoring, Evaluating, Reviewing and Revising Plans, Incorporating Lessons Learned

1. Clarifying the Action Planning Context
- Answer context questions
- Convene the core team
- Strengthen the context & process
- Prepare for the workshop

2. Charting Change in a Multi-stakeholder workshop
- Learn about the landscape
- Explore significant change
- Vision the future
- Identify priority changes
- Diagram change pathways
- Generate intervention ideas
- Indicate confidence

3. Validating with Focus Groups and Stakeholder Surveys
- Review workshop outputs
- Prioritize assumptions to test
- Design focus group questions
- Run focus groups
- Review focus group outputs
- Rework change pathways
- Matrix present and desired knowledge, attitudes & skills
- Design survey questions
- Test & run surveys
- Document & review findings

4. Moving from Ideas to Action in Workshop Two
- Prepare workshop
- Assign outcome leads & teams
- Agree roles & responsibilities
- Develop action plan
- Document action plan
- Share & implement plan

Whilst the process of implementing the action plan is not within this scope of this (planning) guide, the techniques presented will be useful throughout the implementation phase in the process of monitoring, evaluating, reviewing and revising action plans - incorporating lessons learned.

The Choice of Techniques

Three considerations were prioritized when designing the process and selecting the techniques found in this guide:

(1) The effectiveness of the technique in facilitating a specific *task at hand*;
(2) The way in which the technique also facilitates establishing and maintaining productive relationships amongst participants in the action planning process (the *overarching task*); and
(3) The potential of the technique to be adapted and transferred to facilitating *other tasks* (such as implementing, monitoring, evaluating and revising action plans as part of an adaptive management approach).

By using these techniques throughout the action planning process, people will participate, communicate, learn and gain new awareness. When run well, participation in the process itself

can significantly change behaviour - building better attitudes and skills for communicating, learning and collaborating into the future. This is particularly beneficial when taking into consideration constant change and the importance of an adaptive management approach to action planning which reflects, reviews and revises action plans – incorporating lessons learned throughout.

Adapt the Process to Your Context

The participatory action planning process and techniques should be adapted to your context. We recommend you contract locally-based, professional, multi-stakeholder process facilitators, focus group moderators and survey administrators to help you adapt and run the process. Sharing this guide with them will greatly facilitate working with them to adapt action planning to your context. We have included some tips throughout the guide to help. Then, with a contracted professional managing various parts of the process, much of your time and energy will be freed up to focus on the ideas emerging throughout.

We also recommend convening a core action planning team to help you. Part 1 of this action planning process, *'Getting Started – Clarifying the Action Planning Context'*, will help you identify potential members to invite to a core action planning team to support you for the duration of this process.

The timeframe for this action planning process may vary greatly from case to case. This guide provides some indicative timeframes. When adapting the process and techniques to your context, you will want to review these and determine the appropriate timeframe for your process.

Complementary reading from the CEPA Toolkit of the Convention on Biological Diversity (CBD) http://www.cepatoolkit.org/:
- What is CEPA (page 17)
- Checklist: CEPA expanding the definition (page 18)
- What role does CEPA play in biodiversity conservation? (page 22)
- How is CEPA used with other policy instruments? (page 23)
- Check list Role CEPA (page 24)
- CEPA as part of the policy process (page 27)
- CEPA as a policy instrument (page 29)
- Appreciating Multi stakeholder processes (page 39)
- How do I go about consulting on issues (page 101)

Part 1: Getting Started – Clarifying the Action Planning Context

Overview of the Participatory Action Planning Process

(Implementing the Action Plan)

1. Clarifying the Action Planning Context

2. Charting Change in a Multi-stakeholder workshop

3. Validating with Focus Groups and Stakeholder Surveys

4. Moving from Ideas to Action in Workshop Two

Overview

The process begins with a series of questions for you. To help in answering these questions, a matrix is presented for you to complete – suggesting where you may go for help if necessary. The questions relate to your mandate and objectives, desired outcomes and outputs, as well as timeframe, resources available and possible collaborators.

Once these questions have been completed, a good overview of the action planning context emerges. Included is a list of people to invite to join you in a core action planning team. The next step is inviting these people to be part of your team and to come together to meet and discuss the action planning context, how it can be further strengthened, and the roles and responsibilities of members of the team.

As a final step in Part I, you and the core planning team prepare for a multi-stakeholder workshop - including identifying priority participants, considering logistics and preparing the invitation process.

Step-by-Step: Getting Started - Clarifying the Action Planning Context

➲ For an overview of the process, follow this hyperlink to page 13.

Answer context questions

- It is important to have a good overview of the action planning context. It is helpful to be clear about:

  - o The objective(s) of the action planning process and your role in this process, as stated in the mandate from your managers.
  - o How much of your time is / will be available to allocate to the action planning process?
  - o What financial resources are / will be allocated to the action planning process?
  - o Are there any previous or ongoing action planning processes relevant to your work?
  - o What human resources are available to support the planning process?
  - o Who could / should be part of a core team to help manage the planning process?
  - o How can you maximize your strengths and manage your weaknesses in the planning process?
  - o What obstacles will you likely need to overcome and what opportunities should you embrace in the process?
  - o What do your colleagues in the organization need to know about how they can contribute and how to answer questions about the process?

- Complete the matrix below (or create your own version) indicating who you could approach for help in clarifying the action planning context.

If you are one of two National Ramsar CEPA Focal Points, it is best to meet and work with the other CEPA NFP to complete the matrix and following charts in order to together clarify the CEPA planning context.

Matrix: Who could help you clarify the Ramsar CEPA action planning context?

(Tick the appropriate boxes) Who can help you clarify:	You	Head of the Ramsar Admin Authority	Ramsar National Focal Point	National Wetlands Committee members	Line Manager	Other colleagues	Other Ramsar CEPA focal points (Gov and NGO)	Ramsar CEPA Task Force members	Ramsar Secretariat CEPA Programme Officer	Fellow CEPA Action Planner(s)	CEPA professionals in other organizations	Add other stakeholders relevant to your work
a. Objective(s) of the planning process and your role												
b. Your Time												
c. Financial resources												
d. Relevant previous or ongoing action planning processes												
e. Human resources												
f. Members of a Core Team												
g. Your strengths and weaknesses												
h. Obstacles and opportunities												
i. Colleagues knowledge about the process												

What are the next actions you need to take to get this help?

1.
2.
3.

a. Define the objective(s) of the action planning process and your role in this process

It is important to be clear about the objective(s) of the action planning process. This is different from the objective of the resulting action plan. The objective(s) may include outputs and outcomes. You also need to be clear on your role and that of your team.

Objective:

Desired Outputs:

Desired Outcomes:

Timeframe:

Key dates:

Your role in this process:

b. Determine how much of your time is / will be available to allocate to the action planning process

Determining how much time you have available to allocate to action planning will help you manage the process smoothly, as well as managing the expectations of other people with an interest in your work.

From now (or the future start date) until the completion of the action planning process, estimate the number of hours per week you expect to have available to allocate to this process. If this is likely to vary throughout the process, use multiple rows to show the variation in average working hours during different periods.

From 'x' date until 'y' date	Average number of hours per week during this period	Total number of hours during this period

Total number of hours you expect to allocate:		

(Add a column for the four stages of the process and point out that success is in the preparation: mostly 50-60% of their time is in phase 1. 5% in phase 2; 20-25% in phase 3 and 10-15% in the last phase)

c. Determine what financial resources are / will be allocated to the action planning process

Knowing what financial resources are available for the action planning process is an important starting point. More financial resources can be sought later, but even this financial resourcing process will likely require some financial support.

If there are numerous sources of financial resources for the action planning process, use a separate row for each.

Funding Source	Conditions of Use	Amount (& currency)
Total financial resources available / allocated:		

d. Research any previous or ongoing action planning processes relevant to your work

In your context, little or much work may have been done before on action planning. Find out about this before you begin as you may save yourself time and energy, and may also learn from what has and has not worked before.

Describe the previous or ongoing action planning processes relevant to your work / in your area, including the (a) timeframes and key dates of these processes, (b) outputs (including documentation), (c) outcomes, and (d) the names and roles of key people involved.

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e. Identify other human resources available to support the planning process

"Human resources" include staff in your organization (who may help with financial management, logistics etc.) as well as people within your broader networks with relevant communication, education, participation, awareness raising, wetland or other natural resource management expertise, and people connected to other relevant multilateral environmental agreements.

Relevant multilateral environmental agreements may include the international conventions on Biological Diversity (CBD), Climate Change (UNFCCC), Desertification (UNCCD), Migratory Species (CMS), as well as regional initiatives such as the EU Water Framework Directive.

Within your organization and broader networks, who can support the action planning process and how can they best do so?

Who?	How?

f. Decide who could / should be part of a core team to help manage the planning process (if you have not already done so)

A "core team" may be 2-4 people and should include anyone sharing your role (if you are a Ramsar CEPA Focal Point, this will include your Ramsar CEPA Focal Point counterpart), someone up-to-date on wetland management priorities and planning, and someone with strategic planning expertise.

Proposed members of a core team for the planning process:

-
-
-
-

g. Consider how to maximize your strengths and manage your weaknesses in the planning process

Being clear on your strengths and how to maximize these, as well as your weaknesses and how to manage them, is essential to doing the best job you can in the action planning process.

My strengths	How to maximize these

My weaknesses	How to manage these

h. Anticipate obstacles you will likely need to overcome and opportunities to embrace in the process

Thinking about likely obstacles you will need to overcome and opportunities to embrace in the action planning process from the start will better enable you to be proactive and manage the process as efficiently and effectively as possible.

Describe obstacles that you anticipate:

-
-
-

What might you do to counteract these?

-
-
-

Describe opportunities that you could embrace:

-
-
-

i. Describe what your colleagues in the organization need to know (a) about how they can contribute and (b) in order to answer questions about the process. How will you ensure they have this knowledge and information throughout the process? Describe your plan.

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Complementary reading from the CEPA Toolkit of the Convention on Biological Diversity (CBD): http://www.cepatoolkit.org/
- Checklist: Internal communication means and channels (page 55)

Convene the core team for action planning

- Invite the people you for the core action planning team (see f. above) to a meeting to discuss (if not already convened):

    o The action planning context and how it might be further strengthened;
    o the formation of a core action planning team and the roles and responsibilities to which members are willing and able to commit;
    o matching the planning context and planning process; and
    o preparations for a multi-stakeholder workshop.

⮕ For a diagrammatic overview of the CEPA action planning process, follow this hyperlink to page 10.

- At the opening to the meeting, share with everyone the overview of the action planning context, taking the outputs from the previous step and preparing a short report:
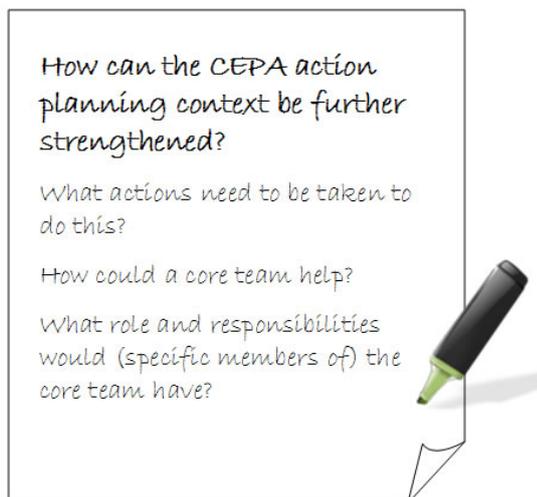

CEPA action planning context: overview

- Objective of the planning process (outputs, outcomes, timeframe and dates)
- Your role and time available
- Financial resources
- Previous and ongoing relevant CEPA action planning processes
- People in your organization and networks who can support the process
- Proposed members of a core team
- How you want to maximize your strengths and manage your weaknesses in the process
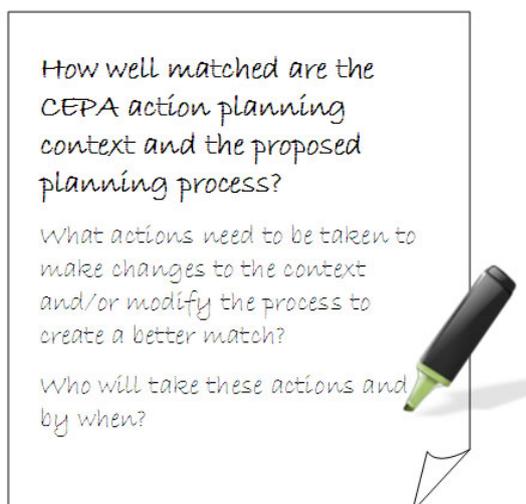- Obstacles and opportunities

Strengthen the context and process

- Having presented this overview, explore the following questions:

> How can the CEPA action planning context be further strengthened?
>
> What actions need to be taken to do this?
>
> How could a core team help?
>
> What role and responsibilities would (specific members of) the core team have?

Capture recommendations, decisions and action points on a flipchart.

- Next share with the core planning team the action planning process proposed in this guide – sharing with them the diagrammatic overview of the whole process, as well as the narrative descriptions.

- Consider now the proposed planning process in relation to the action planning context discussions earlier. As a team, discuss the following questions:
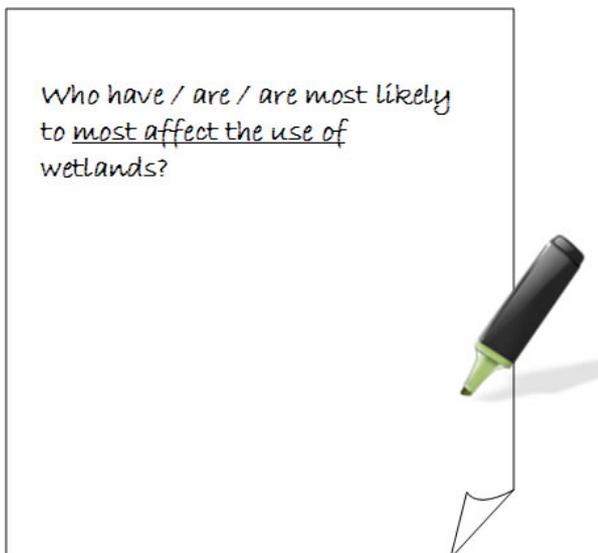
> How well matched are the CEPA action planning context and the proposed planning process?
>
> What actions need to be taken to make changes to the context and/or modify the process to create a better match?
>
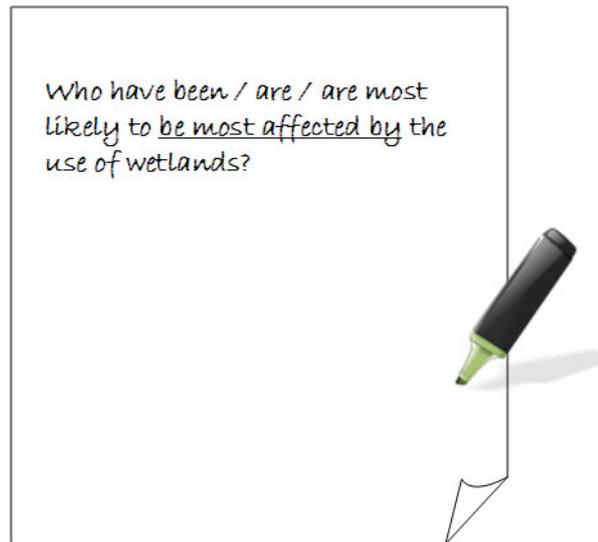> Who will take these actions and by when?

Again, capture recommendations, decisions and action points on a

flipchart.

Prepare for the multi-stakeholder workshop

- Shift attention now to the next stage in the action planning process: the multi-stakeholder workshop.

- Consider who should be invited to participate in the multi-stakeholder workshop. Begin by brainstorming around the following two questions:

Who have been / are / are most likely to <u>be most affected by</u> the use of wetlands?

Who have / are / are most likely to <u>most affect the use of</u> wetlands?

Complementary reading from the CEPA Toolkit of the Convention on Biological Diversity (CBD): http://www.cepatoolkit.org/ What are stakeholders (page 161); and Checklist: Identifying stakeholders (page 162).

- Review the two lists of stakeholders produced. If organizations or groups have been listed, consider who – within these – are the most important individual stakeholders and note these people on the lists.
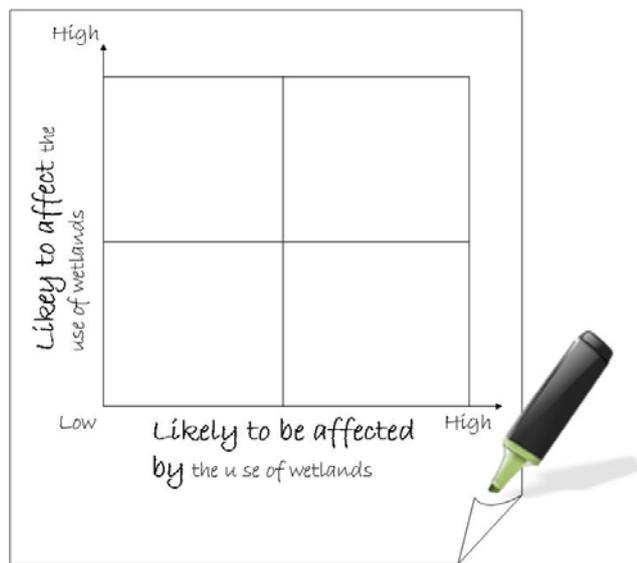
  Consider whether any stakeholders appear on both lists (most *affecting* and *affected by* the use of wetlands) and circle these as priority stakeholders and participants in the multi-
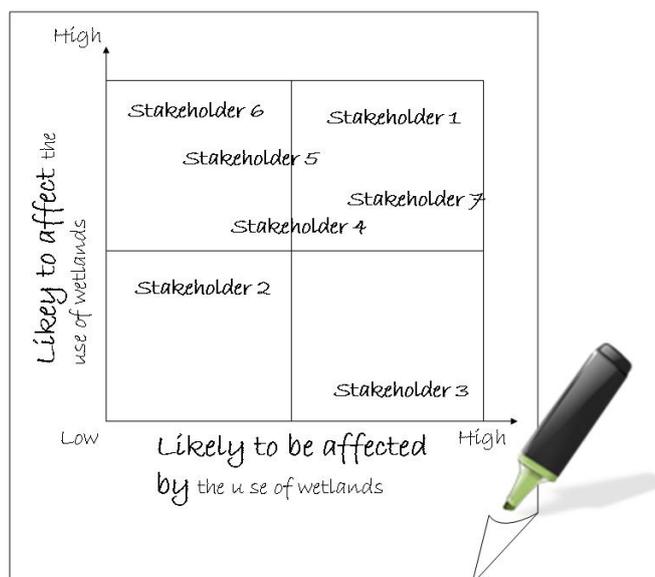
stakeholder workshop.

Review also the list of people who can help you – generated earlier during the process of clarifying the context. Which of these people are priority stakeholders?

List priority stakeholders on a separate sheet and number them for the next exercise.

- Next, use the matrix below on a flip chart sheet to move from this list to a classification of stakeholders according to the level at which they (do or may) *affect* and are *affected by* the use of wetlands (from low to high).

The resulting matrix will look something like this:

- The position of the various stakeholders on the grid helps you

prioritize who to involve in the multi-stakeholder workshop.

Give top priority to stakeholders high on both axes (in the top-right quadrant). Circle these.

Before proceeding, add up how many individual stakeholders you have now prioritized in the top right quadrant. The ideal number of participants in the multi-stakeholder workshop is between twenty four and thirty six. (Of course you may wish to invite more and adapt the process accordingly.) How many more participants would you therefore like to prioritize for invitation?

(When you have more than 20 participants, a facilitator may need some extra help from the core team. You will need to include that in the planning.)

Next, give lowest priority to stakeholders who affect and are affected by the health and use of the wetlands at only a low level (in the bottom-left quadrant). Then consider the remaining two quadrants. Prioritizing stakeholders at the higher limits within these quadrants, consider the nature of their relationship with the wetlands. Is it financial, emotional, positive or negative? Consider also their relationships with other stakeholders as the behaviour of some may be driving the behaviour of others. Seek a balanced mix of stakeholders from each of these two quadrants, as both will be valuable to the multi-stakeholder workshop in different ways.

Consider also inviting those with knowledge of best practice working elsewhere.

Additional considerations regarding diversity, balance and expertize:

- o Intergovernmental, governmental, non-governmental organizations and business
- o Representation of international, regional, local organizations, communities and indigenous groups
- o Policy makers, practitioners and the general public
- o Gender and age
- o Diversity across sectors (such as water, energy, tourism, agriculture, research and education) and geographic localities
- o Be sure to include those whose lives are most closely dependent on the resources base and who are most affected by decisions taken regarding its use.

- Weighing up these diverse considerations, draw up a list of

stakeholders to invite to the workshop - remember that this is only the first step in an iterative action planning process. There will be additional opportunities to engage with stakeholders, including new stakeholders identified and prioritized along the way.

Note that often these lists may still be based on our own assumptions. It is always good to check the draft lists of stakeholders with representatives of the stakeholder groups through informal meetings or telephone calls to ask their opinion. Go to the landscape you are dealing with and have meetings in diverse settings such as gardens, fields, local offices, shops and kitchens; this will be a good way to learn about the most important stakeholder groups' key opinion leaders.

- Read the boxed content cross-referenced: "Tips for Facilitating Multi-Stakeholder Workshops" to help you think about some of the issues relating to cultural identity and diversity. Consider how these may importantly affect the workshop planning, logistics and communication.

- Finally, draft invitations to the workshop. In these, clearly articulate the purpose of the process (refer to the action planning objective) and the nature and degree of participation - including in decision-making - in order to manage stakeholder expectations.

  The professional facilitator(s) you contract to help with the multi-stakeholder workshop should have the experience necessary to help you refine the invitation messages and process for greatest success.

  Remember – this communication is an important opportunity to influence stakeholder behaviour, starting with whether or not they choose to participate. Note that it may be better to visit stakeholders in person to explain the idea and what is expected of them. This is especially important in the case of top-priority stakeholders. In general it is best to make the invitation as personal as possible and make sure you plan a moment for a reminder either by email or by phone.

Box: Possible target groups and stakeholders of the CEPA Programme of the Convention on Wetlands

Adapted from Appendix of *"Wetland CEPA: The Convention's Programme on Communication, Education and Public Awareness (CEPA) 2003-2008"* (Ramsar Convention Secretariat, 2007) (http://www.ramsar.org/lib/lib_handbooks2006_e04.pdf)   (To be replaced following COP10 in 2008)

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There are a large number of possible target groups for this CEPA Programme which fall within the broadest category of the general community or civil society. To assist Contracting Parties and others using this Programme to decide on the actions they will take, this Appendix describes 27 subgroups of civil society which have been identified as those people who can make a significant and immediate difference in the status and long-term sustainability of wetlands.

In developing national or local programmes of action based on this CEPA Programme, Contracting Parties and others are urged to take this Appendix into consideration for their own situations in determining those which are their highest priority target groups.

A fundamental assumption of the CEPA Programme is that, as a consequence of the actions taken in response to it, there will be an increasing number of "actors" who become agents, ambassadors or advocates for the Convention on Wetlands and the principles it seeks to encourage. Support for the CEPA Programme should therefore be seen as an investment which aims to help decision-makers and mobilise local-scale actions directed at achieving the conservation and wise use of wetlands.

A) People in General

Target Group/Individuals	Rationale
Landowners (especially those who are responsible for managing wetlands)	These are the people who are making decisions which impact directly upon wetlands. Parties and Ramsar must inform them and provide them with access to expert information and expertise.
Indigenous people and local communities	Many indigenous people and local communities associated with wetlands have great knowledge of managing these ecosystems in a sustainable way, and in some instances have an ongoing cultural association with wetlands. Ramsar should aim to encourage the sharing of this experience with other wetland managers and acknowledge indigenous peoples' stewardship of wetlands.

Women	Engaging more women in wetland management is a priority, as in many cultures they tend to be more entrepreneurial in the family unit and more amenable to changing lifestyle habits. They may also tend to communicate more often with the children within the family.
Children	Children are the next generation of environmental managers and caretakers, and Ramsar must ensure that they are aware of the importance of wetlands and how to use them wisely. Children can also become teachers of their parents through their own education.
National and local non-government organizations	In many countries local NGOs are vital for achieving action. They need to have expert information and expertise available to them.
Those responsible for electronic and print media	Conveying positive and informative messages about wetlands to the general community can be accelerated through news and other stories in the electronic and print media.
Community leaders and prominent people – athletes, sports people, religious leaders, artists, royalty, teachers, opinion leaders, etc.	Community leaders can use their public profile to draw attention to issues, and those who have empathy for wetland conservation may be ideal ambassadors to promote the Ramsar message.

B) Governments at all levels

Target Group/Individuals	Rationale
Environmental policy makers and planners within local administrations, provincial/ state and national government administrations.	These officials are key decision-makers at the local level and subregional and national scales. Their actions can impact directly on wetlands, positively or negatively, either at the local level or catchment/river basin scale.
Wetland site managers (wardens, rangers, etc.) within local, provincial/state and national government administrations.	These people have a special need to receive advice on the best practices in managing wetland ecosystems, and on gaining public support and participation for their work, especially where they are responsible for managing a Ramsar site. Site managers also have valuable first-hand experience with wetland management, and finding ways to allow these experiences to be shared between them and with others is a priority.
National Administrative Authorities of the Ramsar	They should have the best information at their disposal for

Convention	efficient application and dissemination.
National Administrative Authorities and Focal Points for other environment-related conventions	If there is to be a more integrated approach to managing land and water resources, including wetlands, there is a need to create greater understanding of and empathy for the Ramsar Convention among those implementing the other conventions.
National consultative and advisory committees for the Ramsar Convention and other environment-related conventions (such as National Ramsar Committees).	Similarly, there is a need to create greater understanding of and empathy for the Ramsar Convention among those who are advising governments on implementation of Ramsar and the other conventions.
The Ministers responsible for all sustainable development and education portfolios and environment-related conventions as well as Members of Parliament - National, State/Provincial and local.	Ramsar needs to gain the support of these Ministers and all government members, for they have direct input to policy setting, budget allocation, etc. Those Members of Parliament in the opposition parties may be in this position in the future.
National aid agencies, bilateral donors	The Convention needs to ensure that there is a good general understanding about what it does within those organizations that are dealing with governments on a range of sustainable development issues. Ramsar must ensure that the relevant officials are well briefed and able to support Ramsar principles through on-ground projects in the Contracting Parties.
Ambassadors and the staff of overseas missions.	It is important that these officials fully understand the Ramsar Convention and its *modus operandi* so that national governments can be better informed.

C) International and Regional Organizations

Target Group/Individuals	Rationale
Global organizations – World Bank, Global Environment Facility, United Nations Development Programme, United Nations Environment Programme, Global Water Partnership, etc.	The Convention needs to ensure that there is a good general understanding about what it does within those organizations that are dealing with governments on range of sustainable development issues. Where the organizations have funding programmes, Ramsar must ensure that the relevant officials are well briefed and able to support Ramsar principles through on-ground projects in the Contracting Parties.

Regional organizations – South Pacific Regional Environment Program, European Commission, Southern Africa Development Community, Regional Development Banks, ASEAN Environmental Programme, etc.	As above.
Global NGO partners and other international and regional NGOs	Ramsar's five official NGO partners (BirdLife International, IUCN, IWMI, WWF, and Wetlands International) are all active and effective in promoting the Ramsar Convention. There is a need to involve more of these regional and international NGOs in communicating the Ramsar message.
The secretariats of other environment-related instruments (CBD, CCD, CMS, FCCC, CITES, World Heritage, MAB)	This is essential if there is to be increasing synergy among the conventions at the global and national scales.

D) The Business Sector

Target Group/Individuals	Rationale
Potential sponsors, supporters	Ramsar promotes sustainable use of wetlands and must therefore engage with the business sectors to ensure that the activities being undertaken by them are not acting contrary to the objectives of the Convention.
Key business sectors • Water and sanitation • Irrigation and water supply • Agriculture • Mining • Forestry • Fishing • Environmental managers • Tourism • Waste disposal • Energy	Within the business sectors these, and some others, are the industries which have the potential for major negative impacts on wetlands. Ramsar must promote practices within these industries to ensure that their activities are not resulting in wetland loss.
Professional Associations	Ramsar should encourage the application of Ramsar wise use practices through these professional associations.

E) The Education Sector and Learning Institutions

Target Group/Individuals	Rationale
Education ministries, curriculum development authorities, examination boards and universities, in-service trainers, etc.	All of these can assist in gaining the inclusion of wetland conservation and wise use issues in school and other formal curricula.
National and international teachers' associations	The incorporation of Ramsar principles into curricula and learning programmes generally can be accelerated through working collaboratively with teacher associations.
National and international networks, associations and councils of environmental education	Wetlands and water issues can be incorporated into the curricula and other materials being developed by these organizations.
Wetland/ Environment Centres, Zoos, Aquaria, Botanic Gardens, etc.	These are ideal venues for promoting the Ramsar message and efforts should be intensified, in order to have suitable information and materials and programmes available within them.
National and international networks of libraries.	The library networks provide an excellent avenue for making information on Ramsar and wetlands more accessible to the general community.

Box: Tips for facilitating multi-stakeholder workshops

Adapted from *"Tips for Training International Groups"* by Gillian Martin Mehers, with thanks: http://welearnsomething.pbwiki.com/f/Module+2+-+Tips+For+Training+International+Groups.pdf.

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Imagine a workshop where: Some people are early and some are significantly late; some people never say a word in a plenary session; some people argue incessantly with anything others say; some people do not eat anything at lunch and retreat to their rooms (and don't come back for some time); some people get very upset with the agenda and try to get others to undermine it; some people will not participate in the interactive activities; some will try to take over every small group process; all of these disruptions together are really irritating some people, including you!

These are all things that *can* happen during workshops. You might wonder what is going on with your group – you are witnessing sets of behaviour that are very different to what you might be used to. Can culture help to explain any of these and what can you do?

Understanding cultural identity in a diverse international group is often a question of understanding the group's cultural mix: Are there any dominant cultural groups? Any 'cultures within cultures'? Any tensions that may be exposed by the theme of the workshop?

Preparing for a multi-stakeholder workshop may take quite some time because you will need to be informed about the particular characteristics of the stakeholders and cultures present, as well as the possible dynamics amongst them. Some of these dynamics may only become visible as the workshop progresses and the individual personalities of participants start to assert themselves, which can make it challenging to prepare for.

Having said that, there are a number of things you can do even if you do not have experience working with all the stakeholders represented. Remember: no one is a pure representative of any one culture or stakeholder group! Here are seven tips that might be useful:

1. **Build time into the agenda to generate the information you need to work effectively with the international group.**

To do this, you might need to build in several introductory activities that let participants describe their backgrounds, express their expectations, share their attitudes, and position themselves within the group. There are many simple introductory exercises that resemble standard icebreakers but are actually aimed at generating just this kind of information. These exercises not only help you better understand the group's diverse background but also illuminate the diversity for the rest of the group, bringing the cultural context and everyone's background and experiences into focus. Hopefully this will make participants mindful that attitudes about the training process and content may differ and that it is important to respect this. These

introductory activities will also serve to highlight similarities in the group, and may help you take a step towards developing a shared "workshop culture" for the training session.

2. Be explicit about workshop norms

In a group where attitudes about time, deference to a speaker or authority, or speaking openly may differ, it could be helpful to set up or brainstorm a set of workshop norms for the group. In a short brainstorming session, a group can quickly set out some "rules" that they would adopt together during the training session, which might be as simple as being on time, speaking in turn, or respecting differences of opinion. These can be posted and become a "culture" that the group shares. If you do not have time to do this in a participatory fashion, you can also set out these guidelines ahead of time and ask for comments. Bear in mind, however, that some cultures respond better to a more facilitative approach to decisions that affect the group. Finally, it helps to build commitment to these norms—and respect for you—if you model them yourself!

3. Adopt a more facilitative approach and include ample time for discussion

Some workshops are speaker heavy and while that might be satisfactory to some cultural groups, it will not be to others who expect to participate more actively in the delivery of content. Also, with a multi-stakeholder group, the sheer diversity in the room will require you to incorporate numerous qualifiers. Be aware that this will take some of the teeth out of your material and that you might fare better with a more facilitative approach. For example, plan sessions that begin with a question to the group followed by a discussion, then gently introduce content that you can match or juxtapose with the comments from the discussion. Discussion will always take longer as people will feel the need to raise issues or express points of view that were not addressed by you or the other participants. There should be enough time allowed for this, as this can often be the richest learning opportunity of the day.

4. Use a variety of training methods

In some cultures, people do not question openly a plenary speaker; they sit in silence to listen to presentations and there is little or no discussion following the presentation. In others, people cannot wait to make points against the presenter and will feel comfortable interrupting a speaker (as in their culture they are often encouraged by the speakers themselves to do so). Participation in a plenary session or larger audience can also be affected by people's own perceptions of their language ability. In international groups, chances are you will hear a lot from native English speakers (if your session is in English) and less from people for whom English is their second or even third language. For all of these reasons, there is a strong argument for mixing your methodology during the workshop. Don't rely heavily on the "plenary presentation followed by Q&A" model of delivery, instead, frequently change the learning activities to reflect the differences in learning and participation styles in the room. Mix your activities, introduce small group work, paired activities, individual questionnaires, etc. Also use brainstorming techniques, games, and problem-solving activities that put everyone in a participatory role. Some people will want structure, others will yearn for open, creative time (which can even be gently structured), so change your delivery methods frequently.

Also consider including sessions that group participants geographically in groups in which more than one language or dialect is spoken. This can help to ease language fatigue; it is very tiring to operate outside your own language over a very long day. Grouping people by language can also help them talk through the learning and help each other fill in gaps, if they exist, in their

understanding of the training material. So, if the workshop can incorporate, at carefully spaced intervals, activities where people can be in same-language groups, that is much easier on people and can greatly improve overall participation and comprehension.

5. Remember that most people, if not all, are operating outside their own cultural context

At a multi-stakeholder workshop, nearly everyone is operating outside their normal context so you will need to be sensitive to cultural misunderstandings that can affect participants' attention and performance, both in and outside the workshop room. This can include food, language challenges, and generally functioning outside their own cultures and comfort-levels. Consider a few guidelines:

- With food, make sure there are always vegetarian options and it is best to avoid pork, as many cultures do not eat it (or even go near it).
- Make sure cocktails have plenty of non-alcoholic options, and don't call them "cocktails", but "receptions", as again, some cultures will react strongly to social events that revolve around alcohol (or will worry that people at home looking over their training agenda will do so.)
- Make certain that you are aware of any holidays that fall during your training period. Ramadan, for example, is a month-long annual holiday in the Muslim world that has many special features you will have to consider for those adhering to them, such as arranging breakfasts before sunrise, periodic time for prayer during the day, no food or drink during the day, and large meals after sunset.

6. Adjust your language to the group

If you know that a majority of the participants do not have as their first language the one being used for the workshop, then you need to consider the way you speak - particularly if you, yourself, are a native speaker of that language or completely fluent. For such a group, it will be appreciated if you try to adjust your speech somewhat - if you try to slow down, pronounce words more clearly, and watch your use of idioms or expressions that may not be widely known. It is also helpful to use rephrasing, particularly if you notice that people may not have captured the meaning of an unfamiliar term or turn of phrase. At this point, you can immediately offer another, more standard version of the phrase. Make sure your attempts to make things clearer do not end up being too simple, and thus sounding patronizing!

Using a second language for a workshop can also affect timing. Any group discussion activity in which a mixed group has to talk in a common *second* language is going to take longer than if everyone could speak their first language. For example, if you normally allow 20 minutes for a particular session in your home country (where everyone is speaking their native language), you need to allow at least another 10 minutes (one-third longer) for a mixed group. You also might need to wait longer when you ask the group questions; no matter how good people's language ability is, it still takes some time to process a question and formulate a response in a language outside of one's own.
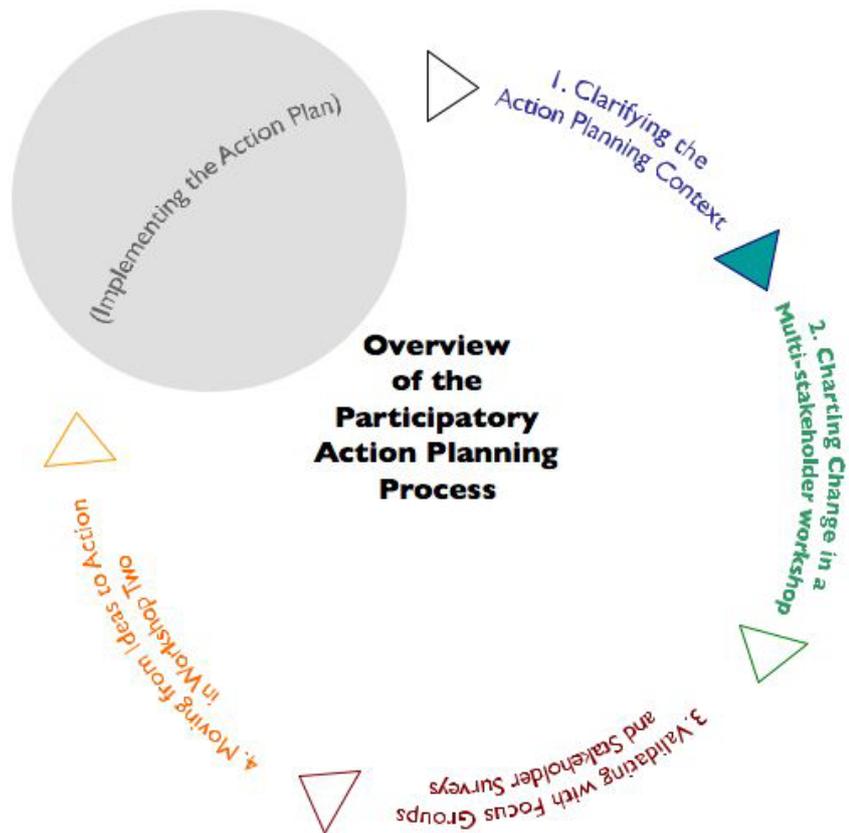
7. Incorporate teambuilding and joint problem-solving activities

For a group that is very culturally diverse, extra effort should be made to help people work together and overcome the distance that commonly emerges when people feel they do not know one another. Teambuilding can help people move from the "norming" stage (very polite and not

very committal) of group development to a "performing" stage, where they feel like they are a team and engaged in working together on some activity. Teambuilding activities also enhance peer learning, as the focus of interaction is between the participants themselves rather than between the trainer and the group as a whole. It is, however, necessary to monitor the acceptability of the games—some cultures will not play games if it involves physical proximity to, or touching, the opposite sex. If the group includes people from cultures where this is not acceptable, consider ways to adapt these games to avoid close physical contact among players. If your teambuilding is successful, the interaction will spill over into other workshop activities and even social time. Whereas you might have seen people sticking to their national groups at the beginning of your workshop, you should increasingly see people talking to and eating with people from other parts of the world.

Working with multi-stakeholder groups can be challenging, but fascinating. Using some of the above tips might help make your workshop run more smoothly, be more acceptable to a greater number of participants in the room, and help people focus on your workshop, instead of the fact that, like you, they are in a setting away from the familiar environment of work and home.

Part 2: Multi-Stakeholder Workshop – Charting Change

Overview of the Participatory Action Planning Process

(Implementing the Action Plan)

1. Clarifying the Action Planning Context

2. Charting Change in a Multi-stakeholder Workshop

3. Validating with Focus Groups and Stakeholder Surveys

4. Moving from Ideas to Action in Workshop Two

Overview

You will see that this professionally facilitated, multi-stakeholder workshop process fosters a climate of trust and creativity, building the confidence and motivation of stakeholders to contribute. The process generates specific outputs including a variety of change pathways for you to review and validate with the core team in Part 3 of the process. Here is a high-level overview of the first workshop.

The workshop opens with a welcome, followed by participants' introductions. Based on personal experience, participants share features of successful group processes. This information is used to generate a list of principles for the remainder of the workshop.

In the following session, each participant produces and presents a visual representation of the river basin and wetlands landscape. The group then discusses their observations, learning about the variety of features of the landscape of interest and value from the perspectives of the different participants.

Next, each participant recounts a story of the most significant change that they have witnessed / experienced, affecting the sustainability of the landscape's wetlands. The group discusses the significance of the stories, exploring what precipitated this significant change.

Building on this thinking about interesting and valuable features of the landscape and stories of significant change, participants describe the landscape at a specified date in the future, at which time wetlands are being wisely used. The group discusses the various visions.

From these visions of a landscape with wisely used wetlands, participants identify priority behaviour changes. They then progress to thinking through the process of bringing about these priority changes, towards the achievement of a long-term, future goal and suggest a change process, capturing this in a change pathway diagram. This includes ideas for communication, education, participation and awareness-raising interventions.

Participants then express their confidence in the change pathways and share their thoughts on the likelihood of sustaining the long-term outcome over time.

In the workshop closing, participants recommend who else should be included in the process going forward, before reflecting on the techniques used during this phase of the action planning process and the workshop as a whole.

Step-by-Step: Multi-Stakeholder Workshop – Charting Change

Workshop Agenda

Day one			
08h30	*Session 1* **Welcome, introductions and principles** ➲ To page 40	• Welcome and introduction of the facilitator and core team • Objectives and context of the workshop (20 mins) • Participant introductions • Principles for working together in the workshop (40 mins)	Action planner & Facilitator
09h30	*Session 2* **Learn about the landscape** ➲ To page 40	• Participants visual representations of the landscape (20 mins) • Paired discussion about features of interest and value (40 mins) • Gallery walk and observations (30 mins)	Facilitator
11h00	**Coffee**		
11h30	*Session 3* **Explore significant change** ➲ To page 42	• Storytelling about significant change in behaviour in groups of four (80 mins)	(as above)
12h50	**Lunch**		
14h00	*Session 3 (cont.)*	• Reflections on stories of most significant change and what affected this change (75 mins)	
15h15	*Session 4* **Vision the future** ➲ To page 44	• Thinking creatively into a successful future • In trios participants share their descriptions of the future (25 mins)	(as above)
15h40	**Coffee**		
16h10	*Session 4 (cont.)*	• Small groups develop shared future visions and desired long term outcomes (60 mins) • Groups share their visions with the larger group (25 mins) • The group prioritizes one long-term outcome going forward (15 mins)	
17h50	**End of day one**		

Day two			
08h30	*Session 5* **Identify priority changes** ➲ To page 48	• Review of the previous day (15 mins) • Each participant proposes the most significant behaviour change necessary to achieve the long term outcome (10 mins) • Group clustering of behaviour changes proposed and reflections on patterns (35 mins)	Facilitator
09h30	*Session 6* **Diagram change pathways** ➲ To page 49	• Introduction to change pathway diagramming (10 mins) • Developing change pathway diagrams in groups of six (60 mins)	(as above)
10h40	**Coffee**		
11h10	*Session 7* **Generate intervention ideas** ➲ To page 52	• Groups of six generate intervention ideas to best bring about behaviour changes in the pathway diagram (60 mins) • Ideas are added to the change pathway diagrams (20 mins)	(as above)
12h30	**Lunch**		
14h00	*Session 8* **Indicate confidence** ➲ To page 55	• Colour-coding components of the change pathway diagrams to indicate low, moderate or high confidence (20 mins) • Suggesting timelines (30 mins) • Plenary reflections on the change pathways (70 mins)	(as above)
16h00	**Coffee**		
16h30	*Session 9* **Recommendations, reflections and closing** ➲ To page 58	• Summary of the workshop (10 mins) • Brainstorming: Who else should be included in the process going forward? (10 mins) • Reflecting on communication, education, participation and awareness-raising techniques used in the workshop (20 mins) • Closing circle (40 mins) • Closing words from the workshop convenor / action planner (10 mins)	Facilitator & Action planner
18h00	**End of the workshop**		

NOTE: It is recommended that you contract a professional facilitator (or two) to run the workshop process.

The International Association of Facilitators (IAF) and affiliate networks throughout the world: http://www.iaf-world.org/i4a/pages/index.cfm?pageid=3829

It is important to go over the planning of the workshop - as suggested here - together with the professional facilitator(s) you contract. They will help you adapt the process and techniques to the context, including the culture, group size and history, time available, location and venue. For this reason, timings are only indicative and workshop duration may range from two to four days.

Welcome, introductions and principles

Session 1

 For an introduction to the principles generation technique, follow this hyperlink to page 88.

- Welcome participants and introduce yourself and others in the core team, as well as your role(s) in the process before handing over the professional facilitator. Inspire them with some of your hopes for the process (10 minutes).

- The facilitator explains the objectives of the workshop and how it fits into the larger action planning process. What came before? What will come after? (5 minutes) The facilitator then gives a brief overview of the workshop agenda (5 minutes) before using the following technique to introduce participants, explore behavioural preferences and generate principles for the group's process.

  Notes for the facilitator: Provide each participant with an index card and ask participants to write the answers to the following questions on the card:

  "1) What is your name? 2) What motivated you to come today? 3) In your experience, when people work together really well, what are the two most important features of the process?"

  Invite participants to read what they have written on their card to the group. Capture the two most important features of successful group processes on a flipchart to keep in the room (1-2 minutes per participant). Where possible, try to cluster similar features. Tip: pick someone you can count on to keep it short to start.

  When everyone has shared their ideas, ask the group if they are willing to accept these process features as principles for the remainder of the week. Is there anything to add? If necessary, modify the list until there is agreement.

Learn about the landscape

Session 2

 For an

introduction to the visual representation of a landscape technique, follow this

- In the next session, the facilitator uses the 'visual representation of a landscape' technique to facilitate sharing and learning about the variety of features of a landscape of interest and value to different people, appreciating differences and similarities in perspectives. The steps follow.

  Notes for the facilitator:

  Provide a sheet of blank A3 paper per person and an assortment of colour pens. Ask participants to do the following (using a slide to support the request):

  "Using a scale of your choice, draw a visual representation of the landscape, detailing (in images only) the features of greatest interest and value to you. The only words on your page should be in a key to your visual representation – should you wish to use one."

  Participants then spend (15) minutes preparing their visual representations of the landscape.

  Organize participants into pairs, in which they take a few moments to look at one another's landscape, before briefly discussing them and the choices made about features of interest and value (15 minutes). Invite participants to make any modifications they wish to their visual representation of the landscape (5 minutes).

  Organize participants into different pairs. Repeat the step above, looking at one another's landscape and briefly discussing them (15 minutes). Again, invite participants to make any modifications they wish (5 minutes).

  Invite everyone to post their visual on the wall (making sure they add their name) and then ask participants to walk around the 'gallery' looking at the them all. During this time, listen out for and gather some observations for the next step (10 minutes). Still in the

'gallery', ask participants:

"What do you notice about the visual representations of the landscape that the group has produced?"

It may be useful to pull on observations arising during the gallery walk to begin this process. Balanced participation should be sought, though it is not necessary to hear from everyone. Capture the reflections on a flipchart (no names) and post these on the wall for the remainder of the workshop, along with the visual representations (15 minutes).

Examples of what to listen for include:

Do people mainly capture natural features? Or social features? Might there be interesting diversity of perspective there?

What is the difference in scale of the different drawings? And what does that tell you about perspectives and interactions of the wetland with external factors?

Explore significant change

➲ ⚙️🔨 For an introduction to the storytelling about significant change technique, follow this hyperlink to page 90.

Session 3

- You have begun thinking about the river basin and wetland landscape and the diversity of features of interest and value to diverse stakeholders. Next the facilitator uses storytelling about significant change to facilitate sharing, valuing and learning from experiences of change. This also connects people with one another in an engaging process which recognizes and values each individual's experience. The steps follow.

Notes for facilitator:

Ask participants (using a slide to support the request):

"During the last (x) years, in your opinion, what was the most significant (positive) change that took place in the behaviour of organizations or people affecting (the sustainability of) the wetlands?"

Participants take a few moments to first collect their thoughts and make some notes for themselves (5 minutes).

On a flipchart, provide some guidance for the story of this change – based on the SDC 'Element Structure', including a field on why the story is significant.

Title:	
Name:	
Landscape: Set the scene in time and space	
Setting: Precise location where the significant change occurred	
Characters: Descriptive attributes. Roles in the story.	
Challenge: Issue that triggered the action	
Actions: Series of events before, during and after your turning points	
Impact: Including lessons learned or message	
Images and objects: To help you remember and recall the story	
Significance: Why is this significant?	

Organize participants into groups of four. Each person in the group takes 5 minutes to share their story. Each 5 minutes a bell is sounded to signal the start of a new story. (20 minutes – depending on group size).

When all the stories are heard, split the groups up and re-group them into new groups of four. Again, each person shares their story in 5 minutes with the new group (20 minutes).

Having now 'rehearsed' telling their story a few times, provide participants with the SDC 'Element Structure' (pp15) template on an A4 page, and ask them to complete this with their story of significant change, in order to preserve these valuable stories for use later in the workshop (20 minutes).

Invite participants to post their stories on the wall and take some time to circulate and read any remaining stories of others. (This could be over a coffee break).

Returning to plenary, ask participants to take a few moments in silence to reflect on the stories they have heard / read (5 minutes). Invite participants to volunteer to share with the whole group their thoughts on the following questions:

"What did you notice about the collection of stories you heard? What other instances of these significant changes are you aware of?"

Having taken some reflections in plenary (15 minutes), ask:

"Which story did you think was about the most significant change of all? And for what reasons?"

Capture these reflections on a flipchart (no names) and post these on the wall for the remainder of the workshop (10 minutes). It is not necessary to hear from everyone, though balanced participation should be sought. Try to keep participants focused on the task at hand, rather than going off into broader discussion at this stage.

In the next stage of this process, refer to the flipchart capturing reflections on which stories are about the most significant change. Select two or three diverse examples. (Consider whether or not these stories need to be re-told in plenary - depending on the group size, etc. If yes, invite the relevant participants to tell them now.)

Ask participants (using a slide to support the request) to discuss in small groups and take notes on the following (x minutes):

"What affected this significant change? To what extent was it a change in knowledge, attitudes and/or skills? To what extent was this change related to alternative options and/or overcoming barriers? And what was the role of communication, participation and/or learning in bringing about this change?"

Capture these reflections on a flipchart (no names) and post these on the wall for the remainder of the workshop (45 minutes).

Vision the future

⮌ ⚙️ For an introduction to the visioning the future appreciatively technique, follow this hyperlink to page 91.

Session 4

- Having (i) thought about the features of the river basin and wetland landscape of interest and value and (ii) heard stories of significant change happening, the facilitator now uses visioning the future appreciatively to explore desirable future scenarios (including behaviours), enthusing, energizing and preparing to mobilize people for action by invoking future possibility. This technique runs as follows

Notes for the facilitator:

Ask participants to suspend their analytical / critical thinking and think creatively into a successful future (using a slide to support the request):

"It is X (date) and the wetlands are being very wisely used. Describe the landscape and its inhabitants. What do you see? What are you and others doing (differently)? And how are you and others
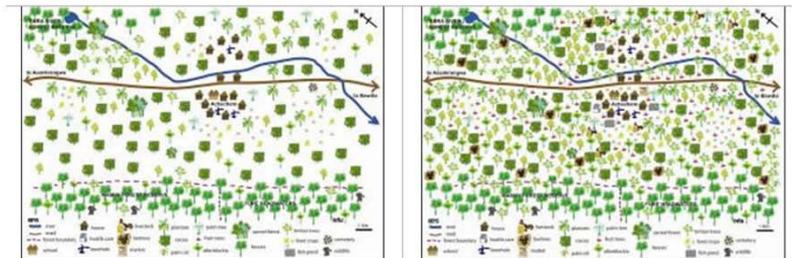
feeling?"

Encourage participants to think about this in silence for (5-10) minutes, free to move around the room and make reference to the maps and stories on the walls, and draw or write notes on the flipcharts or in their personal handbooks.

Having provided people with the time to collect their thoughts, form groups of 3 people. Ask participants to describe their futures to one another within their group (using the present tense).

Having heard various descriptions of the future, ask the group to discuss the characteristics they like best of the various futures described. Collectively, the group then develops a shared future and decides how best to capture and share their vision of X (date) with the entire group. Encourage participants to be creative (60 minutes).
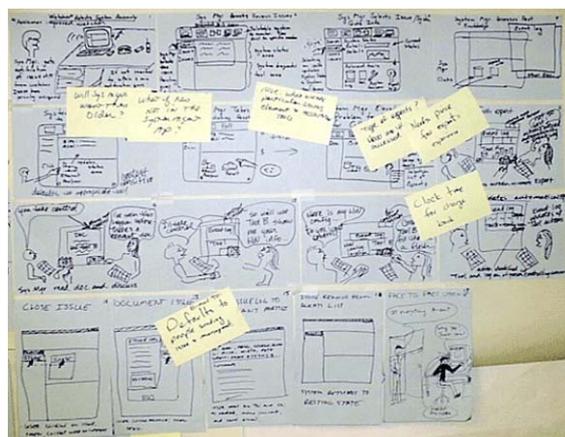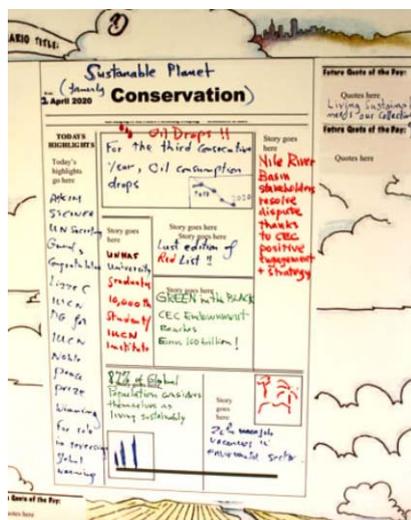
[Approaches for capturing and sharing the visions of the future may range from a bulleted list or new visual of the landscape on a flip chart to the front page of a local magazine for tourists, storyboard for a television documentary or 3D model river basin. For this, provide the groups with a variety of paper, pens and other materials commonly found in office supplies (such as string, modelling clay, paper clips, drawing pins, scissors, tape, stickers, bulldog clips]. Examples follow:

TIP: Consider whether to organize these groupings randomly or according to some other logic, such as sector or stakeholder groupings, or level of operation (wetland, river basin, national).

A visualisation drawing showing the desired scenario of Akyekyere landscape in Ghana
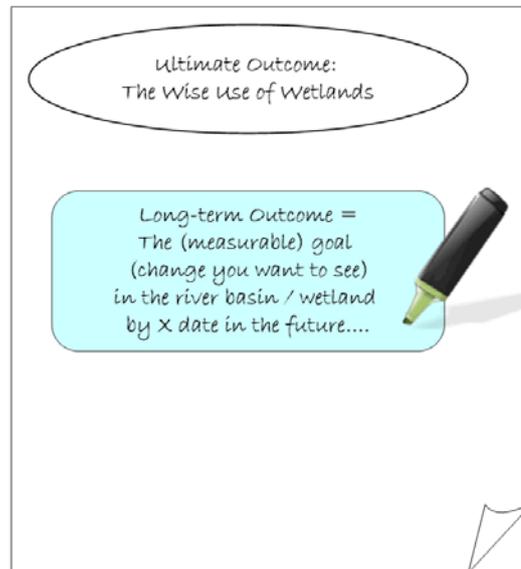
Akyekyere present landscape – Ghana. Akyekyere is surrounded by cocoa plantation and there are several Forest Reserves and some sacred forests in the area.	**A scenario for the future of Akyekyere – Ghana.** Akyekyere community would like to have a market, health care services and to have a more intensive cocoa farm and mix with other crops and agroforestry to be able to get more income. And at the same time keeping the Forest Reserves and the sacred forests in good condition for the younger generation.

With their shared future complete, provide each group with a piece of A4 sized coloured card. Ask them to write their long terms outcome on this, in one sentence (10 minutes). Provide the following to help:

Each group shows their resulting collective vision of the future to the whole group (using the present tense), including their long term outcome. Capture highlights from all these futures on a flipchart (no names) (60 minutes).

Once all visions have been heard, invite participants to volunteer to share with the whole group answers to the following questions (one at a time):

"What strikes you most about these visions of the future? What are some of the significant changes in behaviour by X (date)?"

It is not necessary to hear from everyone, though balanced participation should be sought. Taking a few ideas is sufficient. Again, make sure to capture ideas on a flipchart (15 minutes)

As a whole group, ask participants to take 2-3 sticky dots each and do a dot vote to determine the long-term outcome to use going forward (10 minutes). If necessary, edit the wording until there is agreement.

Explain to participants that the next session is going to focus on identifying the most significant behaviour changes necessary to achieve a really positive future. Later the process will focus on *how* to bring about these behaviour changes and the role of communication, education, participatory processes, and/or awareness-raising in doing so.

Identify priority changes

⊃ ⚙🔨 For an
introduction to the
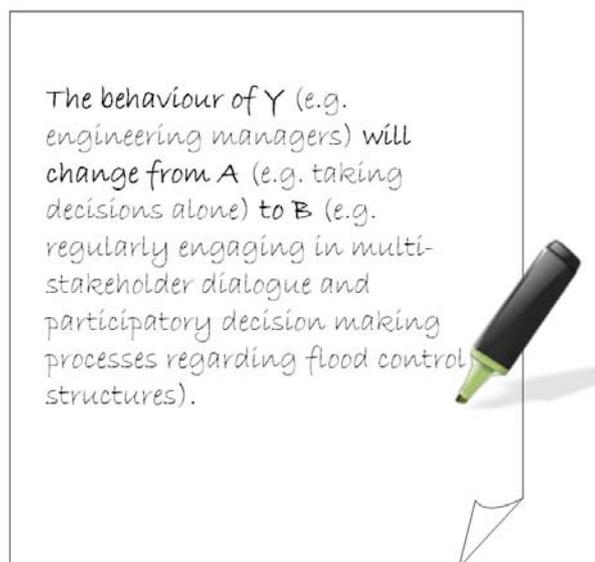prioritizing technique,
follow this hyperlink to
page 92.

Session 5

- The facilitator explains that, building on the previous session, this session will address the question: What are the most significant behaviour changes necessary to achieve a positive future in which wetlands are wisely used? In order to do so, the facilitator uses a technique for presenting priorities and picking up on patterns – enabling a large amount of information to be collected, clustered and communicated quickly and clearly. The sequence is as follows.

  Notes for the facilitator:

  Spend a few moments reminding participants (or preferably inviting them to remind one another in pairs or the whole group) of a few of the significant behaviour changes identified in the last session (5 minutes). [Do not spend longer on this as these will come up throughout the session anyway.]

  In this process, structure responses in the following way and capture them on a flipchart which remains visible to everyone in the room for the remainder of the session:

  The behaviour of Y (e.g. engineering managers) will change from A (e.g. taking decisions alone) to B (e.g. regularly engaging in multi-stakeholder dialogue and participatory decision making processes regarding flood control structures).

  In terms of whose behaviour will change (i.e. who 'Y' is) – be clear whether this an individual, a team, or larger group and use the largest scale relevant. For example, if you want all engineering managers to change behaviour from A to B, write this rather than the name of an individual engineering manager.

Next, provide every participant with one or two pieces of paper (A5-A4). Ask them to write on the paper the answer to this question:

"What is the most significant behaviour change necessary to achieve the long term outcome?"

Gather the participants together and spread all the behaviour change papers on a table. Ask participants to move around and read all of these. As they do so, ask them to look for similarities and clusters.

Once everyone has had a chance to read them all, ask the group to begin moving them about and together clustering the papers as they see fit (e.g. according to 'who' or 'what' behaviour). Tape these clusters onto a wall, allowing plenty of space between them.

Ask participants to now look at the priority behaviour changes and reflect on the following questions:

"What is emerging? What do you notice? Where is there most agreement / strong clusters? Whose behaviour is there most focus on?"

Explain that the intent is not to identify all behaviour changes necessary. Rather, the intent is to identify the most important actors and the most significant behaviour changes needed, cognizant that there may be many more.

The next stage of the process will progress from these clusters of significant behaviour changes, reworking them into a draft 'pathway' of some of this interconnectedness. For example, it will look at how some significant behaviour change may depend on other behaviour change taking place first (i.e. preconditions) (x minutes).

Diagram change pathways

Session 6

- In this session, the facilitator uses change pathway diagramming to facilitate thinking through the process required to bring about a long-term, future goal – identifying and addressing assumptions people hold about change and enabling complex logic to be captured and communicated in an easy-to-read diagram. The steps follow.
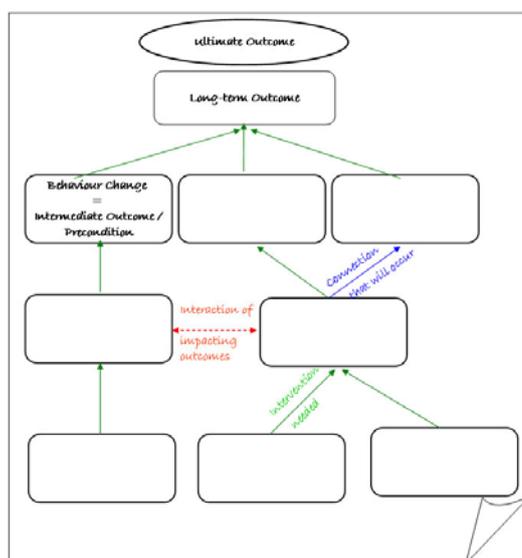
Notes for the facilitator:

TIP: Adjust the number of behaviour changes collected according to the group size. With particularly large groups, take only one or two. For small groups, consider collecting more.

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Introduce the idea of 'change pathway' diagrams. Present an example of a simple change pathway (taking an example from a field other than river basin management so as not to get into any debate about it, and simply use it for purposes of illustration. You may like to take the example from the Theory of Change paper referenced on page 94.

Talk through how the pathway is composed of a series of intermediate outcomes (or 'preconditions') leading towards achieving the long-term outcome of the initiative, and the ultimate outcome (or 'vision') towards which the initiative contributes. Leave the sample change pathway diagram visible on a flipchart for reference (10 minutes).
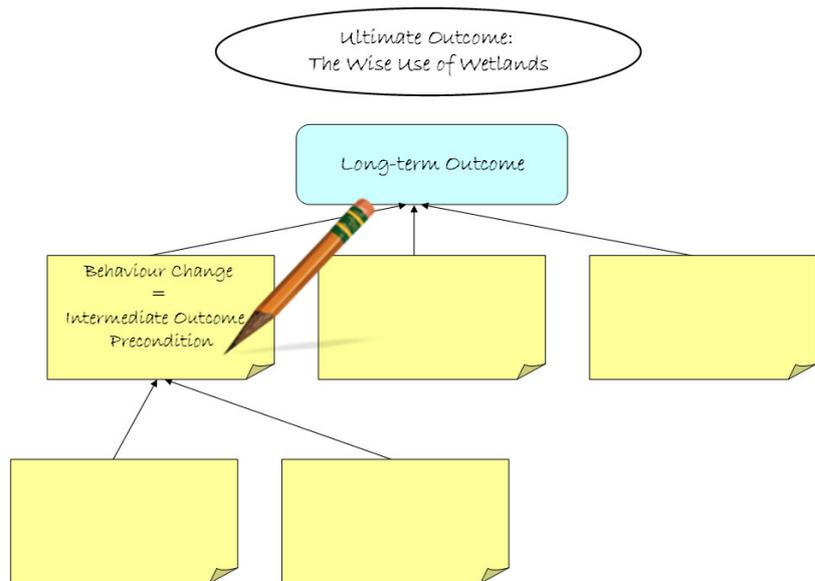

Once this is done, look at the clusters of significant behaviour changes identified in the previous step. Check that there is understanding in the group that these behaviour changes are in fact outcomes (checking whether or not it is necessary to reword some of the behaviour changes to make this clear – as well as merging some of these rather than dealing with duplicates. *Give an example*) (5 minutes).

Organize people into groups of 6 people. Ensure that the behaviour change clusters are posted somewhere visible to every group. Then ask each group to organize the significant behaviour changes into a change pathway diagram.
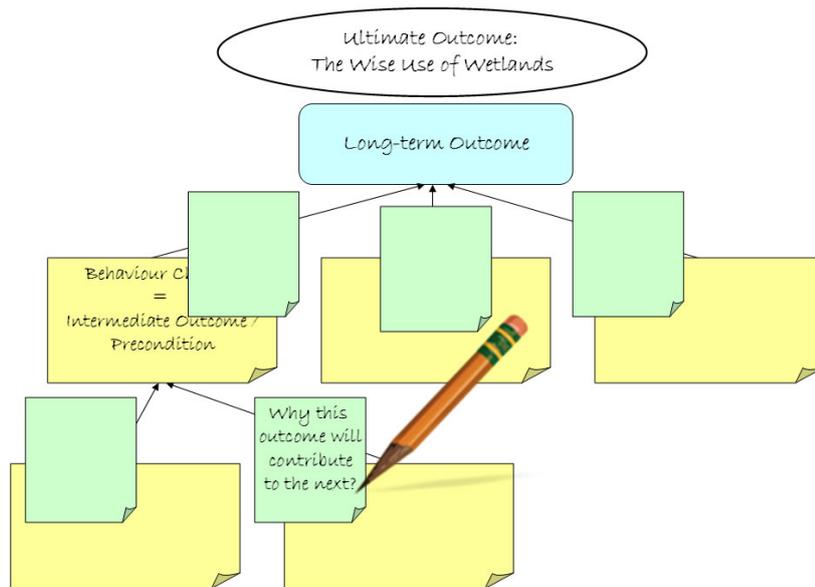
Provide each group with flipchart paper, pens, and pieces of A5 paper for this activity. Suggest that they write behaviour changes / outcomes from the earlier step onto the pieces of A5 paper that they can move around in their groups until they agree on a change pathway.

Make it clear that it is not essential to come up with a 'perfect' change pathway diagram (and they may even choose not to include all of the behaviour changes / outcomes identified in the earlier session).

Once they have settled on the change pathway, ask them to draw in the arrows between the behaviour changes / intermediate outcomes.

Next, provide the group with pieces of A6 paper. Then, for each arrow, ask the group to write on a separate piece of the A6 paper why they expect one outcome to lead to the next. Stick these papers on the relevant arrows (60 minutes).

Generate intervention ideas

Session 7

⮕ 🛠 For an introduction to the diagramming change pathways technique, follow this hyperlink to page 93.

- In this session, the facilitator continues using change pathway diagramming to facilitate thinking through the process required to bring about a long-term, future goal. In this process, the facilitator focuses the groups thinking on whether changes in knowledge, attitude or skills and practices are needed. The steps follow.

Notes for the facilitator:

Explain to participants that in a short while the process will continue with work on the change pathways. Later the ideas emerging from the groups will be shared in plenary so everyone will have an opportunity to learn the thinking and recommendations of others.

First, however, ask participants to quickly think back to earlier in the workshop. Ask participants to think back to the storytelling session in which everyone shared stories of the most significant change that took place in the actions / activities of organizations or people affecting (the sustainability of) wetlands.
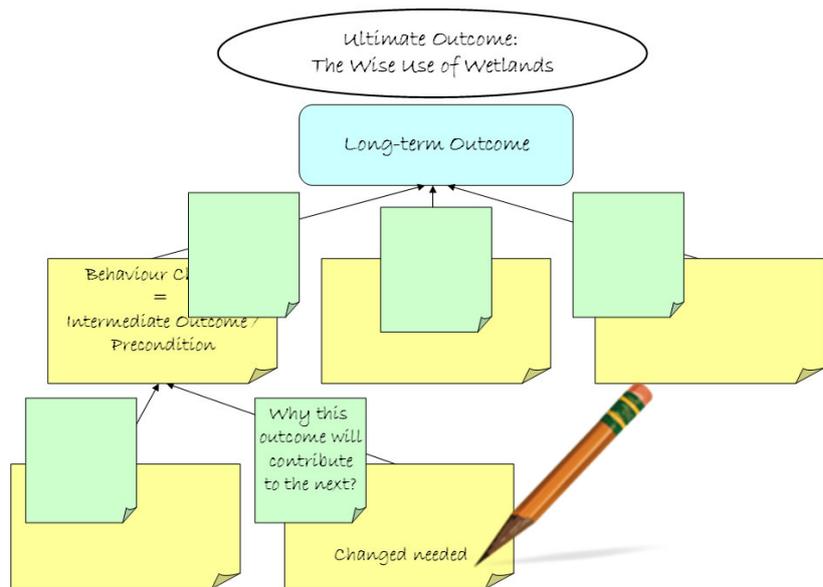
At the end of that storytelling session, highlights from discussion were captured on a flipchart about 'why' the change occurred / what affected the change. These included considerations about whether change in knowledge, attitudes and/or skills affected the change. These also included considerations about whether this related to alternative options or overcoming barriers, as well as thoughts about the role of communication, education,

participatory processes and awareness raising interventions in affecting this change.

Remind participants of some of the highlights captured, referring to the relevant flipchart sheet. Ask participants to keep in mind this experience on what affects behaviour change. They can also draw on other experience, whilst the group returns to the change pathways.

Now, in the same groups as in the previous session, ask each group to do the following (using a slide to support the request):

"Work up from the bottom of the change pathway and identify, for each behaviour change / intermediate outcome, what change is needed. Is it a change in knowledge, attitudes or skills / practice? And are these related to alternative options and / or overcoming barriers? Write this change 'type' in the corner of the paper on which is written the behaviour change / intermediate outcome."
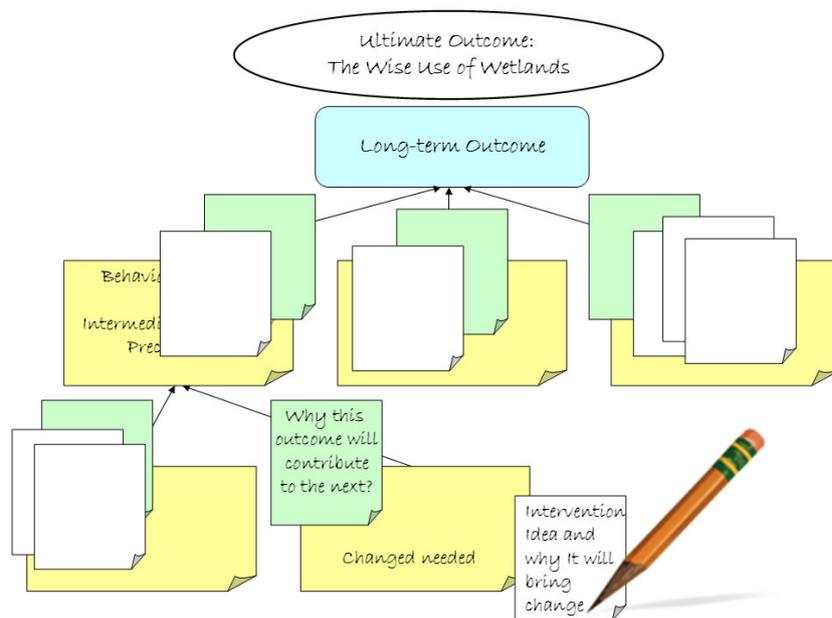

Next, ask participants to brainstorm the following question (using a slide to support the request):

"What interventions (if any) would best bring about each of the desired behaviour changes / intermediate outcomes in the pathway diagram?"

These interventions may be communication, education, participation or awareness-raising interventions alone, or in combination with other interventions (for example legal or financial interventions around which communication, education, participation or awareness-raising interventions are necessary).

The groups can self organize for this – either working on a flipchart to brainstorm together, or dividing up the various outcomes between them and coming up with intervention ideas which are later discussed with the group (20 minutes).

After the initial brainstorming, provide each group with a five to ten pieces of paper (A6) – preferably in a colour – and ask them to write out their intervention ideas onto these papers and again stick them on the flipchart sheets in the appropriate places. There may be more than one intervention idea per outcome / behaviour change.

In addition to writing a few words describing the intervention idea, ask them to write an explanation justifying why they think the intervention will affect the behaviour change / achieve the outcome. This should refer to the type of change needed for each outcome – as identified in the previous step (15 minutes).

It is not necessary for the group to come up with interventions for all outcomes. In fact, they can be encouraged to focus on those for which they have most energy.

Indicate confidence

Session 8

- Having generated intervention ideas and explanations justifying why these will affect the desired behaviour change / achieve the outcome, in this session the facilitator uses a technique to help the group express high, moderate or low confidence in their responses. The technique provides a safe environment for people to express their confidence or doubt. The steps follow.

Notes for facilitators:

Provide the group with red, yellow and green stickers or pens, as well as a flipchart sheet with the following 'traffic light' key on it:

Going back to their change pathway, ask them to work in their groups and use the stickers or pens to mark the various answers and ideas (the justifications, interventions, etc.) as red, yellow or green.

Explain that this will inform where further research may be most needed after the workshop, in order to test assumptions and validate the group's thinking. (20 minutes).

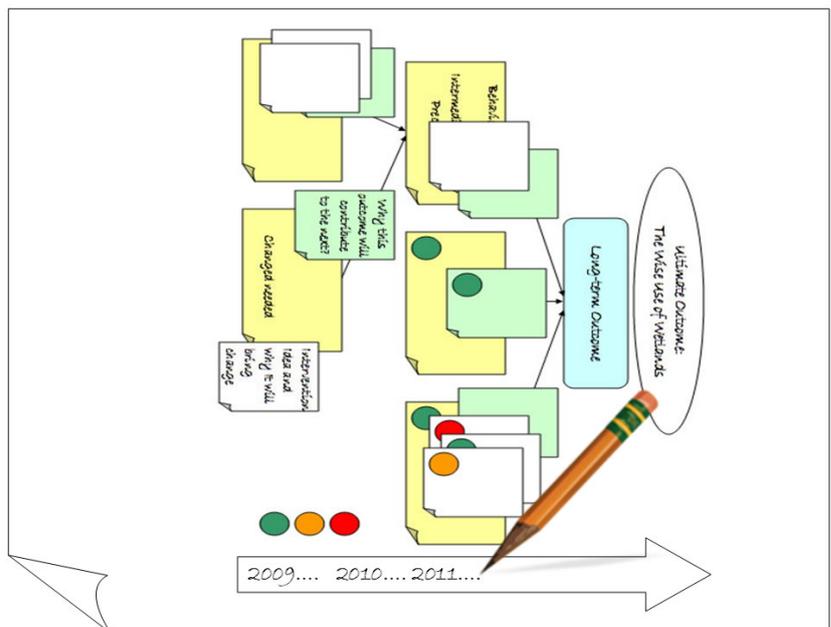As a final step in the small group work, rotate the example change progress diagram flipchart 90 degrees clockwise, and draw onto it a timeline from the present (bottom left corner) to a future date (bottom right corner), showing how the pathways can approximate a chronology for future work.

In their groups, ask participants to draw their own timeline on their change pathway diagram and designate approximate dates for the various outcomes. The intent is to provide some insight into the rate at which the group believe the various outcomes are achievable.

Once done, rotate the diagrams back to the original direction, ready for sharing with the wider group. (30 minutes)

Invite participants to circulate in the room, having a look at other groups' change pathway diagrams, and reading the intervention ideas and justifications. (15 minutes)

Returning to plenary, ask the groups to have a seat and take turns sharing the highlights of their thinking with everyone else. (3 minutes per group)

Allow a few minutes for clarification questions (without getting into to discussion). These questions should simply focus on anything that was not clear. They should not challenge any ideas or broach issues of opinion at this time. (10 minutes)

Next, ask the group:

"Which pathways do you find most interesting and why?"

Facilitate open discussion on this question, and at an appropriate time, introduce the related questions:

"Looking at these pathways, what is the likelihood that the long-term outcome will be sustained over time?"

Allow 10 minutes for discussion around each question. Capture highlights on a flipchart. Explain that this information will be useful input after the workshop, when considering the relative merits of the diverse pathways proposed by the groups.

Thank participants for the diversity of ideas and perspectives that are represented in the different pathways, interventions and justifications. Value these as different possible scenarios for reaching the future – with the likelihood that the path taken may be a composite of features from across these.

Explain that after the workshop, the Focal Points will work with you (the facilitator) and others interested in looking across the various diagrams, using these as valuable input as you move into the validation phase and then subsequent discussion during the next workshop, scheduled for X (date).

In case there are questions in the follow-up stages, ask participants to write the names of everyone in their group on their pathway flipchart so that they know who to contact for clarification (5 minutes).

Recommendations, Reflections and Closing

Session 9

- Before two, short final activities and opening the floor for reflections, the facilitator provides the group with a short summary of the day, as follows:

  Thank all the participants for their time, as well as their good energy, ideas and vision;

  Point out how much has been done during a very intense day, using a wide variety of communication, education, participation and awareness-raising techniques in the process of action planning;

  Congratulate participants on the amount achieved during the day, and the valuable outputs created that will feed into further development of the action plan;

  Highlight the special value of such meetings, bringing people together to learn from and with one another about a rich diversity of experiences, knowledge, values, skills and perspectives – as such information is fundamental to strategic interventions (and Part 3 will research this further).

  Note: It is important to be clear on the process, its rationale and the steps going forward, as well as speaking with a positive energy in such a way as to satisfy and inspire confidence in the participants (5 minutes).

- As input into the design of the next stages, the facilitator then runs this quick brainstorming activity (10 minutes), asking participants in plenary:

  "Who else should be included in this process going forward?"

  The facilitator captures recommendations on a flipchart and thank participants for the suggestions.

⮑ ⚙️ For an introduction to the looking for learning, follow this hyperlink to page 95.

- To engage participants in learning about the tools used in the workshop, the facilitator then runs a short exercise, as follows:

  Split the group into two and provide each with a flipchart sheet and five minutes to complete the following task (using a slide to support the request):

  "List as many communication, education, participation and awareness-raising techniques as you can that were used in this

workshop."

Collect the results in plenary. Follow this with 10 minutes of paired discussion on either of the following questions:

"Which techniques worked the best and for what reasons?"

OR

"How might you use these in other processes you are running?"

- Finally, for closing reflections from participants, the facilitator uses a closing circle to facilitate the group sharing comments on the design, management and/or outcomes of the process of which they have been a part. The technique also facilitates building group identity. The steps are as follows:

  Arrange everyone into a standing circle. Bring a 'speaking object' (such as a soft ball) which can be passed among participants, determining the next speaker. Ask participants:

  "What will you tell people about this workshop?"

  Time allocation for this session should be proportionate to the number of people in the group (approx 1-2 minutes per person).

- To close, the facilitator throws the ball to the meeting convenor (usually the action planner) who gives a few, short, closing words, again thanking participants and clarifying the follow-up / reporting process and timeline (5 minutes).

Reporting

As soon as possible after the workshop, work with the core team to write a concise report, discuss it with your superiors and distribute it among the participants and your colleagues. Usually the facilitator is not involved in this report-writing process, however this may be negotiable. Whatever your preference, this should be agreed with the facilitator in the contracting phase.

A possible framework for the report could be as follows:

Summary of multi-stakeholder workshop

- Objective
- Summary of the process
- Highlights of the discussion
- Conclusions (in terms of achieving the objective and validation of the change pathway)
- Next steps

Part 3: Validating with Focus Groups and Stakeholder Surveys

Overview of the Participatory Action Planning Process

(Implementing the Action Plan)

1. Clarifying the Action Planning Context

2. Charting Change in a Multi-stakeholder workshop

3. Validating with Focus Groups and Stakeholder Surveys

4. Moving from Ideas to Action in Workshop Two

Overview

Progressing into Part 3 of this four-part planning process, you will now work together with the core action planning team to begin the process of validating the thinking so far. To start, you convene your core action planning team to review outputs from the multi-stakeholder workshop, focusing on the various change pathways developed, expressions of confidence in these and the likelihood of sustaining the long-term outcome over time.

With the core action planning team you collectively select a preferred change pathway. This may be a composite of more than one. Next, you work together to prioritize the justifications in the change pathway which you most feel the need to test, articulating each justification as the objective of a focus group.

A series of focus groups will be organized and run by professional qualitative researchers in order to test justification concepts, collecting feedback and information on the attitudes and perspectives of participants. This helps either validate and increase confidence in the justification, or shed light on where the justification is weak and needs some further thinking.

Reports of the focus groups (which may be also captured in video or audio form if agreed with participants) are recorded, collated and shared by the researchers with you and the core team. You carefully consider the implications of the research conclusions to the change pathway. Based upon this, you make any necessary revisions to strengthen the pathway. In some cases it may be necessary to arrange further, follow-up focus groups to clarify issues.

Having validated some of the justifications in the change pathway with the focus groups and revised the change pathway accordingly, you now work with the core team to focus on the type of change needed and the interventions required to bring about this change and achieve the intermediate outcomes.

You start by reviewing the assumptions made by participants in the multi-stakeholder workshop regarding whether each of the intermediate outcomes in the change pathways requires change in knowledge, attitudes and/or skills of specific stakeholders.

Information on required change in knowledge, attitudes, skills and behaviour is transferred by the team into an assumptions matrix per intermediate outcome. These assumptions are divided between the present situation (for example assumptions about what knowledge stakeholders have at present) and the desired situation (such as what knowledge stakeholders will have at the end of the process when you have successfully implemented your action plan).

Next, you work with survey design and management expert(s) in the process of developing stakeholder-specific survey questions to test the assumptions about stakeholder knowledge, attitudes and skills, as described in the matrix for each intermediate outcome. In addition to gathering baseline data, questions are also designed to gather data on appropriate and effective communication means, intermediaries and channels, and to test the suitability of interventions in mind.

The survey experts test, revise as necessary, and run the surveys. They then analyse and report on the results, including conclusions in terms of refining, revising or recommending new

interventions. This summary is circulated to the core planning team, in preparation for revision of the interventions in a second multi-stakeholder workshop.

In preparation for the fourth part of the planning process, you convene the core team again to review the survey results and to prioritize stakeholders to participate.

Complementary reading from the CEPA Toolkit of the Convention on Biological Diversity (CBD): http://www.cepatoolkit.org/
- Internal communication means and channels (page 55)
- Choosing the tools to use in evaluation (page 68)
- Methods of evaluation (page 69)
- How to engage stakeholders using focus groups (page 166)
- How to determine communication targets (page 250)
- Objectives to influence knowledge attitudes and behaviour (page 251)
- How to select effective communication means (page 268)

Step-by-Step: Validating with Focus Groups and Surveys

Review workshop outputs

This group work with the core team can be either face-to-face and/or by phone, email, using web 2.0 technologies such as a wiki.

- Work with others in the core planning team to review outputs from the multi-stakeholder workshop, focusing on those from the final sessions on the change pathways and intervention ideas.

  Looking at the change pathways developed during the workshops in small groups, consider which change pathway (or combination of features from various pathways merged into a new one) will be the basis of your strategic action plan.   Bear in mind the comments from the whole group about which of these pathways is most interesting and most likely to be sustained over time.
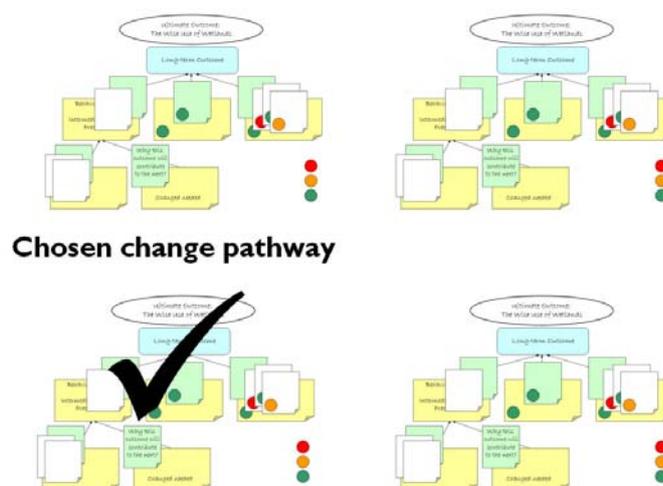
  Some questions you might like to ask yourselves:

  "Which pathway most interested the workshop participants?"

  "Which did participants think was most likely to sustain the long-term outcome over time?"

  "On which pathway did participants express (using the red, orange, green coding) the greatest confidence and least doubt?"

  "Which makes most sense to you?"

Chosen change pathway

- Either select one change pathway, or merge components of the various change pathways into a new change pathway.

  If you come up with a new pathway, repeat the exercise used in the

workshop within the core planning team, indicating where there is confidence and doubt in the pathway – using the red, yellow and green coding.

Prioritize assumptions to test

- With the core planning team, answer the following question:

  "What justifications in the change pathway diagram do you most wish to test?"

  With this answered, write these as focus group objectives. For example:

  "Test whether or not focus group participants (i) believe that intervention idea X would likely lead to outcome A; (ii) that A would likely lead to outcome B; and (iii) explore their reasons for believing this to be so".

  With your objectives articulated, consider which stakeholders are best placed to help you achieve each of your focus group objectives by participating in the focus group. (Note that as the objectives change from focus group to focus group, it is probably that the participants will also need to be different.)

Design focus group questions

⮌ For an introduction to the focus groups technique, follow this hyperlink to page 97.

- It is time to now engage a professional qualitative researcher with experience running focus groups.

  Brief this professional, providing them with the focus group' objectives you have articulated. They will discuss with you the following:

  - The objectives you articulated for the focus groups (in the previous step);

  - The use of focus groups not only as an opportunity to validate thinking but also as interventions and opportunities to affect behaviour change. In addition to your focus group objectives above, are there other outcomes you would hope for (such as changing the focus group participants' knowledge and attitudes on a relevant issue). Focus group questions have powerful potential to influence;

  - The process for engaging people in a focus group, including invitations and other prior communication to manage expectations;

  - Important information related to the choice of date(s) and

time(s), location(s), room set up and other factors likely to affect the nature of participation;

o The methodology they propose for the focus group(s) and some initial thoughts on questions. As this is very important to the success of the focus groups, it may be necessary to allow some time for the formulation of these ideas;

o Suggested means of capturing the discussion (such as note-taking, audio or video recording);

o A suggested reporting timeline and reporting structure (for example, would you prefer to receive verbatim proceedings or a synthesis of conclusions and recommendations).
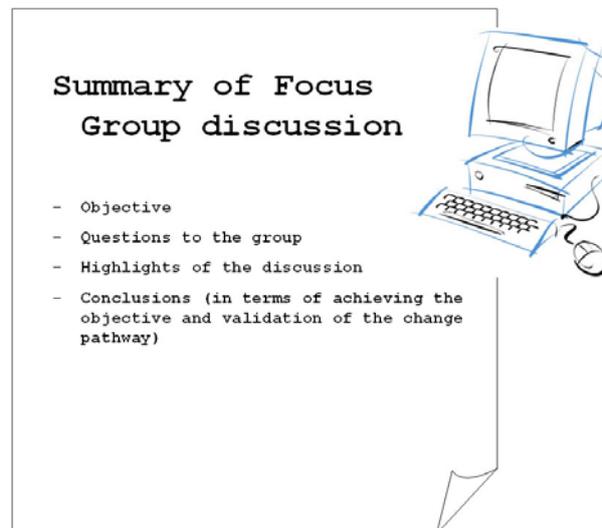
They should then proceed as agreed (in writing).

Run focus groups

- Running the focus groups is the responsibility of the professional qualitative researcher contracted in the previous step.

It is also the responsibility of this expert to report on the focus groups, as agreed in the contracting process.

A potential report framework follows:

Review focus group outputs

Either face-to-face

- Work with the core planning team to review the focus group

report(s) and consider the implications of the conclusions to the change pathway. Some questions to ask:

"To what extent do the conclusions from the focus groups increase or decrease confidence in the change pathway justification?"

"Based upon the focus group's discussions, how might the change pathway be strengthened?"

Revise the change pathway accordingly, until you and the core team settle on the pathway with which you have most confidence.

Matrix present and desired knowledge, attitudes and skills

- Your next steps working with the core team are as follows:

Starting with the most short-term intermediate outcomes on the latest version of the change pathway diagram (i.e. the lowest on the diagram and those which must be achieved first), transfer knowledge, attitudes and skills, alternatives and barriers assumptions related to each intermediate outcome into a separate assumptions matrix (see below).
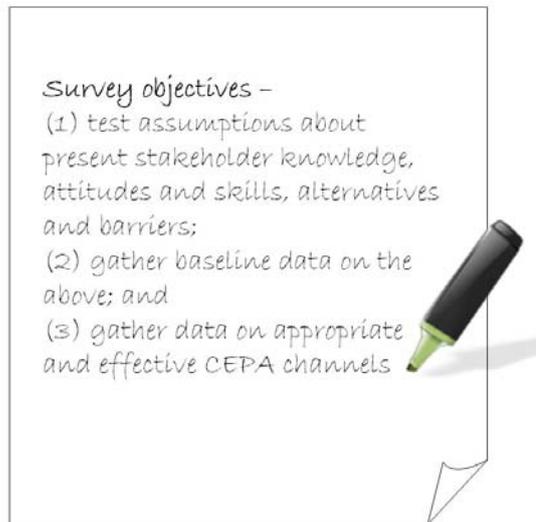
Intermediate Outcome:	At Present	Desired Situation
Knowledge about the issue?		
Attitude towards the issue?	1	2
Skills related to the issue		
Knowledge, attitudes and skills related to alternative behaviours / options?		
Other barriers / factors affecting behaviour (e.g. financial incentives)		

As feasible, continue this process with the longer term level(s) of

intermediate outcomes.

- Once the assumptions matrix is complete, write the following on a flipchart and place it nearby for easy reference:

Survey objectives –
(1) test assumptions about present stakeholder knowledge, attitudes and skills, alternatives and barriers;
(2) gather baseline data on the above; and
(3) gather data on appropriate and effective CEPA channels

Design survey questions

TIP: Whilst some guidance is provided here, it is strongly recommended that you contract a local survey expert to help you ensure that the survey is suitably adapted to your context and resources.

Depending on the scale and timeframe of your action plan, you may wish to continue this process with the next level(s) of intermediate outcomes. For example, if you are developing an annual CEPA action plan for a

- You are now ready to bring in a survey design and management expert. As in preparation for the focus groups, brief the survey expert providing them with information on the assumptions you wish to test as detailed in your assumptions matrices. They will discuss with you the following:

  o The objectives of the stakeholder survey(s) (see the flipchart sheet in the previous step);

  o The use of surveys not only as an opportunity to validate thinking but also as interventions and opportunities to affect behaviour change. Survey questions also have powerful potential to influence;

  o The methodology they propose for the survey(s), including who should be surveyed and whether it should be face-to-face, online, over the phone, via other means or a combination;

  o The process for engaging stakeholders in a survey, including invitations and other prior communication to manage expectations;

  o Important information related to the choice of date(s) and time(s), duration, location(s) and other factors likely to affect the nature of participation;

  o Suggested means of capturing the survey responses (such as note-taking, audio or video recording);

The process of analyzing survey results may vary largely depending on the choice of survey question types and their wording. In general, quantitative questions will enable a speedier processing of the data than qualitative questions. However, qualitative questions encourage a much more detailed picture of the situation to emerge, often including unexpected information - which may prove vital to your subsequent success.

Fellow workers and members of labour unions, community supporters, community

o   Qualitative and quantitative survey designs, their implications, reporting timeline and report structure.

Having come to agreement on these points (in writing), proceed to work with the survey expert.

Together review a completed assumptions matrix for one of the most immediate outcomes on your change pathway diagram. Start by working down the 'At Present' column, and for the assumption in each completed box in the matrix, draft a few questions to test the assumption's validity.

As you do so, remember who you are preparing to survey and consider whether or not the language use is appropriate. The survey expert will ensure that you keep in mind how you intend to administer the survey and process the survey data collected.

Look at the question stems that follow for ideas on question design.

Some stems for knowledge questions

• What is a…? What are the…? Can you name…? List the…?

• What benefits do you get from…?

• How can you…? Where can you…?

• What would happen (to…) if…? Explain how..

• How does… affect…? What are the impacts on…?

• Do you know why…? What could cause…?

• Who is responsible...?

• What is prohibited and what is permitted?

• Are there ways to…? What are they?

• Are there alternatives? What might be some different ways to…?

• Is it possible to / for…? Are… and… suitable for…?

• Has anyone provided technical assistance…?

• How were… involved?

• What can… do to support…?

and business leaders, staff from other (allied) organizations, educators and trainers, media professionals, celebrities and government decision makers are just some of the people that can have powerful influence on stakeholder (group) behaviour. The means by which they do so can be as diverse as incidental conversations in the street, radio broadcasting or formal skills building programmes. Throughout the survey process, you will gather relevant information emerging from responses to the questions – perhaps unexpectedly.

Some stems for attitude questions

• Are you interested in…?

• Is it important to…? Please rank the following in order of importance to you:…

• What would you do if…? How would you feel if…?

• Do you feel there is a need…? Would (your) life be better or worse if…?

• Do you think it is better to… or…? Which option do you like best? Do you prefer…?

• What would motivate you to…? What might change your mind?

• If… would you be willing to…? If… would you support…?

• Do you want to be involved?

• Why or why not?

• Was the technical assistance useful?

Some stems for skills questions

• How would you…?

• Do you know how to…?

• What skills do you have for…?

• What experiences do you have with…?

• Have you ever…?

• Have you tried…?

• What skills would you need to…?

• Who do you know with the skills needed to…?

• Who would need new skills to…?

- Work with the survey expert to add some specific questions on the communication, education, participation and awareness-raising channels that are most appropriate to, and effective with, the particular stakeholder (group). Look at the question stems below or ideas on things to consider when designing these questions.
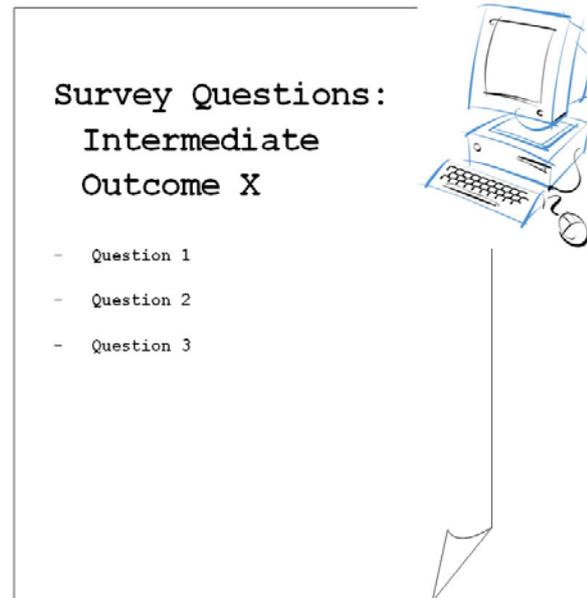
Additional questions can be drafted next to more specifically test the suitability of any communication, education, participation and awareness-raising interventions in mind. As in the focus groups, use questions which elicit examples of where a similar intervention has successfully changed behaviour: What was it that made it a success?
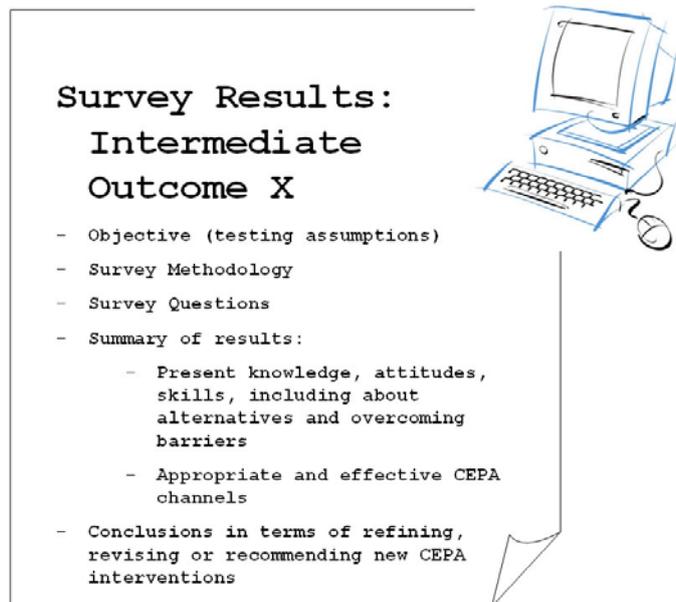
Test and run surveys

The survey expert will prepare a written document outlining the survey questions and methodology in relation to the survey objectives.

```
Survey Questions:
  Intermediate
  Outcome X

   Question 1

   Question 2

   Question 3
```

Next, the expert will test each stakeholder survey, selecting a few people from the stakeholder (group) and pre-running the survey with them, ensuring that the questions are clearly understood, checking the feasibility of data collection and that the intended data is gathered. As necessary, the survey expert makes revisions and re-tests the survey until confident in the design.

The expert runs the survey(s). It is then analysed and a report is prepared summarizing the survey results (per intermediate outcome). Included should be concise information on the objective of the survey (assumptions tested etc.), survey methodology, survey questions, results in terms of present knowledge, attitudes and skills (including about alternatives and overcoming barriers), appropriate and effective communication, education, participation and awareness-raising channels, as well as conclusions in terms of refining, revising or recommending new interventions.   This should be agreed in the contracting process.

A possible framework for the reports follows:

Survey Results:
Intermediate
Outcome X

- Objective (testing assumptions)
- Survey Methodology
- Survey Questions
- Summary of results:
    - Present knowledge, attitudes, skills, including about alternatives and overcoming barriers
    - Appropriate and effective CEPA channels
- Conclusions in terms of refining, revising or recommending new CEPA interventions

- Circulate the summary of the survey results to the core action planning team.

Prepare for the 'Ideas to Action' workshop

- Your next step is to convene and work with the core action planning team to review the survey report(s) and prepare for the next workshop – focusing on who should participate.

  Note that it is highly recommended that you also include a professional facilitator at this stage. This may be the facilitator used in the earlier multi-stakeholder workshop.

- As input into this conversation, refer to the following:
    o The people identified as being able to help in clarifying and strengthening the action planning process (Part 1);
    o The stakeholder matrix (Part 1);
    o The list of people generated by participants in the final session of the multi-stakeholder workshop (Part 2); and
    o Results of the focus groups and surveys identifying important intervention channels (such as influential people) (Part 3).

  Finally, draft invitations to the workshop. In these, clearly articulate the purpose of the process (refer to the action planning objective) and the nature and degree of participation - including any decision-making or info on where decision-making responsibility lies - in order to manage stakeholder

expectations.

The professional facilitator(s) you contract to help with the multi-stakeholder workshop should have the experience necessary to help you refine the invitation messages and process for greatest success.

As in Part 1, read the boxed content: "Tips for Facilitating Multi-Stakeholder Workshops" to help you think about some of the issues relating to cultural identity and diversity of participants. Consider how these may importantly affect the workshop planning, logistics and communication.

Part 4: Workshop Two – Moving From Ideas to Action

Overview of the Participatory Action Planning Process

- (Implementing the Action Plan)
- 1. Clarifying the Action Planning Context
- 2. Charting Change in a Multi-stakeholder workshop
- 3. Validating with Focus Groups and Stakeholder Surveys
- 4. Moving from Ideas to Action in Workshop Two

Overview

In the fourth and final part of the action *planning* process, a second professionally facilitated multi-stakeholder workshop is run. This final workshop builds on the results from the previous steps and produces an action plan that is 'owned' by key stakeholders with commitment to take responsibility for implementation of the plan and modalities for monitoring and evaluation.

Some of the participants will likely have been present in the first workshop. Others may have been involved in the stakeholder focus groups and surveys. Others still may have been recommended via your networks as having high interest and capacities to help with the action planning and implementation process. The workshop therefore begins with a description of the process so far.

With the core planning team, you present the refined change pathway diagram, along with data on stakeholder knowledge, attitudes and skills (including those related to alternative behaviours and overcoming barriers) as well as appropriate and effective communication channels and interventions – as gleaned from the focus groups and stakeholder-specific surveys.

The facilitator then engages workshop participant groups in looking at the shorter-term intermediate outcomes in the change pathway and suggesting people to take lead, collaborative and supporting roles in implementing the interventions planned. Groups then work on answering questions such as: *How will we know we are doing well and how will we know when we have successfully achieved our outcome? What opportunities will we arrange for reflecting, reviewing and revising our plan along the way? Where do we go from here? What next actions do we need to take and who needs to take these by when?*

Rather than attempting to detail every step in the action plan, a long term vision is generated in a multi-stakeholder process. Thinking then goes into the changes necessary to get from the present situation to the desired future vision. Then attention is focused on detailing the actions necessary for interventions to achieve the shorter term, intermediate outcomes. Actions related to subsequent intermediate outcomes are not planned at this early stage. These will be planned at a later stage, incorporating lessons learned from reflecting, reviewing and revising action plans in the first phase.

The results from this group work are shared in plenary. Comments and questions for clarification are addressed. The group discusses next steps and the conversion of these ideas into an Action Plan, as well as the role of the core action planning team in this process going forward.

The workshop closes with a reflective exercise. As soon as possible after the event a summary is written up along with the Action Plan. This is shared with the group who get to work.

Step-by-Step: Workshop Two – Moving From Ideas to Action

Workshop Agenda

Day one			
09h00	*Session 1* **Welcome, introductions and principles** ➲ To page 78	• Welcome and introduction of the facilitator and core team (10 mins) • Story of the process so far (context) and objectives of the workshop (40 mins) • Principles for working together in the workshop (5 mins)	Facilitator & Action planner / core team
09h55	*Session 2* **Assign outcome leads and teams** ➲ To page 79	• Reviewing survey results per intermediate outcome • Small group work completing a template: Who is best equipped and positioned to lead, collaborate and support achieving each outcome? (20 mins) • All participants review the work of other groups and add their thinking (45 mins)	Facilitator
11h00	**Coffee**		
11h30	*Session 3* **Agree roles and responsibilities** ➲ To page 81	• Presentation of conclusions from session 2 in a gallery walk seeking agreement on suggested roles and responsibilities (30 mins)	(as above)
12h00	**Lunch**		
13h30	*Session 4* **Develop the action plan** ➲ To page 81	• Plan development in small groups around outcomes (whilst the core team works on the action planning process as a whole) (60 mins) • Report back in plenary (60 mins)	(as above)
15h30	**Coffee**		
16h00	*Session 5* **Recommendations, reflections and closing** ➲ To page 83	• Summary of the day (10 mins) • Closing circle (40 mins) • Closing words (10 mins)	Core team & Facilitator
15h00	**End of day**		

NOTE: It is recommended that you contract a professional facilitator (or two) to run the workshop process.

The International Association of Facilitators (IAF) and affiliate networks throughout the world: http://www.iaf-world.org/i4a/pages/index.cfm?pageid=3829

It is important to go over the planning of the workshop - as suggested here - together with the professional facilitator you contract. The facilitator will help you adapt the process and techniques to the context, including the culture, group size and history, time available, location and venue. For this reason, timings are only indicative and workshop duration may vary considerably.

Welcome, introductions and principles

Session 1

- The facilitator welcomes participants, introduces him/herself and introduces the facilitator's role in the process. The facilitator explains the objectives of the workshop and gives a quick overview of the workshop agenda. The facilitator then invites you and the core team to provide some context.

- Together with the core team, you (as the lead action planner) then tell the story of the action planning process so far, valuing the diversity of contributions, and clarifying how this workshop fits in..

  Provide an overview of the action planning context and roles and responsibilities of members of the core planning team (as summarized in the report produced at the end of Part 1 of this process – following the meeting of the core planning team).

  Describe the first multi-stakeholder workshop process - presenting some of the outputs from this process on the walls. (You might like to select a few and have these re-drawn to make them easier to read for newcomers to the process.)

  Include the principles generated – as these can be applied to this workshop as well. Ask if there is anything to add for this workshop.

  Include also a variety of the visual representations of the landscape, as well a couple of the stories of change that participants thought were most significant.

  Present a few highlights from the visions of wisely used landscapes. And share with the group information on the most

highly prioritized behaviour changes.

Introduce the development of change pathways towards achieving the long term goal identified, explaining that since the workshop the core planning team have been using focus groups and stakeholder-specific surveys to test the ideas and thinking in these, as well as gather baseline data.

Invite a (pre-advised) member of the core planning team to summarize the process of planning and running the focus groups and surveys, describe key conclusions, and present the refined change pathway diagram with proposed communication, education, participation and awareness-raising interventions (as summarized in the report produced at the end of Part 3 of this process).

Reiterate that this workshop will explore how to turn these ideas into action.
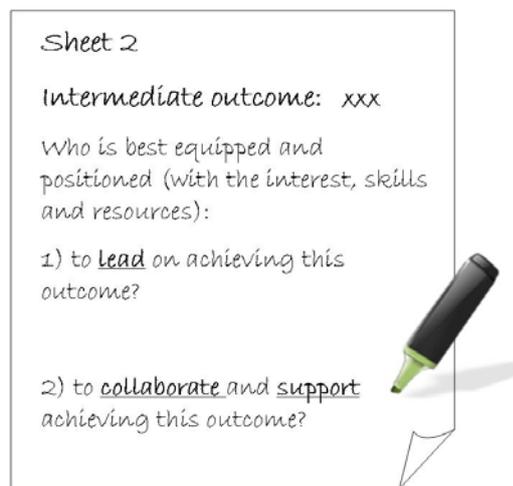
Assign outcomes leads and teams

Session 2

➲ ⚙ For an introduction to the carousel technique, follow this hyperlink to page 99.

- The facilitator then proceeds to lead the next session. The facilitator explains that the intention is for the action planning and implementation process to be as participatory as possible, reminding the group of the roles and responsibilities of members of the core planning team before moving into an exercise to collect suggestions of other people to take the lead and supporting roles in achieving the various intermediate outcomes.

The facilitator takes the summary of survey results for each intermediate outcome in the change pathway diagram. Starting with the most short-term, intermediate outcomes, s/he presents two pre-prepared flip chart sheets for each of outcome (completing the first with information from the summary reports from Part 3):

Sheet 1

Intermediate outcome: xxx

Present knowledge, attitudes and skills:

• Xxx

• Xxx

Appropriate and effective CEPA channels and intervention ideas:

• Xxx

• Xxx

Sheet 2

Intermediate outcome: xxx

Who is best equipped and positioned (with the interest, skills and resources):

1) to lead on achieving this outcome?

2) to collaborate and support achieving this outcome?

The second of these sheets is placed on a flipchart stand. The first is posted next to the first for reference. For each outcome, these pairs of two sheets are arranged with flipcharts around the room.

The facilitator then uses the carousel technique to facilitate the process of collecting suggestions from the group. The steps follow.

Notes for facilitator:

Ask all participants to go to the intermediate outcome of their choice (that for which they have most interest and energy). Groups should be of approximately equal numbers.

In the small, self-selecting groups, ask participants to spend 20 minutes suggesting answers to questions (1) and (2) and noting these on the flipchart sheet, including noting in what capacity the people suggested may support or collaborate on an outcome.

Next, ask participants to go to the second intermediate outcome of their choice. In these new, self-selecting groups, ask participants to review the suggestions of the previous group. Using a different colour pen, ask them to add to the suggestions (15 minutes).

Repeat this step again, with a third intermediate outcome and third coloured pen (15 minutes).

Ask all participants to now return to the flipchart with the intermediate outcome at which they first started and review the additions of subsequent groups (15 minutes).

Agree roles and responsibilities

Session 3

- In the next step, the facilitator leads a gallery walk. All participants move from one outcome to the next as someone from each group presents the conclusions from the carousel activity. Before moving from one outcome to the next, the facilitator asks the group if there is agreement on the proposed lead and proposed supporting people for the outcome. If necessary, s/he organizes a quick vote.

If the proposed people are in the room, the facilitator asks them if the agree to take on this role. S/he indicates their response on the flipchart sheet by their name.

If the proposed people are not in the room, the facilitator asks the group the next action necessary to engage the proposed people in these roles and notes these next actions by their names on the flip chart sheet.

Depending on the size of the change pathway diagram and the number of intermediate outcomes the group wishes to address at this stage, the facilitator may wish to repeat the carousel activity with another group of intermediate outcomes.

Develop the action plan
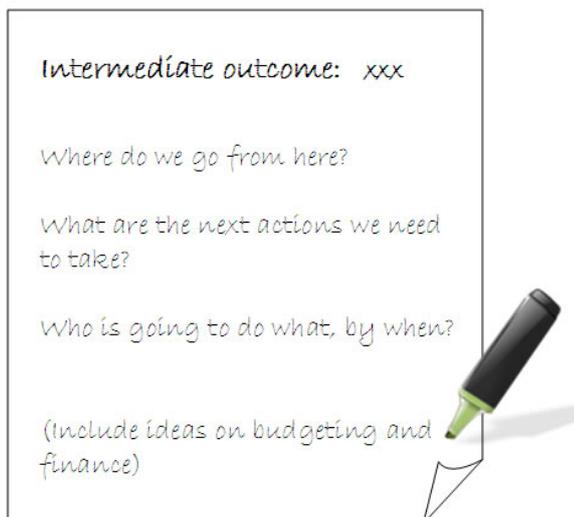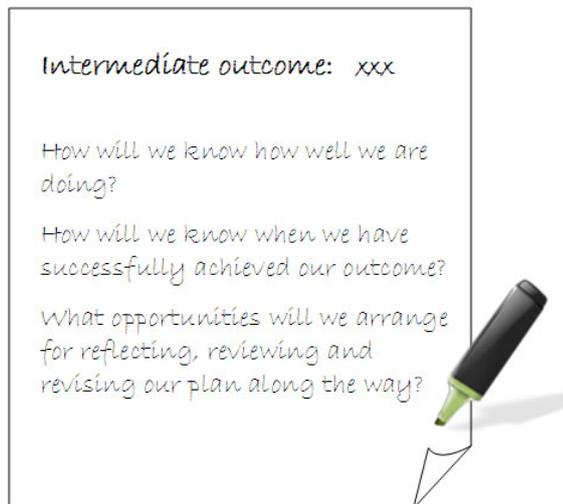
Session 4

- The facilitator now regroups participants around each of the shorter-term, intermediate outcomes at the flipcharts. S/he includes in each group any participants with lead and supporting roles. (Some people may be involved in more than one outcome and choose to move between groups). At the same time, members of the core planning team are grouped together with a flipchart.

The facilitator then briefs the group for the next exercise. S/he explains that, whilst the change pathway diagrams span time from the present to the achievement of the long term goal, it is only meaningful to do detailed planning for the shorter term interventions and outcomes. As we progress, the system in which we are working will change, therefore our planning will need to change and incorporate our learning along the way. For these reasons, explains the facilitator, the next exercise focuses on more detailed action planning for the interventions necessary to achieve the short term outcomes prioritized, as well as determining indicators of success. The steps follow.

Notes for facilitator:

Provide each group with the following flip chart sheets and one hour (60 minutes) to develop their plans for presentation to the rest of the group in plenary:

Intermediate outcome: xxx

How will we know how well we are doing?

How will we know when we have successfully achieved our outcome?

What opportunities will we arrange for reflecting, reviewing and revising our plan along the way?

Intermediate outcome: xxx

Where do we go from here?

What are the next actions we need to take?

Who is going to do what, by when?

(Include ideas on budgeting and finance)

Meanwhile, the core planning team do the same exercise only

not focused on an intermediate outcome but rather on the action planning process as a whole.

As the groups work, you can circulate. As necessary, prompt them with questions. What costs will need to be covered? What funding sources might be approached?

Each group takes 5 minutes to report back their plans to the whole group in plenary. After each report, allow 5 minutes for comments and clarifying questions.

- Once each of the intermediate outcome-focused groups have reported back, the facilitator invites the core planning team to report back on their work on the action planning process as a whole.

- Next, a discussion is facilitated leading to a group decision on how best to capture the decisions and actions for inclusion in the workshop summary and resulting Action Plan.

Recommendations, Reflections and Closing

Session 5

Summary: It could be you (the facilitator), one of the Ramsar CEPA Focal Points (if not the facilitator), or other individual.

- As in the first multi-stakeholder workshop, the facilitator hands over to you and the core planning to team to provide the group with a short summary of the day.

- You thank all the participants for their time, as well as their good energy, ideas and vision, and reiterate follow-up actions that you and rest of the core planning team will take (as reported on in the previous session).

➲ For an introduction to the closing circle technique, follow this hyperlink to page 96.

Decide in advance who is best placed to do this summary. It is important that whoever gives the summary is clear on the process, its rationale and the steps going forward, as well as speaking with a positive energy and in such a way as to satisfy and inspire confidence in the participants (10 minutes).

- Finally, for closing reflections from participants, the facilitator uses the closing circle technique. The steps are as follows:

Arrange everyone into a standing circle. Bring a 'speaking object' (such as a soft ball) which can be passed among participants, determining the next speaker. Ask participants:

"What will you tell people about this workshop?"

And then:

"What is the first thing you are going to do to make the action plan work?"

Capture responses to these questions by writing them on the flipchart.

Time allocation for this session should be proportionate to the number of people in the group (approx 1-2 minutes per person).

Give a few, short, closing words, again thanking participants and clarifying the follow-up / reporting process (5 minutes).

Document the action plan

- It is important that, as soon as possible after the workshop, you work with the core planning team to write a concise report, as well as the Action Plan. A possible framework follows:

Summary of workshop – Ideas to Action

- Objective
- Summary of the process
- Highlights of the discussion
- Decisions per intermediate outcome
  - Roles and responsibilities: Lead and supporters / collaborators
  - Indicators of success
  - Opportunities for reflecting, reviewing and revising the plans
  - Next actions: who, what, by when
- Decisions re. roles and next actions of the core planning team

CEPA Action Plan

- Objective: long term goal
- Change Pathway Diagram and Timeline
- CEPA interventions
- Roles & responsibilities
- Indicators of success
- Opportunities for reflecting, reviewing and revising the plan
- Next actions: who, what, by when

Share and implement the plan

- For guidance on this – see the Action Plan that you documented in the previous step.

  If you need more help with this stage – try the CBD CEPA toolkit or one of the other many resources detailed in an Annex to this guide!

  Good luck! With the great preparation you have done getting this far you are set up for success.

Techniques for Facilitating Groups
(in chronological order)

 Techniques: *'Any objects or skills used to facilitate a particular task or job'*

Summary:

Generating principles for group process: to facilitate a group of people identifying and respecting features of successful group processes - exploring behavioural preferences, agreeing on how to work together and helping create a more understanding and trusting context.

Visual representation of a landscape: to facilitate sharing and learning about the variety of features of a landscape of interest and value to different people - appreciating differences and similarities in perspectives and actively involving people who prefer visual communication and learning approaches.

Storytelling about significant change: to facilitate a group of people sharing, valuing and learning from experiences of change - connecting people with one another in an empowering and engaging process which recognizes and values each individual's experience.

Visioning the future appreciatively: to facilitate a group of people in imagining and exploring desirable scenarios for the future (including related behaviours) – enthusing, energizing and preparing to mobilize people for action by invoking future possibility.

Presenting priorities and picking up on patterns: to facilitate a group of people sharing and learning about one another's priorities as part of a participatory planning process – enabling a large amount of information to be collected, clustered and communicated quickly and clearly.

Diagramming change pathways: to facilitate a group of people thinking through the process required to bring about a long-term, future goal - identifying and addressing assumptions people hold about change and enabling complex logic to be captured and communicated in an easy-to-

read diagram.

➲ For information on this technique, follow this hyperlink to page 93.

Indicating confidence: to facilitate a group of people expressing high, moderate or low confidence in various aspects of a concept (or concepts) - creating a safe environment for the expression of logical or emotional, fact-focused or creative thinking.

➲ For information on this technique, follow this hyperlink to page 94.

Looking for learning: to facilitate a group of people noticing, reflecting on and sharing their learning - helping to commit learning to memory and increasing sensitivity to effective communication and learning process design.

➲ For information on this technique, follow this hyperlink to page 95.

Closing circle feedback: to facilitate a group of people sharing comments on the design, management and/or outcomes of the process of which they have been a part - valuing varying perspectives, reactions to and outcomes from processes as well as bring everyone together and building group identity.

➲ For information on this technique, follow this hyperlink to page 96.

Testing concepts in focus groups: to facilitate the process of collecting feedback and gathering information on participants' attitudes and perspectives – engaging people in thinking, communicating and learning about the focus group's subject matter.

➲ For information on this technique, follow this hyperlink to page 97.

Surveying stakeholders: to facilitate gathering data to test assumptions about stakeholder knowledge, attitudes and skills - engaging people in thinking, communicating and learning about the survey's subject matter.

➲ For information on this technique, follow this hyperlink to page 98.

Collecting suggestions in a carousel: to facilitate a group of people contributing ideas to a number of issues simultaneously and iteratively - maximizing participation and enabling everyone to have their say, efficiently contributing to all the issues under discussion.

➲ For information on this technique, follow this hyperlink to page 99.

All Techniques

Generating Principles for Group Process

Primary role of the technique	Generating principles for group process is a technique used to facilitate a group of people identifying and respecting features of successful group processes.
Some secondary roles of the technique (process maintenance)	The use of principles' generation helps people in a group explore behavioural preferences and agree on how to work together. As such, it helps create a more understanding and trusting context.
Application in action planning	In the opening session of the first multi-stakeholder workshop, participants share, capture and cluster thoughts on the two most important features of successful group processes. They then discuss and modify the list, until agreeing on group principles.
Step-by-step description of using the technique	➲ Follow this hyperlink to page 49.
Other applications	• This technique can be used at the beginning of a group process or valuably introduced into an ongoing process in situations where group dynamics risk compromising the successful achievement of objectives. • As a group progresses with a task, periodically returning to its group process principles can facilitate a discussion around, and fine-tune, the way the group is working. • Principles generation can also be used at the end of a group process, reflecting on the successful features of the way the group worked together and capturing recommendations and learning for future processes.

Visual Representation of a Landscape

Primary role of the technique	Visual representation of a landscape is a technique used to facilitate sharing and learning about the variety of features of a landscape of interest and value to different people. (The term 'landscape' may refer to physical and/or non-physical landscapes such as the cultural or political landscape.)
Some secondary roles of the technique (process maintenance)	The use of visual representation helps people to appreciate differences and similarities in perspectives. It also helps actively involve people who prefer visual communication and learning approaches.
Application in planning	Early on day one of the first multi-stakeholder workshop, each participant produces and presents their visual representation of the river basin and wetlands landscape. The group discusses their observations.
Step-by-step description of using the technique	➲ Follow this hyperlink to page 40.
Other applications	• This technique can be used throughout participatory processes for learning about a landscape, exploring and comparing future visions and landscape scenarios, and multi-stakeholder decision-making regarding landscape changes. • Collective production of a visual representation of the landscape is common, especially when all participants come from the same landscape, (rather than each participant in a process producing a personal map of the landscape, as used here). The participatory nature of producing such a collective visual representation can be valuable to the learning process. • Visuals range from hand-drawings in rural communities to the construction of scientific 'maps' employing data from global information systems and using the latest information and communication technologies to simulate and model systems dynamics.
Online resources	Participatory Land Use Mapping (LGC): http://www.lgc.org/freepub/land_use/participation_tools/landuse_mapping.html Participatory Modelling (three city case study): http://www.ingentaconnect.com/content/whp/ev/2003/00000012/00000002/art00006 Participatory Modelling in NRM: http://www.informaworld.com/smpp/content~content=a725291077~db=all~jumptype=rss

Storytelling about Significant Change

Primary role of the technique	Storytelling about significant change is a technique used to facilitate a group of people sharing, valuing and learning from experiences of change.
Some secondary roles of the technique (process maintenance)	The use of storytelling helps connect people with one another, in an empowering and engaging process. Inviting everyone to share a story recognizes and values each individual's personal experience of change.
Application in action planning	On day one of the first multi-stakeholder workshop, storytelling follows the visual representation of the landscape. Each participant recounts a story of the most significant change affecting the sustainability of the landscape's wetlands. The group discusses the significance of the stories.
Step-by-step description of using the technique	➲ Follow this hyperlink to page 42.
Other applications	• Uses of storytelling are diverse, and can include building communities, aiding reflection, transferring practical learning and capitalizing on experiences. • An interesting use of the technique throughout a project or programme cycle is in a form of participatory monitoring and evaluation known as 'most significant change (MSC)'. In MSC, many stakeholders are involved in telling stories of the most significant change they have witnessed in a landscape during a given time frame. They are also involved in analyzing this rich data source on outcomes and impact, identifying unexpected outcomes and discussing prevailing values related to what constitutes 'most significant' change. • Future stories in which groups collectively create and storytell about significant change in the future - as if it has already happened - can also be powerful (see 'Visioning' below). • In Appreciative Inquiry (AI) – a participatory approach to generating positive change by searching for, appreciating and leveraging what works well – storytelling about something at its best is a key technique, and step one in the four step AI cycle, known as 'discover'.
Online resources	Most Significant Change: http://www.mande.co.uk/docs/MSCGuide.pdf Story Guide: Building Bridges Using Narrative Techniques: http://www.deza.ch/ressources/resource_en_155620.pdf Appreciative Inquiry: http://appreciativeinquiry.case.edu/

Visioning the Future Appreciatively

Primary role of the technique	Visioning the future appreciatively is a technique used to facilitate a group of people in imagining and exploring desirable scenarios for the future (including related behaviours).
Some secondary roles of the technique (process maintenance)	The use of appreciative visioning helps enthuse and energize people. Exploring creative, desirable visions of the future frees people from the past as it looks forward and invokes possibility. Doing so collectively helps in preparing to mobilize group action.
Application in action planning	Within and among small groups, participants describe a landscape at a specified date in the future, at which time wetlands are being wisely used. The group discusses the various visions. This builds on earlier thinking about interesting and valuable features of the landscape and stories of significant change.
Step-by-step description of using the technique	⮑ Follow this hyperlink to page 44.
Other applications	• Visioning the future is a key technique in Appreciative Inquiry (AI) – a participatory approach to generating positive change by searching for, appreciating and leveraging what works well. The technique is step two in the four step AI cycle, known as 'dream'.
	• Visioning is also a commonly used technique in planning processes which start from a future scenario and then work backwards to trace its lines of development and determine what changes would be required to achieve such a future. This is often referred to as taking a 'normative', 'backward mapping' or 'backcasting' approach (as opposed to approaches which attempt to predict the future based on analysis of current trends).
	• From small team-building exercises to large scale, multi-sectoral planning, this technique can be valuably applied to generate enthusiasm and positive energy related to possible future success.
Online resources	Appreciative Inquiry: http://appreciativeinquiry.case.edu/ Normative / backcasting approaches to planning: http://en.wikipedia.org/wiki/Futures_studies

Presenting Priorities and Picking-Up on Patterns

Primary role of the technique	Presenting priorities and picking-up on patterns is a technique used to facilitate a group of people sharing and learning about one another's priorities as part of a participatory planning process.
Some secondary roles of the technique (process maintenance)	The use of this technique helps people to perceive the degree of alignment that exists in terms of group members' priorities. It enables a large amount of information to be collected, clustered and communicated quickly and clearly.
Application in action planning	Each participant prioritizes (on up to three pieces of paper) the three most significant behaviour changes they think necessary to achieve the goal in the wetland landscape. Everyone then clusters these and discusses the patterns that emerge.
Step-by-step description of using the technique	⊃ Follow this hyperlink to page 48.
Other applications	• Beyond sharing and learning about the priorities of group members, this participatory prioritizing technique can also facilitate decision-making. • Outputs from the prioritizing and clustering process can be used as input into a decision-making discussion. Alternatively the process of presenting priorities can be equated with casting a 'vote' in a decision-making process. • Another option is the addition of a 'voting' step, with participants reviewing the clusters of priorities and then voting upon which are most important.

Diagramming Change Pathways

Primary role of the technique	Diagramming change pathways is a technique used to facilitate a group of people thinking through the process (interventions and outcomes) required to bring about a long-term, future goal.
Some secondary roles of the technique (process maintenance)	The use of change pathway diagramming helps identify and address the assumptions people hold about bringing about change towards the long-term, future goal. It also enables complex, narrative logic to be captured and communicated in an easy-to-read diagram.
Application in action planning	Progressing from sharing stories of change and visions of a landscape with wisely used wetlands to thinking through the process of bringing about desired changes, participants work in small groups to suggest change pathway diagrams and discuss their reasoning.
Step-by-step description of using the technique	⮌ Follow this hyperlink to page 49.
Other applications	• Diagramming change pathways is a key technique in the five stage Theory of Change (TOC) approach to planning, which begins with identifying and then backward mapping from a long-term goal.
	• In addition to using change pathway diagramming at the start of a planning process, it can be introduced later to articulate and test the theory (logic) of an already drafted plan. The draft may then be strengthened accordingly.
	• Change pathway diagramming can also be done retroactively as part of an evaluation and learning process. This is often based on a review of planning literature, looking for evidence of change theory and appropriate indicators to measure outcomes and analyse performance.
Online resources	Theory of Change: http://www.theoryofchange.org/html/basics.html ActKnowledge: http://www.actknowledge.org/theoryofchange/tocintro.html Example - Project Superwomen: http://www.theoryofchange.org/Superwomen_Example.pdf

Indicating Confidence

Primary role of the technique	Indicating confidence is a technique used to facilitate a group of people expressing high, moderate or low confidence in various aspects of a concept (or concepts).
Some secondary roles of the technique (process maintenance)	The use of this technique helps create a safe environment for people to express confidence or doubt about a concept, whether based on logical or emotional, fact-focused or creative thinking.
Application in action planning	Participants work collectively to indicate levels of confidence in various aspects (justifications, intervention ideas, etc.) of the change pathway diagrams using red, orange and green colour coding. Low confidence suggests where further research may be prioritized to validate thinking.
Step-by-step description of using the technique	➲ Follow this hyperlink to page 55.
Other applications	• Indicating confidence is a useful technique in many contexts where new concepts are being explored. It is also useful when existing concepts are being revisited. • The technique can be modified to help facilitate a group of people expressing other feelings or states, such as energy or motivation levels, related to aspects of projects or programmes (for example). As such, it can also be very useful in the context of reflecting during or after implementation.

Looking for Learning

Primary role of the technique	Looking for learning is a technique used to facilitate a group of people noticing, reflecting on and sharing their learning.
Some secondary roles of the technique (process maintenance)	The use of this technique helps focus people on their learning. Noticing and sharing learning helps to commit it to memory. Engaging people in reflective practices increases sensitivity to effective communication and learning process design.
Application in action planning	In the workshop's closing session, participants work in groups to list as many communication, education, participation and awareness-raising techniques as possible used in the workshop, and then in plenary discuss their learning about uses of the techniques, including how they might be used in other processes.
Step-by-step description of using the technique	➲ Follow this hyperlink to page 58.
Other applications	• Rather than using this technique at the end of workshop or other process, it can be introduced at the start of a process - briefing participants to notice, capture and share their learning throughout. • Means of reflecting and sharing learning range from one-off, speedy flipchart capture to a series of informal conversations, to detailed journal writing using a web-log ('blog') over an extended period of time.
Online resources	Informal Education (infed) – Exploring Reflection and Learning: http://www.infed.org/foundations/w-inf4.htm Facilitating reflection: A Manual for Leaders and Educators: http://www.uvm.edu/~dewey/reflection_manual/activities.html Reviewing by numbers: Facilitating reflection in small and large groups: http://reviewing.co.uk/articles/reviewing-by-numbers.htm

Closing Circle Feedback

Primary role of the technique	Closing circle feedback is a technique used to facilitate a group of people sharing comments on the design, management and/or outcomes of the process of which they have been a part.
Some secondary roles of the technique (process maintenance)	Providing feedback in a closing circle helps acknowledge and value varying perspectives, reactions to and outcomes from processes. The circle also helps with building group identity, bringing everyone together.
Application in action planning	Bringing the workshops to a close, participants arrange themselves into a standing circle and pass a speaking object amongst themselves as they answer the question: *What will you tell people about this workshop?*
Step-by-step description of using the technique	⮥ Follow these hyperlinks to pages 59 and 83.
Other applications	• It is common to vary the circle size (in terms of the number of people) and thus the number of closing circles (replacing one circle for the whole group with numerous smaller circles), as well as replacing people standing with seated circles. This may depend on the group's size, cultural preferences as well as trust and comfort levels.
Online resources	Facilitating reflection: A Manual for Leaders and Educators: http://www.uvm.edu/~dewey/reflection_manual/activities.html International Association of Facilitators: http://www.iaf-world.org/i4a/pages/index.cfm?pageid=3384 Facilitation blog: http://facilitation.start4all.com/

Testing Concepts in Focus Groups

Primary role of the technique	Focus groups are a technique used to facilitate the process of testing concepts, collecting feedback and gathering information on participants' attitudes and perspectives.
Some secondary roles of the technique (process maintenance)	The use of focus groups helps engage people in thinking, communicating and learning about the focus group's subject matter. As such, focus groups are themselves communication, education, participation and awareness-raising interventions with the potential to affect change.
Application in action planning	The core planning team uses focus groups to test justifications in the change pathway diagrams generated during the multi-stakeholder workshop. Emphasis is on testing those aspects of the change pathways where workshop participants expressed low confidence.
Step-by-step description of using the technique	➲ Follow this hyperlink to page 65.
Other applications	• Whilst primarily used to facilitate the process of testing concepts and collecting feedback in the planning stages of a project, focus groups can similarly be used to check progress as part of the monitoring and evaluation. • Used throughout a process, focus groups become an important tool as part of an adaptive management approach.
Online resources	Content in the CBD CEPA Toolkit on engaging stakeholders using focus groups: http://www.cepatoolkit.org/

Surveying Stakeholders

Primary role of the technique	Surveying stakeholders is a technique used to facilitate gathering data to test assumptions about stakeholder knowledge, attitudes and skills.
Some secondary roles of the technique (process maintenance)	The use of stakeholder surveys helps engage people in thinking, communicating and learning about the survey's subject matter. As such, surveys are themselves communication, education, participation and awareness-raising interventions with the potential to affect change.
Application in action planning	Using stakeholder-specific surveys, the core planning team tests assumptions and gathers baseline data about wetland-relevant stakeholder knowledge, attitudes and skills, the most appropriate and effective communication, education, participation and awareness-raising channels, and the suitability of interventions in mind.
Step-by-step description of using the technique	➲ Follow this hyperlink to page 68.
Other applications	• Stakeholder surveys are often valuably applied to monitoring and evaluation processes. Having collected baseline data in the planning stage, subsequent survey results can be directly compared and the analysis provides an important contribution to adaptive management thereafter. • Used throughout process, surveys support learning processes - both those of the interviewer (or his/her contractor) and the interviewee.
Online resources	Content in the CBD CEPA Toolkit on interview types, techniques and other target group research and analysis methods: http://www.cepatoolkit.org/

Collecting suggestions in a carousel

Primary role of the technique	Collecting suggestions in a carousel is a technique used to facilitate a group of people contributing ideas to a number of issues simultaneously and iteratively.
Some secondary roles of the technique (process maintenance)	The use of the carousel to collect suggestions helps divide a large group into several smaller working groups and thereby maximize participation. It enables everyone to have their say, efficiently contributing to all the issues under discussion.
Application in action planning	In the second workshop the carousel is used to collect suggestions from all participants on who is best equipped and positioned to lead on, collaborate, and support achieving the various intermediate outcomes prioritized previously.
Step-by-step description of using the technique	⮑ Follow this hyperlink to page 79.
Other applications	• The carousel is a useful technique in many contexts where the aim is to effectively and efficiently gather ideas related to number of questions or issues from all participants in a group. • The technique can be interestingly modified. Seemingly endless variations include ranging from working with flipcharts of text to visuals or 3-D models; from a sequential rotation of small groups (from issue to issue clockwise around the room) to a self-selecting sequence; from a quick brainstorming activity to lengthier and more detailed discussion.

The MEA Context for this Guide

The Guide and the Ramsar CEPA Programme

The CEPA Programme is an instrument <u>to provide guidance</u> to Contracting Parties, the Ramsar Secretariat, the Convention's International Organization Partners (IOPs), other NGOs, community-based organizations, local stakeholders and others <u>in the development of appropriate actions to support the implementation of the Convention</u> at the international, regional, national and local levels.

Vision: People taking action for the wise use of wetlands.

The guide contributes to achieving the goals of the CEPA Programme by:

1. Providing CEPA techniques and process guidance for strategically preparing effective national and local wetland-related CEPA action plans that benefit from the involvement of supporting Ramsar / wetland bodies, partners and mechanisms [including the CEPA Oversight Panel, the CEPA Focal Points and other members of the National CEPA Task Forces, National Wetland Committees, (networks of) wetland education centres, Ramsar Regional Centres (in wetland training) as well as International Organization Partners and other organizations with which Ramsar has collaborative agreements].

2. Demonstrating and building experience and skills with highly interactive, participatory, multi-stakeholder CEPA techniques within CEPA action planning processes, better enabling and motivating people to contribute and take action (self-mobilize) for the wise use of wetlands.

3. Strengthening capacity for more strategic CEPA action planning and effective CEPA use, enabling better demonstration of the important contribution of CEPA processes to achieving Ramsar's wetland wise use objectives and encouraging CEPA integration into all levels of policy development, planning and implementation of the Convention.

The Guide and Ramsar National CEPA Focal Points

It is the role of National CEPA Focal Points to <u>provide a supportive environment in which wetland CEPA planners and practitioners can develop their work</u>.
(Whilst it is ultimately the task of each Contracting Party to agree precise roles and responsibilities for their nominated CEPA National Focal Points, reflecting the capacity to operate at different levels and the resourcing of the individuals filling the positions suggested major roles and responsibilities of the CEPA NFPs are provided in "Roles and responsibilities of the CEPA National Focal Points".)

The CEPA action planning guide specifically helps the CEPA National Focal Points in providing leadership for the <u>development of a strategic wetland CEPA action plan</u> at an appropriate level - a key requirement of the Convention's CEPA Programme.

Throughout this interactive, participatory, multi-stakeholder CEPA action planning process, the CEPA Focal Points also exercise other roles and responsibilities. These include coordinating and interacting with other Ramsar bodies and mechanisms and being an active spokesperson for wetland CEPA with existing and new contacts (internally and externally). All the while 'walking the CEPA talk' will contribute to ensuring a positive profile for the Ramsar Convention and its conservation and wise use goals.

Statistics available at the time of writing:

- 80% of Contracting Parties to the Ramsar Convention have designated their government CEPA Focal Points and 67% their non-governmental organization CEPA Focal Points; leaving a significant number of Parties yet to do so.

- Only 11 of 129 (9%) Contracting Parties that completed a national report for COP10 have recorded the development of a National Wetland CEPA Action Plan.

- While a small number of Contracting Parties have reported that they have prepared CEPA plans at scales other than the national level (for example basin and site-level) there is no formal reporting on this required of Parties.

The Guide and CEPA-related Ramsar Bodies, Mechanisms and Partners

The guide provides CEPA techniques and process guidance for strategically preparing effective national and local wetland-related CEPA action plans that benefit from the involvement of supporting Ramsar / wetland bodies, partners and mechanisms. These include:

The CEPA Oversight Panel – responsible for advising on CEPA work priorities at the national and international levels. (Among members of this Panel is a CEPA expert who sits on Ramsar's Scientific and Technical Review Panel (STRP), providing expert input into all stages in its work in developing new guidance on wetland issues.)

National CEPA Task Forces – responsible for working with CEPA National Focal Points to prioritize activities addressing international, regional, national, and local needs in the formulation of Wetland CEPA Action Plans (at national, sub-national, basin, or site levels).

National Ramsar / Wetland Committees – assisting with implementing the Convention within the country, usually including scientific and technical experts and representatives of NGOs and stakeholders, as well as personnel from other government sectors.

Ramsar's International Organization Partners (and other organizations with which the Ramsar Secretariat has collaborative agreements) – which support Ramsar CEPA with expertise, networks, skills and resources.

Ramsar's Advisory Board on Capacity Building – advising on training to strengthen the capacity of the CEPA Focal Points.

Ramsar Regional Centres in wetland training – assisting in providing training opportunities for CEPA Focal Points.

Wetland Education Centres (and the global and regional Wetland Link International networks of centres) – that encourage learning and training about wetlands and wetland-related CEPA.

The Guide and other CEPA Guidance

This guide complements a number of valuable and highly recommended existing resources for CEPA action planners. Indeed this guide contains cross-references and hyperlinks to these resources in order to maximize their uptake and avoid duplication of content. However, cross-referencing alone does not do justice to the depth and breadth of these CEPA resources. Therefore we provide a summary of the contents of three notable resources here. We strongly encourage CEPA planners to take the time to explore these more fully.

Ramsar Handbook on Wetland CEPA (3rd edition 2007)

 (http://www.ramsar.org/lib/lib_handbooks2006_e04.pdf)

The Ramsar Handbook presents the Ramsar CEPA Programme. It includes information on the opportunities and benefits that may arise from investing in CEPA. It also speaks of the important opportunity to add value to the CEPA programmes of the Conventions on Biological Diversity (CBD) and Climate Change (UNFCCC) "especially in sharing knowledge about how to undertake effective CEPA programmes. At the national level, connecting work and experts in these areas presents an opportunity."

Within the handbook, guiding principles speak of CEPA as the techniques for *"placing people's social, political, economic and cultural realities within the context of the goods and services provided by wetland ecosystems…CEPA mobilizes actions directed at achieving the wise use of wetlands"*.

Appendix 1 presents *Understanding what is meant by the terms "communication, education and public awareness" and "mainstreaming"* and a glossary of CEPA terms is available in the *Additional guidance*.

CBD CEPA Toolkit for NBSAP coordinators

(http://www.cepatoolkit.org/)

The goal of this toolkit is to help Parties to the Convention on Biological Diversity integrate the tools and methodologies of CEPA into the development, implementation and revision of the National Biodiversity Strategies and Action Plans (NBSAPs). It is designed for use by Focal Points to the CBD and those to whom the implementation of a NBSAP is delegated at the national level.

The toolkit is meant to serve as both a resource for the regional training workshops for NBSAP coordinators as well as a resource base for them when they are back in their work place and are dealing with CEPA issues as part of their daily responsibilities.

The toolkit provides guidance on where, when and how to use a wide range of education and communication interventions. With fact sheets, examples and checklists, it responds to questions including: What is CEPA? Why do we need CEPA? What is the role of CEPA in biodiversity conservation? How is CEPA used with other policy instruments as part of the policy process? What is good practice in using CEPA? How can you make maximum use of networking? And how can CEPA be used to work successfully with stakeholders to develop support for biodiversity conservation and mainstream biodiversity into other sectors?

Tools to plan communication are presented, including how to consult on issues (with tips on interest techniques for working with groups and 'doing things differently'), negotiate biodiversity into other sector policies, approach the media, prepare, field trips, public hearings and participatory environmental impact assessments, as well as how to integrate biodiversity in school curricula.

Achieving Environmental Objectives: the role and value of CEPA in Conventions and Agreements in Europe

(http://cec.wcln.org/index.php?module=pagesetter&func=viewpub&tid=15&pid=0)

The book is part of an ongoing process to share, learn and bring more understanding to the communicators, educators and policy makers working in environmental issues about the powerful use of CEPA tools for positive change.

The publication provides real-life examples of the added-value of CEPA to environmental projects and to the multilateral environmental agreements (MEAs) through a set of diverse case studies at the national and local level across Europe. In each case, the 'tipping point' in the life of the project is identified and the added value of CEPA is discussed such that the factors that lead to success are clear and understandable.

The publication also helps readers to see how CEPA tools have been incorporated into a range of global and regional MEAs. The aim is to help environmental project practitioners and educators gain a better idea of how their work can support, and benefit from, the MEAs.

The case studies included in this book were written for an IUCN Commission on Education and Communication (CEC) regional network bringing together CEPA experts working on environmental projects, representatives from MEA Secretariats, and government CEPA Focal Points for a number of the MEAs.

Also presented are CEPA principles and conclusions emerging from the meeting. These include responses to questions such as: What is CEPA? What are the origins of the acronym? And what is CEPA's role and value.

The CEPA principles emerging from this workshop are summarized in the Annex to this guide.

 To read these CEPA principles, follow this hyperlink to page 107.

Annexes

Annex: The Guide Development Process

Informing guide production

Interviews with a selection of Ramsar's CEPA Focal Points (and others active in communication, education, participation and awareness-raising planning and action) informed the guide's production. So too did reviews of existing Ramsar guidance as well as reports on past events addressing challenges and lessons learned about the process of Ramsar CEPA action planning; and other CEPA action planning resources such as components in the CBD Toolkit.

In the interview process, conversations explored:

(a) experience with the CEPA action planning process;
(b) implementation of CEPA action plans; as well as
(c) lessons learned for CEPA action planning processes in the future;
(d) recommendations for others embarking on this process; and
(e) perspectives on ways forward.

Reviewing and revising the draft guide

Members of the IUCN Commission on Education and Communication reviewed the guide in draft form. This informed revision. It is hoped that a testing period will follow (funds permitting), supported by expertise from the IUCN CEC.

Annex: Communication, Education, Participation and Awareness-raising Lessons and Principles

Adapted from the Conclusion of *"Achieving Environmental Objectives – the Role and Value of Communication, Education, Participation and Awareness (CEPA) in Conventions and Agreements in Europe"* (IUCN CEC, 2004)
(http://www.iucn.org/themes/cec/AEO_Valsain_book/AEO_conclusion.pdf)

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Tailor your language and approach

Tailor language and approach to the stakeholders – ranging from national-level bureaucrats to local, 'ground-level' audiences – and avoid tripping up on issues of terminology. Be particularly cautious about using the obscure acronym CEPA. An acronym derived from a number of the environmental Conventions, it is little understood beyond - even in the spheres of people with relevant expertise. Observe your stakeholders and adapt your approach and language to them.

Be proactive rather than reactive

Use CEPA proactively rather than reactively and continue to use CEPA when things are going well to celebrate and build on success. A proactive CEPA approach to managing conservation and sustainable development processes includes exploring opportunities (rather than just problems) and investigating ways to use these opportunities for leverage. Doing so significantly increases the potential sustainability of conservation and sustainable development processes as these are so dependent upon sustained cooperation.

Change organizations (including your own)

Managing the change implicit in conservation and sustainable development invariably involves changing organizations. As well as changing other organizations, you may need to use CEPA to change your own organization and create a more enabling context for your CEPA work. Remember the importance of CEPA in affecting this change.

Trust stakeholder knowledge to find the way forward

Science is of value but other stakeholder knowledge is useful and necessary for the successful management of change. CEPA enables the combination of different forms of knowledge – i.e. the knowledge of all stakeholders - to develop innovative ways forward. Manage power asymmetry and enter into dialogue with an open mind.

Manage expectations from the start

Determine the degree of participation in processes, especially in decision-making, from the start in order to manage expectations (i.e. "we welcome input but at the end of the day the decision will lie with us" or "let us explore and take a decision together".). And as far as possible, tailor the processes to familiar traditions, using existing CEPA systems and channels – drawing on similarities and making connections. Doing so will build on local capacity and enhance open, trusting relations.

Find the right 'facilitator'

Reputation and credibility are invaluable. Whilst CEPA is ideally full integrated in management planning and implementation, managers are not necessarily best placed to facilitate the process. Sometimes an expert third (neutral) party is necessary in order to ensure that the process 'walks the CEPA talk'.

Balance ambition with achievable smaller and shorter-term successes

CEPA often takes time and needs to be given time to work. Meanwhile CEPA work around successes helps sustain and leverage stakeholder interest and support. Strategically balancing ambitious CEPA goals with smaller, shorter-term successes is therefore important - defining clear targets, milestones and paths to achieve them.

Appraise, adapt, appraise

Even when things are going well, regular appraisals and re-appraisals are important in order to help maintain a common focus, as well as maximizing sensitivity to change and enabling proactive responses at an early stage rather than later, reactive actions. Using indicators of social and natural features identified with the stakeholders for monitoring and evaluation and involving stakeholders in these processes increases ownership of the project and enhances chances for its sustainability.

Annex: Our Reasons for Choosing Basin-Scale Action Planning

Beginning with Basin-scale planning

The action planning process focuses on basin-scale planning. Well aware that the question of 'appropriate' scale is particularly subjective when contexts vary so considerably, much thought was given to what scale would be most valuable and useful. Among reasons for choosing basin-scale planning is that it best enables adapting the process and techniques for scaling - both up (for example to national scale in some cases) and down (such as to wetland site scale).

Basin-scale planning can incorporate many of the complexities encountered at larger scales, such as dealing with a variety of political authorities and languages when spanning boundaries, or the challenges of prioritizing when faced with a great diversity of wetland landscapes and wise use issues. On the other hand, highly valued characteristics of site-scale planning processes can also be incorporated in basin-scale planning. Interactive, participatory, multi-stakeholder processes are an example - valuing diverse perspectives and ideas, encouraging the formation of common sense of purpose, enabling ownership of the resulting plan, and subsequently mobilizing participants for collective action.

Important also is that the river basin is a more 'natural' unit of scale than the national and a scale that helps contextualize the smaller, component wetland sites. As such, basin-scale action planning supports a more systemic, integrated approach to natural resource management than action planning at the national or site level. To help with adapting the process and techniques from the basin-scale to the site or national scale, ideas and suggestions for action planners are included at relevant points through the guide.

Annex: Complementary Online Resources

 Content linked within this Guide:

Ramsar Wetland CEPA Handbook: http://www.ramsar.org/lib/lib_handbooks2006_e04.pdf

Achieving Environmental Objectives: The Role and Value of CEPA:
http://cec.wcln.org/index.php?module=pagesetter&func=viewpub&tid=15&pid=0

The CBD CEPA Toolkit: http://www.cepatoolkit.org/

The International Association of Facilitators (IAF) and affiliate networks throughout the world:
http://www.iaf-world.org/i4a/pages/index.cfm?pageid=3829

Participatory Land Use Mapping (LGC):
http://www.lgc.org/freepub/land_use/participation_tools/landuse_mapping.html

Participatory Modelling (three city case study):
http://www.ingentaconnect.com/content/whp/ev/2003/00000012/00000002/art00006

Participatory Modelling in NRM:
http://www.informaworld.com/smpp/content~content=a725291077~db=all~jumptype=rss

Most Significant Change: http://www.mande.co.uk/docs/MSCGuide.pdf

Story Guide: Building Bridges Using Narrative Techniques:
http://www.deza.ch/ressources/resource_en_155620.pdf

Appreciative Inquiry: http://appreciativeinquiry.case.edu/

Normative / backcasting approaches to planning: http://en.wikipedia.org/wiki/Futures_studies

ActKnowledge: http://www.actknowledge.org/theoryofchange/tocintro.html

Theory of Change: http://www.theoryofchange.org/html/basics.html

Example - Project Superwomen: http://www.theoryofchange.org/Superwomen_Example.pdf

Informal Education (infed) – Exploring Reflection and Learning:
http://www.infed.org/foundations/w-inf4.htm

Facilitating reflection: A Manual for Leaders and Educators:
http://www.uvm.edu/~dewey/reflection_manual/activities.html

Reviewing by numbers: Facilitating reflection in small and large groups:
http://reviewing.co.uk/articles/reviewing-by-numbers.htm

Facilitation blog: http://facilitation.start4all.com/

CEPA websites / web-sections of select environmental Conventions

Ramsar Convention on Wetlands - CEPA: www.ramsar.org/outreach_index.htm

Convention on Biological Diversity – CEPA:
www.biodiv.org/programmes/outreach/cepa/home.shtml

United Nations Framework Convention on Climate Change: unfccc.int/cc_inet/items/3514.php

Select other CEPA web resources recommended by IUCN CEC members

IUCN Commission on Education and Communication portal: http://cec.wcln.org/

Futerra Manual to communicate climate change: New Rules: New games:
http://www.futerra.co.uk/downloads/NewRules:NewGame.pdf

OECD Communication Planning Guide: www.oecd.org/dataoecd/8/49/2447061.pdf

Social Change Media social marketing consultancy, Enabling change, guides, models, tools:
media.socialchange.net.au/people/les/

A decision tool for choosing appropriate community education methods:
media.socialchange.net.au/people/les/What's_best.pdf

Handbook on Public Participation in Making Local Environmental Decisions, The Aarhus
Convention: www.unece.org/env/pp/ecases/handbook.pdf

UNCTAD Survey of Good Practice in Public-Private Sector Dialogue:
www.unctad.org/en/docs/iteteb4_en.pdf

Stakeholder dialogue: A good practice guide for users. By Diana Pound. Available here in PDF
www.dialoguematters.co.uk/docs/goodpracticeguide.pdf

REVIT Stakeholder Engagement Toolkit: http://www.revit-
nweurope.org/selfguidingtrail/27_Stakeholder_engagement_a_toolkit-2.pdf

Urban Research Programme Toolbox with case studies and community involvement tools:
https://www3.secure.griffith.edu.au/03/toolbox/index.php