Handbook-Methodological Model of Effective Communication between Stakeholders

How to foster an inclusive and participative multi-sectoral collaboration

by Citizens For Europe gUG, Berlin (Germany)

Authors: Séverine Lenglet, Martin Wilhelm

Cultural Heritage and Identities of Europe's Future

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Authors
Séverine Lenglet, Martin Wilhelm

Editor:
Christina E. Lee

Publisher
Citizens For Europe gUG
Project: CHIEF
Managing Director: Martin Wilhelm
Postfach 060841
10006 Berlin

Contact
Tel: +49 (0)30 20 93 92 347
office@citizensforeurope.org
www.citizensforeurope.org

Cover illustration: Yorgos Konstantinou
Layout: Marcus Mazzoni
www.imagistan.com

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Forward

The CHIEF project aims to build an effective dialogue between young people, education practitioners, civil society activists, community leaders and policymakers in order to facilitate a future of Europe based on more inclusive notions of cultural heritage and cultural identity. CHIEF is a partnership between universities and civil society actors from nine countries, including Georgia, Turkey and India, and the coordinators of the Work Package 8 (WP8) are responsible for initiating a collaboration between these various stakeholders.
This handbook presents a methodological model of effective communication between these stakeholders and guides the WP8 teams in initiating, planning and implementing a Multi-Stakeholder Partnership (MSP) at the local, regional or national level. The handbook provides methods, tools and resources to allow for an inclusive and participative multi-sectoral collaboration.

The author of this handbook is Citizens For Europe (CFE). We are a civil society organisation and non-profit social business based in Berlin. We work on the local level across Europe changing political and social structures to foster a more inclusive, democratic and participatory society. We are specialised in applying cross-sectoral formats with diverse stakeholders to exploit collective intelligence to address social and political challenges. We foster partnerships between grassroots activists, public and private sectors, academia and politics. To strengthen collaboration between these various stakeholders, we facilitate and moderate conferences, trainings and interactive workshops, applying participatory and power-critical methods, non-formal education techniques and audio-visual multimedia formats.

We are convinced that a strong, well-informed, connected and active civil society is crucial to assuring that the rights and ambitions of all inhabitants are applied, respected and strengthened. We see the urgent need to prioritise marginalised communities with regards to our activities, budget, energy and time. Considering the impact of right-wing extremism and nationalism, we are stepping-up and professionalising our fight for inclusion and participation. This is why we support the CHIEF project and its partners with this handbook to strive for a more inclusive future of Europe challenging Eurocentric perspectives.

Purpose, Addressees and Use of this Handbook

This handbook serves to empower CHIEF project partners to comprehend the complexity of a Multi-Stakeholder Partnership (MSP) and to effectively implement such a partnership based on tailored and concrete roadmaps, methods and tools. The handbook takes the reader by the hand, providing orientation in the jungle of MSP principles, phases and practices and offers ideas for designing a MSP in the context of CHIEF. Therefore, this handbook has also a focus on content that we believe is especially relevant for the context of CHIEF. As a consequence, the handbook does not provide the full picture of a MSP in all its details but guides to further readings, sources of information and tools.

As the design and implementation of a MSP is highly dependent on its goal and the context in which it unfolds, in the case of CHIEF a variety of national contexts from UK to Turkey to India, CHIEF partners will need to adapt the design of their MSP to their local context. Adaptation in this context means translating, e.g., the MSP principles, into something that is meaningful for the specific context without manipulating the core of these principles.
In its first chapter the handbook presents the idea of a MSP, in its second and third chapters the phases and principles of a MSP are discussed. The following four chapters focus each on a specific MSP phase, chapter eight gives insights on how to master challenges. In chapter nine, the handbook provides a collection of tools and methods and details why, when and how to use them in the context of CHIEF. In the first part of this document, the red boxes highlight those tools and methods that can be used at a specific moment in the MSP. The blue boxes give some tips and references for further readings.

The grey boxes focus on the context of CHIEF, providing the reader with recommendations and thoughts on what to be aware of when implementing a local MSP. Chapters four to seven present each MSP phase and provide a checklist of questions to allow MSP initiators to reflect on the MSP process and ensure that important steps have not been neglected. Another orange box highlights possible mistakes and difficulties that the teams may encounter in each phase.
This handbook is addressed to anyone interested to know more about the concrete implementation of a Multi-Stakeholder Partnership. However, this handbook is especially designed for the CHIEF project and addresses those who are responsible for initiating an MSP. Therefore, this handbook is complementary to the trainings on Multi-Stakeholder Partnership that have already been delivered in the context of CHIEF and complementary to the content and methods that were applied, esp. during the training titeld “Inclusive Collaboration for Political Change”, that took place in February 2019 in Berlin.

1. What is a Multi-Stakeholder Partnership?

A Multi-Stakeholder Partnership (MSP) is a *collaboration among actors from different sectors sharing a common vision for social change* and a common goal that shall trigger this change. As a semi-structured process, a MSP allows these different actors, e.g., from *civil society, public and private sectors, academia, politics and/or business*, with interconnected problems and ambitions, but often differing interests, to gather over a longer period of time around a common goal, and to use their collective intelligence to achieve it.

TOOL 8

TOOLs 1-2

A MSP's focus lies on collaboration: the stakeholders combine their strengths and skills to reach a common goal, decide together on the process and outputs. It is different from consultation where those who initiate the stakeholders' dialogue just take into consideration the stakeholders' opinions and interests without empowering them to influence the process and outputs.

TOOLs 4-23

A MSP *requires resources* for the completion of its various activities:

- passionate and committed people who invest time and energy to carry out the process,
- knowledge, expertise on the topic chosen,
- budget for project management, common meetings (venue, catering), and production of outputs,
- necessary fundraising activities.

Ideally, a MSP is a process of interactive learning, empowerment and collaborative governance.

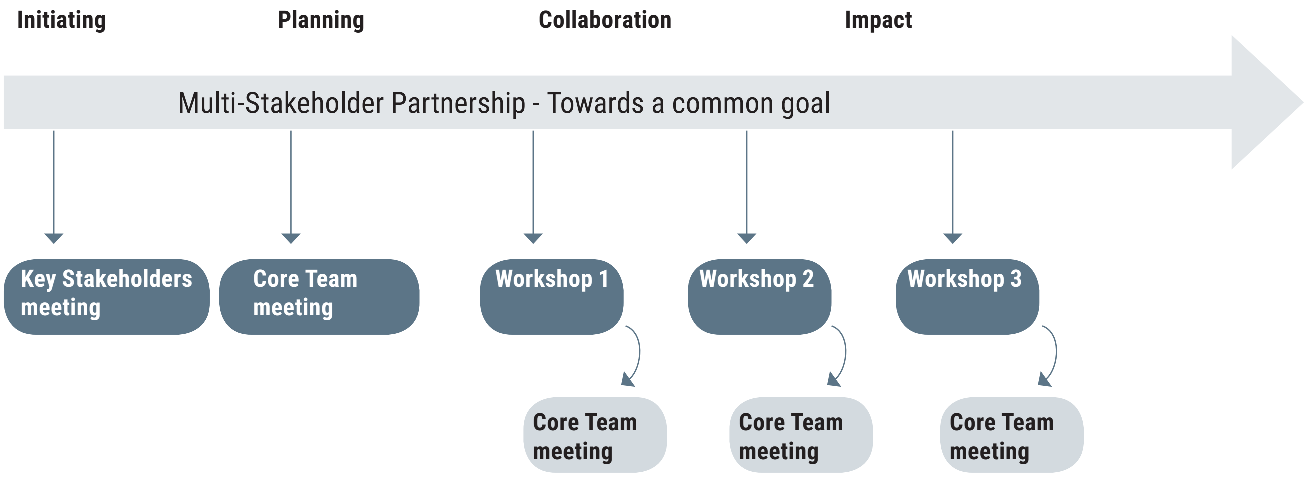
CHIEF aims at building an effective dialogue between young people, education practitioners, researchers, civil society activists, community leaders and policy-makers in order to facilitate a future of Europe based on more inclusive notions of cultural heritage and cultural identity. In each of the nine partner countries, the WP8 leads and coordinators will initiate a collaboration between these various stakeholders with the aim to trigger change at the local level. The CHIEF project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 770464. According to the grant agreement, the partners of each MSP shall:

- identify the community needs in enhancing cultural participation and intercultural dialogue.
- exchange knowledge that informs the development of more inclusive (less Eurocentric) strategies for enhancing cultural literacy and challenging xenophobic stereotypes among young people.
- plan local interventions to develop more inclusive and relevant practices of informal education, cultural participation and socialisation.
- write together policy recommendations on this issue.

Even if the grant agreement has clear requirements concerning the output of the MSP, the CHIEF WP8-Teams, who will initiate the local MSP, need to provide room for all stakeholders to be able to influence the process and the outputs.
Co-creation and co-decision are crucial factors to ensure the commitment of the various stakeholders and their ownership of the goal and of the MSP process and as such to make sure that the stakeholders will want to support the dissemination of the outputs (such as a policy recommendation) and lobby for the outcome and the impact it envisions.

See chapter 3.2

2. The phases of a Multi-Stakeholder Partnership (MSP)



A Multi-Stakeholder Partnership (MSP) has four phases: the initiating, planning, collaboration and impact phases.

The ***initiating phase*** aims at

- gaining a good understanding of the context in which the MSP shall bring change,
- creating resonance among different stakeholder groups for the change envisioned,
- co-developing the concrete goal of the MSP with the representatives of key stakeholder groups, and
- building a strong core team that will drive the MSP and its goal forward.

In ***the planning phase***, the core team of the MSP will

- start designing and planning the MSP process and meetings with the broader stakeholder group, and
- identify additional stakeholders to be invited to join the collaboration phase.

During the ***collaboration phase,*** representatives from various stakeholder groups including the target audience of the MSP will

- meet and work on- and offline to produce the planned outputs , esp. during the three workshops
- create connection with the larger target audiences, and
- plan the process of generate impact with the produced outputs.

See chapter 6

TOOLs 4-23

The ***impact phase*** concerns the lobbying and dissemination process to strategically allow for the impact to unfold.

3. Keys to Success: Five Principles for an Inclusive and Participative Collaboration

To increase the chance of success and impact, a Multi-Stakeholder Partnership (MSP) requires that the involved stakeholders take ownership of the common goal and carry it out together.
To ensure the commitment of the various stakeholders throughout the MSP process and their ownership of the goal, there are a few key principles that those who initiate a MSP must internalise and implement together with the core team and facilitator /moderator when designing all the MSP's activities:

- Foster an inclusive and equitable process
- Foster co-creation and a participatory decision-making process
- Ensure representation of diversity and address discrimination
- Think Impact-oriented!
- A good communication is a cornerstone of an effective collaboration

3.1 Foster an inclusive and equitable process

Stakeholder Partnerships *"that exclude important stakeholders will lose credibility, cause distrust among non-participating stakeholders and have reduced impact"*, (Collective Leadership Institute)

Those who drive a MSP forward (initiator, core team , moderator, facilitator) need to be aware of *imbalances of power, resources and capacity among the various stakeholders*. These imbalances can lead to the domination, abuse and/or exclusion of some stakeholders and their respective groups. To ensure the credibility of the MSP process and its outputs the concerned or affected stakeholders need to be part of the MSP and their needs at the foundation of the MSP.

See chapter 5.2

TOOL 3

To create an inclusive process and allow equal participation, some empowerment measures can be taken to strategically deal with inequalities:

- ***Fundraising:*** provide financial support that helps overcome the social constraints that can hinder the participation of a key stakeholder group.
- ***Sharing knowledge and learning exchange:*** allow access to information to all to make sure that each stakeholder group has sufficient knowledge and understanding of the core issue of the MSP.
- ***Capacity building:*** organise activities that strengthen the knowledge, abilities and skills of the vulnerable stakeholders, and as such improve the quality of their contribution.
- ***Create a safe space:*** The facilitators make sure that the ones who feel less comfortable in such a setting get the support they need, the secure space they need to make their voices heard.
- ***Child care:*** to allow the participation of young parents, especially young mothers, organise child care during stakeholder meetings.
- ***Accessibility:*** find a venue accessible for people with disabilities.
- ***Awareness:*** if exclusion or discrimination is being experienced within the stakeholder group involved in the MSP, make it a topic, reflect on it and adapt procedures and communication to avoid further exclusion.

TOOLs 4-23

Get a coach to support vulnerable groups prior and during the stakeholder meetings.

Check in your country on standards of barrier free spaces and which signs are used to indicate barrier free for different discriminated groups.

A key challenge in CHIEF is to reduce the imbalance of power and resources between stakeholders, especially between the WP8 managers as MSP initiators and all other stakeholders. There is a need and challenge to also compensate for stakeholders' efforts and time to be part of the local MSP, which could be addressed with additional fundraising. WP8 managers might also identify flexible resources within the given budget, e.g., in the budget line on local interventions. CHIEF partners could also identify potential services stakeholders might be able to provide for CHIEF, e.g., translation, dissemination, etc.

TOOL 3

As CHIEF is focusing on young people, special effort should be invested into empowering them and building their capacities to join your MSP, such as mentoring, shadowing or training. CHIEF's objective to overcoming Eurocentric perspectives in cultural education and literacy will only be possible when the MSP process includes those communities that are marginalised by the Eurocentric perspective, especially communities facing structural racism in the current society. MSP initiators could actively include young people and people facing discrimination by providing them with an active role, e.g. during the MSP meetings.

TOOLs 1-2

3.2 Foster co-creation and a participatory decision-making process

While inclusiveness is about who should be involved in a MSP and equity about empowering stakeholders to be involved, co-creation and participation focuses on *how the stakeholders should be involved throughout the process.* Several elements are central to ensure a high quality of co-creation and participation.

Transparency and information
Decisions are only as good as the context is in which they have been made. In a MSP, where engagement is mostly based on volunteering, the context must enable ownership and legitimacy not only concerning the decision outcome but, even more importantly, concerning the process of the decision-making itself.
A key context factor is transparency and information about what is going to be decided on, when the decision-making will take place and how someone can participate in the decision-making. As stakeholders' time is scarce and in complex MSPs with many individual stakeholders one cannot expect that everyone is available for every decision-making process, the role of the core team and moderators is to ensure that all stakeholders are able to self-determine whether they want to be part of a certain decision-making process. When the topic, the purpose and the procedure of a decision-making process is actively and transparently documented and communicated to all stakeholders upfront, stakeholders will be much more committed to carry out and implement a decision, even though they might have not been able to participate in the decision-making itself, if they were able to build trust in the process of it thanks to its transparency. If the core team and moderators fail to ensure this transparency, stakeholders will feel they have not been able to integrate their concerns and views into the process and therewith will highly be reluctant to carry out and implement the decision.

TOOL 18

Consensus as a principle

Another key factor in decision-making is the consensus principle. Especially where stakeholders with a large variety of and even conflicting interests come together, *reaching a consensus is key to preventing that stakeholders will drop out of the MSP.* The consensus principle allows for handling power imbalances within the stakeholder group, for stakeholders to build trust in the process and to make it more likely that the groups represented by the stakeholders' and potentially affected from that decision will carry out the decision as well.

Guide to consensus making - Seeds for Change https://www.seedsforchange.org.uk/shortconsensus

Equally important, the initiator and core team need to abstain from overriding other stakeholders in the decision-making process. As it is likely that they have a certain lead when it comes to ideas or information, it is important to share these among the other stakeholders and *provide a space in which all stakeholders can equally participate in the decision-making.* The initiator and core team will by default have a leadership role within the MSP and it is essential that this leadership role serves the purpose of fostering participation in reaching a decision rather than guiding stakeholders towards a pre-set decision. Such participatory or inclusive leadership will make sure to allow for the expression of different stakeholders' interests and that none of these become neglected or marginalised during a decision-making process. Therefore, *participatory leadership is about caring for everyone* and advocating for the diversity present in the MSP group.

https://inclusiveleadership.eu

Process-orientation and Co-creation

When stakeholders with different sets of values, resources, knowledge and interests come together, a key challenge is to prevent domination within the group, which can create chaos and dead ends in working together. Hence, it is key to ensure that an outcome is possible and that is carried out and owned by all. Where there is uncertainty among the stakeholders about the outcomes of a decision or a process, stakeholders must be certain that the processes leading to the yet unknown outcomes legitimise these very outcomes. Likewise to decision-making, also any other process designed within the MSP must ensure that each stakeholder has the power and possibility to co-create the outcome of this process and self-determine whether to be part of that co-creation. Co-creation means here an act in which all stakeholders are able to unfold their potential to contribute to the process' outcome, an act of collective intelligence, an act of sharing and caring among each other. *Every outcome being produced within the MSP needs to derive from a process of co-creation* in which all stakeholders had the opportunity to participate. The design of a co-creation process, meaning the tools and methods applied, should ensure that they level out the different stakeholders' capacities for actively participating in the process. Silent Brainstorming, for example, allows those who do not like to speak up in front of groups to equally participate in the building of the outcomes and to critically review content put forward by more powerful stakeholders. However, this tool has its limit when writing skills is an obstacle within the stakeholder group. If the core team and moderators fail to ensure a process of co-creation throughout the MSP it is likely that stakeholders will feel patronised or marginalised and withdraw from the MSP.

TOOL 18

Participatory learning

When stakeholders come together in a process designed to ensure co-creation, stakeholders will learn more about themselves, about each other, about the subject at hand, about their own position and about the different perspectives present in the stakeholder group. This learning experience is extremely valuable for strengthening the stakeholders' ability to work together, to build trust among each other and to exploit the collective intelligence for finding solutions to the challenge around which stakeholders grouped together. Therefore, it is vital that these learning experiences are made visible and become documented. Exchanging on the individual learnings will further allow for a reflection on one's own assumptions, experiences and knowledge and thus contribute to the process of finding solutions to the MSPs' cause.

That CHIEF is a multimillion Euro and multi-national project is publicly available information. Be transparent about the resources that you have available as a partner, about the strict funding rules, and about the fact that additional fundraising is needed to compensate for stakeholders' participation. Also be transparent about the fact that certain outputs of the MSP, a policy recommendation and a local intervention, are deliverables that are expected, but they might not be the only ones to achieve the envisioned MSP goal and impact, and might not even be the most appropriate ones. Therefore, as initiator, provide room to the stakeholders for their ideas of outputs to be produced. Also inform stakeholders right from the beginning about the expected timetable and milestones, MSP meetings, what you expect from stakeholders and what you can offer them as the MSP initiator. Also provide stakeholders with access to the most relevant documents describing CHIEF, make them become an ally in adapting CHIEF and the MSP so that it makes real sense in your local, regional context.
Given CHIEF's design, to live up to the participatory approach is a challenge, especially when it comes to the finalisation of the policy recommendation. WP8 leaders need to go beyond what's described in CHIEF's project description and ensure the participation of all stakeholders in the finalisation of this core output, and not only here. To apply interactive working methods within the MSP meetings and in between will motivate stakeholders to stand with the results of the MSP, to disseminate it and to lobby for the implementation of its content.

TOOLs 4-23

Where offline participation of all stakeholders at any time of the MSP is unrealistic, allow for flexible participation, e.g., with online tools . Also provide the infrastructure and resources to allow for communication with and among stakeholders in between the MSP workshops. The amount and duration of the MSP meetings will not be sufficient to produce the expected outputs. The meetings can serve to design and plan the outputs, but their production will happen in between.

See chapters 6.3 and 6.4

TOOL 18

Where knowledge is a powerful resource with CHIEFs MSP, initiators need to be aware, open and responsive to the diverse knowledge stakeholders will be able to bring in, especially beyond academic expertise. Every stakeholder carries expert knowledge, based on their own experiences, that is relevant for the MSP's success. To actively address stakeholders' expert role and to appreciate their knowledge is essential. Here, the use of appropriate language is key, and it is appropriate when it is inclusive and allows the diverse range of stakeholders to participate in the exchange. Academic language might be a barrier.

3.3 Ensure representation of diversity and address discrimination

To ensure credibility and therefore allow for an impact, a MSP needs to *include those stakeholders that are concerned or affected by the issue the MSP addresses*. Their needs, experiences and criticisms of, for example, existing policies, is a cornerstone of the MSP. Especially when an MSP is addressing an issue of great importance to marginalised communities, it is key to empower them to join the MSP process and make their voice heard. Without the representation of those who are concerned, the MSP will not unfold its potential to trigger social change.

TOOLs 1-2

Likewise, the diverse representation within the MSP's stakeholder group of the population in which the MSP shall bring change about is often overlooked. When an MSP fails to include representatives from minority communities, it may even worsen their situation. Therefore, the initiator as well as the core team should make themselves aware of the different communities in the larger population, of how they are organised and whom and how to invite representatives of those communities to become part of the MSP. Here, diversity is meant in its broader sense, including gender, ethnic origin, sexual orientation, disability or social status. In a society where racism, sexism or ageism is deeply rooted, it takes special effort by those responsible for the MSP to ensure that such mechanisms of exclusion will not be replicated within the MSP. An external coach or expert can support the initiator to identify strategies for inclusion.

Reverse Racsim?
https://www.youtube.com/watch?v=dw_mRaIHb-M

The CHIEF project wants to facilitate a future of Europe based on more inclusive notions of cultural identity, cultural heritage and knowledge to move towards a more inclusive cultural education and participation of youth and to address challenges such the rise of far-right movements, the current radicalisation of young people in Europe and processes questioning the meaningfulness of the European project. Youth organisations should be definitively involved in the MSP process as young people are the target groups of the MSP. Especially while dealing with the topic of inclusion, the WP8 Teams should invite leaders from minorities and migrant communities, as well as from community who experience racism and discrimination because of their disabilities, religion, social status, sexual orientation and/or gender identity to be part of the process. The needs of the target communities and their criticisms of existing policies are essential to the credibility of your MSP.

3.4 Think impact-oriented !

See chapter 7

Impact is often confused with outcome, sometimes even with output. Where output is a mean or tool that is strategically chosen to trigger some outcome, impact is then what the outcome has been able to change. When output is a policy proposal, the outcome might be a new policy or regulation, and the impact would be the actual change in structures or behavior that this new policy or regulation has led to in society. Often, MSPs, especially in the academic context, fail to plan beyond the mere production or publication of an article. Here, the MSP ends with an output and a design of the impact process has not been established.

Create an impact serving the needs of the target group
Where initiators and the core team of a MSP should have an understanding of what impact they want to generate and what change they want to bring about, impact also needs to be viewed from the perspective of the demanding side. Similar to the often-missing strategy towards impact, when impact is part of the MSP's design from the start, initiators sometimes forget to ask who would be demanding the imagined impact. It is more often the case than not that a project is initiated from the perspective of the initiator only, without taking into account the voices of those who are targeted with the project. *To avoid that a MSP is only designed* ***for*** *a specific target group, it should be designed with the specific target group* . The MSP only will create an impact serving the needs of the target group.

See chapter 4.3 and 5.1

Involve influential stakeholders from the beginning
A third component to bring about real change is to involve those people who have the power to produce the outcome based on the output that has been produced . In case of a policy recommendation, these might be civil servants, city government officials, members of the regional parliament or powerful influencers and lobbyists. Impact orientation means involving these stakeholders from the very beginning of the process. So, for generating a meaningful impact, it is key to allow for an interplay between the initiators' motivation and (academic) insights, the target groups' perspective and self-defined and voiced needs, and the stakeholders who are actually able to bring about the change.

TOOLs 1-2

Involve credible and legitimate stakeholders
When mapping the stakeholders to decide whom to include in the process of enabling impact, the credibility and legitimisation of these stakeholders are equally vital. Stakeholders from the target groups need to have the legitimacy and trust of the larger communities that are targeted in order to ensure their acceptance for the envisioned impact. Likewise, the powerful stakeholders invited to allow for the generation of the output must be legitimate from the perspective of those institutions in which the outcome is to be generated. Especially in the phase of building the core team , the involvement of legitimate stakeholders into that core team will increase the chances of the MSP ability to reach impact.

TOOLs 1-2

See chapter 4.3

Design a clear path towards impact

Impact orientation and clear communication about it will also ensure that stakeholders are likely to get engaged and stay committed to the overall MSP process. If stakeholders feel that a MSP fails to design and follow a path towards impact they might not be ready to invest their resources into it, especially when they have already made the experience that producing outputs or triggering outcomes might not change the identified challenge at all. Particularly in the case of civil society stakeholders, some of them may have already experienced in being part of multi-stakeholder processes that the presentation of an output as the last project activity, for example in front of a legislative committee, merely serves to showcase of the initiator's ability in producing the output rather than its ability to bring change about.

See chapter 3.5

Here, the impact path should also clearly define impact milestones that can be checked to see whether the MSP is moving toward the envisioned impact, as well as to break down the impact into bits that will be quicker and easier to fulfil. Once such an impact milestone is achieved, it will keep alive the motivation of the stakeholders to stay involved and committed to the process, especially where the overall impact might be expected only in years to come. A partnership among different stakeholders will have higher chances of survival if quick successes are possible and, when reached, made visible, especially in the beginning of the MSP.

In CHIEF, actively communicate that the policy recommendation and the local interventions are the outputs, the tools, to bring change about and that the route to impact needs to be co-developed with the stakeholders. Focusing on impact from the beginning also demands a flexible approach to the outputs or tools to achieve the impact, going beyond policy recommendations. That openness also concerns the use of these very outputs, which might be diverse and dependent on each stakeholders' own strategic positioning. To allow the MSP outputs to trigger change, WP8 leads will need to ensure attention to these outputs, both by media and decision-makers. The more concretely the MSP goal is defined, the more easily it can be described and the clearer the indicators of success are, the better it will be communicated about. Especially a clear understanding of the success indicators right from the beginning will help MSP initiators not to lose track of the impact. In CHIEF the local intervention could provide a frame to not only make the larger public aware about what the local MSP is trying to achieve, but also to allow for feedback to the goal, also from community representatives that are not part of the MSP.

See chapter 8

TOOL 9

TOOL 8

Concerning the identification of stakeholders within the local MSP, make sure representatives are included who will have the decision-making power to implement the MSP results, for example higher civil servants in public administrations.

3.5 Good communication is the cornerstone of an effective collaboration

Power imbalances, the various interests of the stakeholders involved, conflicts or attempts to instrumentalise the process for its own interest can put the Multi-Stakeholder Partnership at stake.
Careful planning and implementation of the communication strategy can prevent these risks and contribute to the effectiveness and success of a MSP. Trust, respect, transparency, openness and empathy to other perspectives are essential to the credibility and survival of the collaboration. An effective communication includes:

TOOLs 1-3

- Be transparent: transparency allows for trust and enhances the credibility of the process. The initiator should be clear about its ideas, plans and goals and communicate openly about them.
- See the value of informal and personal communication: Build strong and trustful connection and to solve conflicts.
- Be reliable
- Foster a communication of dialogue instead of debate
- Allow feedback and criticism: This will help to gain trust. A credible MSP can handle criticism.
- Solve conflicts with non-violent communication
- Document the whole MSP process. For example with minutes of meetings, newsletters, research findings, strategic roadmap, etc. All the stakeholders should feel well informed and coached/cared after. It is important to inform them regularly through the documentation of the meetings, newsletters, etc, but to avoid overwhelming them with communication, the core team needs to ask them how often and how they want to be informed.
- Listen actively and empathetically. Avoid judgment, prejudice or foregone conclusions to create a trustful atmosphere, where the stakeholders feel that their ideas and opinions are taken seriously and are valuable.
- Use powerful questions: Foster the emergence of new and innovative ideas and a reflection on them. Why is this topic important to you? What is the main thing youhave learned so far? What can we do to solve this issue?
- Ease communication between different groups
- Support the stakeholders in their communication: Stakeholders participating in the MSP often have to refer to their institutions. Ask them how you can support them in this.
- Common external communication. Keep in contact with general public, media, third stakeholders that are not involved in the process, possible detractors: draw up a communication plan for different external audiences. With a common press release, the MSP goes public. The stakeholders should send it when they feel like the partnership is stable and credible, when there are already first successes to communicate.

Read the following article of the Center for Nonviolent Communication: https://www.cnvc.org/learn-nvc/what-is-nvc and watch “Non-violent communication: how to get your point across”: https://www.youtube.com/watch?v=jCbxAMgfkkM

TOOL 9

Reference. see chapter 4.3

TOOL 19

4. The Initiating Phase

The success of a Multi-Stakeholder Partnership crucially depends on *careful planning and implementation of the initiating phase*, in which the ground is set to allow the MSP to unfold its potential to drive the envisioned change. This phase is about reflecting on the MSP's own aspirations and on how it is positioned compared to others in the thematic field. MSP-Experts agree that if this phase is neglected, the MSP will probably fail.

This phase can last from one month to one year and it aims at:

- gaining a good understanding of the context and system in which the MSP wants to bring change about
- creating resonance for the change that is envisioned
- building a strong core team that will drive the stakeholder partnership and MSP goal forward.
- co-developing the concrete goal of your MSP with the representatives of key stakeholder groups

4.1 Gaining a good understanding of the context

The answers to the following questions will provide the initiator with a good knowledge and understanding of the context and system in which the MSP wants to bring change:

- Actors Mapping: Who are the actors corned with the topic the MSP is focusing on and who is demanding the change that is foreseen to be triggered by the MSP?
- Who are the actors that are perceived as legitimate to represent a stakeholder group or to have a say in the topic?
- Which factors (resources, political climate, events, etc.) influence our project and how can one exert influence on these factors?
- Which arenas/spaces/rooms already exist, both formally and informally, in which information is shared and (political) decisions are taken that concern the MSP?
- What are the key constraining or supportive institutions?
- Which best practices can inspire us?
- What studies/research do we need to conduct in advance to better understand the context in which the MSP will be implemented?
- What will be potentials challenges/difficulties/resistance the MSP will face?

TOOLs 1-2

In CHIEF it is assumed that the demand for an inclusive cultural education derives from the aspirations of young people, hence they are a key stakeholder in the MSP. The arenas and spaces in which information is shared and decisions are taken that concern cultural education are then, e.g., parents' committees, strategic meetings of foundations active in the field, councils of school principals, city council committees, task forces or expert groups, associations of street workers, and alike. In these arenas and spaces the WP8 teams will need to place their idea, in the beginning, to inform and invite stakeholders, during the end, to lobby for the adoption and implementation of the MSP outputs.

While policy review is already an activity within CHIEF as part of understanding the context, WP8 teams should also scrutinise contents and documents from NGOs, interests' groups (e.g. parents' council, foundation, think-tank) that are focusing on the issue the MSP is tackling during the initiating phase. This will allow MSP initiators to get an understanding of the multiple perspectives, interests, proposals and positions and will also help them better identify the stakeholders. Such research will also allow initiators to understand with which information/positions the political decision-makers have already been confronted and it might help them to build alliances with other actors.

In CHIEF, those actors identified for the Participative Action Research (PAR) will also be relevant for the MSP and the PAR might already reveal their needs, interests and perspectives. Here, a close communication and exchange of information among the different WP leaders will be helpful. As CHIEF is about diversity and challenging eurocentric perspectives on cultural identity and education, the credibility and legitimacy of actors from the perspective of minority communities is of high relevance. Too often people speak for groups they don't represent, e.g., white academics who research non-white communities, which is a dynamic that should be avoided in the MSP.

4.2 Creating resonance for the change you envision

One of the first tasks of the initiator of a MSP is to create resonance for the MSP idea among the various stakeholder groups: informing them about the idea behind the MSP and about its potential goal, helping them warm up to the idea by providing space for co-ownership and participation, convincing them about the need for change. This needs to happen in a way that the stakeholders will also be able to build trust with the initiator as a foundation for future collaboration within the MSP.

TOOL 8

When the initiator has a sound *understanding of the relevant stakeholders*, they should be brought on board the MSP with informal and personal talks in which the MSP is presented and the stakeholders have the first opportunity to react to it. As preparation for these informal and personal talks the initiator should develop an understanding of what potential interest in and perspective on the MSP different stakeholders have and ask the questions: what makes the MSP attractive for them, what can the MSP offer to allow stakeholders to better reach their own aspirations? This will allow to *build viable relationships with potential stakeholders*. Based on their reaction to the first-time presentation of the MSP idea, initiators can already develop a more informed MSP strategy. Here, the initiator needs to be open, appreciative and responsive to ideas, terminologies and possible re-definitions of their initial idea so that stakeholders get a sense of the inclusiveness and participative process of the MSP.

TOOLs 1-2

The ability to influence this process will allow stakeholders to build ownership for the MSP. They probably won't commit to a MSP if they feel that the initiator already has full control and has taken final decisions on the content and results of the MSP. In such informal and personal talks the initiator will also be able to identify which stakeholders will be best to form the core team.

4.3 Build the core team and define a specific MSP goal

The core team of a Multi-Stakeholder Partnership is composed of about four to six different stakeholders who are the *most supportive and passionate* about the MSP's thematic focus. The core team is responsible for further developing the goal of the MSP, driving the MSP process and motivating other stakeholders to join.
The core team *designs and carries out the MSP process collectively* and it is responsible to *facilitate the communication and collaboration* among all stakeholders. The core team will develop the *MSP roadmap* and commits itself to its implementation to trigger the envisioned change. Ideally, each stakeholder group would be represented in the core team by a person who carries a mandate of the group s/he represents, or at least carries the legitimacy to represent it and take decisions. If people are present in the core team that do not hold that legitimacy, the MSP process and goal might be questioned by different stakeholder groups or communities from the beginning. To carry out the role of a core team, mutual trust and transparency among the core team members is vital to allow for an effective collaboration among the team members.

TOOL 9

Once the most motivated stakeholders have been identified during the informal and personal talks, the initiator can *invite them to a first key stakeholders meeting*.

This meeting should give an opportunity to:

- get to know each other better;
- clarify the motivation of the initiator for starting the MSP and the initial goal connected to it;
- inform about resources, timeline, context and expected outputs;
- inform about the structure and milestones of the MSP processes;
- clarify expected roles, tasks and responsibilities of the core team;
- define a common language, to make sure that all stakeholders have a shared understanding of the terminology and key concepts of the MSP;
- give voice to the different perspectives, expectations and interest of the stakeholders;
- re-define and specify the concrete goal of the MSP.

TOOL 8

The collective formulation of a concrete MSP goal is a key factor for a successful MSP. It transports the shared vision of the future and a shared understanding of the problem among the core team members and brings them together despite their different interests and stakes. Only a shared goal and vision will motivate them to invest time and energy into a MSP. Therefore, the goal should:

- Be formulated using a positive narrative, to allow for an emotional and passionate connection to it and to allow core team members to recruit other stakeholders for the MSP process.
- Be as specific, realistic, doable and achievable as possible. It needs to transport a clear message that change is possible.
- Go beyond the production of outputs.
- Be inclusive addressing the needs of the affected or concerned communities.

The documentation of this meeting includes the content of the discussion, the consensus reached, the concepts and understandings shared, the specific goal defined, and the decisions taken. This documentation needs special attention, as it can serve as an agreement between the potential core team members.

See chapter 6.5

Following this first meeting, the initiator should again talk informally with each of the attendees to check up on their commitment to join the core team. Here, the initiator should pay attention to the representation of different stakeholder groups within the core team.

As CHIEF is about diversity and inclusion, understanding the context in which the MSP will be implemented means to consider in the preparatory research especially that content and knowledge that has been produced by communities that are typically excluded. The preparatory research can include talks with community leaders who face discrimination because of their ethnic origin, sexual orientation or social status. This will not only help to identify potential representatives from these communities to join the core team or MSP process , but also allow for defining an initial goal that already addresses the needs of different communities.

See chapters 3.1, 3.3 and 3.4

When building the core team, WP8 leaders may create a one page summary of the project to be sent to potential members of the core team to provide them with basic information before meeting them in in person. This one pager should already include the perspective of the communities in question.

The overall goal of CHIEF, to facilitate a future of Europe based on more inclusive notions of cultural heritage and cultural identity, is too vague to serve as a goal for a MSP and too vague to motivate stakeholders to join your MSP. During the first key stakeholders meeting, the participants will need to operationalise this goal into something concrete and measurable . Think of how the CHIEF goal could manifest itself in your local context, what concrete change could be achieved in this context.

TOOL 8

Here are some examples of concrete MSP goals and connected policy proposals:

- Increasing diversity of teaching staff in primary schools by introducing an incentives system (e.g., extra funding, a prize, etc.) for schools that are able to increase the representation of minority communities to 25% of the overall teaching staff, or by providing scholarships for students from these communities to complete the educational cycle to become a teacher.
- Increase the diversity and discrimination competence of staff in youth clubs by offering free-of-charge workshop for youth club staff and a compensation for their participation.
- Reviewing school books on the aspect of discriminatory content by establishing an expert group including representatives from minority communities to develop alternative narratives and stories that are more inclusive.

Checklist - Success Phase 1 (inspired by Collective Leadership Institute)

- Have we identified and analysed the relevant key stakeholders?
- Have we created sufficient resonance for the change among the key stakeholders?
- Are we aware of the factors that can influence our project?
- Have we understood the context sufficiently?
- Have we researched best practice examples from which we can learn?
- Are we aware of possible obstacles in the implementation of the MSP?
- Are we aware of what and how many resources are needed?
- Is our core team strong and representative of the various key stakeholder groups?
- Have we included representatives from affected communities in research and building the core team?

Mistakes and difficulties in the initiating phase

- Insufficient context analysis and stakeholder analysis
- Insufficient time invested in establishing the core team
- Neglecting stakeholders that are affected by the issues/goal of the MSP
- Time pressure and lack of resources, trust or dialogue among stakeholders

5. The Planning Phase: Designing the MSP Process

Where the initiating phase was focused on understanding the context, identifying and getting to know the stakeholders, building a MSP core team and co-creating a specific MSP goal, the planning phase is about designing the process and procedures of implementing the MSP towards its goal. It includes a first strategy meeting of the established core team, the building of a moderation team, the development of a roadmap of activities within the MSP, the identification of additional stakeholders to join the MSP and external communication strategy.

5.1 Working together with the core team

The initiator invites the stakeholders who agreed to join the core team following the personal talks and key stakeholder meeting to a first core team meeting to start designing and planning the MSP process . During this meeting, the core team establishes internal communication structures for the time in between different core team meetings and identifies additional stakeholders that should join the MSP for strategic reasons . It defines strategies on how to approach and involve them, on how to increase the interest of influential stakeholders and empower less powerful stakeholders. This meeting is also the opportunity to co-create an implementation plan, a strategic roadmap with various steps towards the MSP goal. Such exercise is a good technique to strengthen the collaboration among and to increase the motivation of stakeholders. The co-creation of the implementation will help to develop a shared understanding of the process and serve to identify different roles and responsibilities for different core team members, the schedule of MSP activities and tasks for the next steps. This core team meeting will also serve to plan the first larger stakeholder meeting during the collaborative work, addressing such issues as:

See chapter 3.2, 3.4 and 3.5

TOOLs 1-2

TOOL 9

- Formulation and dissemination of the invitation of other stakeholders;
- Logistics (venue, catering);
- Agenda and moderation; (Tool Flowchart, tool World cafe… #Tools 10-15)
- Communication and coordination;
- Planning of the documentation.

To keep the members of the core team motivated and committed, the initiator of the MSP needs to make sure that they have access to all the relevant information and are informed constantly about developments and matters concerning the MSP. The initiator should take their needs and wishes serious.

5.2 Build a moderation team

During the phase of collaborative work, the MSP's moderation team has the responsibility to facilitate and moderate the different stakeholder meetings and the internal communication in between. During the planning phase, the core team will build this moderation team, which is ideally composed of two people from the core team representing different stakeholders. They should be from the core team, because they know best about the MSP process, goal, common language and stakeholders. They should represent different stakeholder groups in order to have a diversity of perspectives in the moderation team and to avoid that one stakeholder group takes over or is perceived to have taken over control of the process.

See chapters 3.3, 3.5 and 6.2

In CHIEF the core team will have to develop an implementation plan including three stakeholder meetings, a local intervention and a policy recommendation as two outputs of the MSP. The focus should be set on how to ensure that at the end of the collaborative phase, all stakeholders are involved in formulating the final policy recommendation. Most probably, the moderation team in CHIEF will be a person from the WP8 team which then means that the second person should be a non-academic. We suggest also being aware of the power structure within the core team. As an academic is likely to be viewed as someone who has knowledge and therefore power, the second person might be from stakeholder group with less formal power, but valuable experience. Make sure the core team and moderation team respects gender balance and the representation of marginalised communities.

See chapter 3.2, 3.4 and 6.4

See chapter 7.1

TOOL 3

Checklist - Success Phase 2

- Are the core team members committed to the process and the goal of the MSP?
- Do the the core team members have the mandate to make decisions on site?
- Have we carried out the analysis of the current situation together with the other key stakeholders?
- Have the core team members decided on roles, responsibilities and tasks for further implementation?
- Is our implementation plan realistic and have we planned the next steps?
- Have we documented the content, results and decisions of the core team meeting?
- Have we built a diverse moderation team / contracted an external professional to supervise it?
- Have we planned the first meeting with the bigger stakeholder group carefully?
- Have we identified, talked to and invited additional stakeholders to be involved in the MSP?
- Have we gained enough high-level support for the process?

Mistakes and difficulties in the planning phase

- Lack of full commitment by the chosen stakeholders in the core team
- The various stakeholder groups are not represented in the core team
- Lack of diversity in the core team
- Hidden Agenda: Instrumentalisation of a partnership for one's own agenda
- Time pressure and lack of resources
- Lack of trust, dialogue or a clear common vision
- Lack of mandate of the stakeholders involved in the core team
- The initiator takes over the moderation on its own
- Poor management skills
- Top-down planning and coordination
- Unrealistic expectations of outcome
- Lack of time

6. Collaborative Work: The Stakeholder Meetings

The collaborative work phase is the actual implementation of the MSP leading to the outputs, which again should lead to the MSP goal and the impact it envisions. During this phase, the context needs to be set to allow for an inclusive and participatory MSP process. This is dependent on how the stakeholder meetings are organised, on the performance of the moderator and facilitator, on the agenda and the method of collaboration and meeting applied and on how the different activities are evaluated and followed up with documentation. The following sub-chapters will go into more detail of each of one.

6.1 The art of hosting

To design a meeting can be understood as an art, the art of setting a context that allows for a true collaboration on eye-level and that empowers and shows appreciation for everyone engaged. The responsibility for that lies with the facilitator and moderator of a MSP. In the following, a few key elements for ensuring a successful meeting within a MSP will be presented.

See chapter 6.2

Logistical Set up:

- Choose a space for the meetings that is flexible and large enough to allow for interactive methods and that also answers the needs of participants, e.g., barrier free. Flexibility means moveable chairs and tables to allow for parallel interactions, e.g., group work, and equipment that allows for documenting results, e.g., moderation walls or flipcharts. For a meeting with 20 people, the open space should be at least 100 square meters.

- Make sure the space allows for holding coffee breaks, for placing visualisations of results produced during the meeting , e.g., filled templates, collection of post-its, drawings.

TOOL 15

- Create an inviting atmosphere, for example with a set of flowers, with little snacks on working tables, and with sufficient materials for everyone to contribute, e.g. markers, post-its and flipcharts.

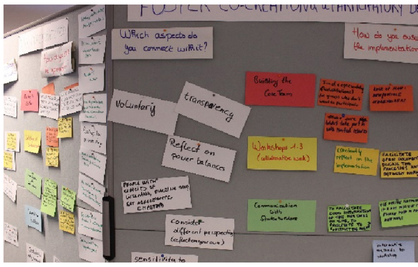
- Focusing on the well-being of participants will also contribute to the quality of the meeting's results. Ensure that there is plenty of coffee, water, fruits and snacks. When stakeholders feel well taken care of, they are more motivated to contribute to the meeting.

Establishing an appreciative atmosphere

- Foster active listening: During the meeting, make sure that people have time to think about how they want to answer a certain question without being forced to listen to others at the same time. Especially when people are asked to contribute one after another, people are often stuck with developing and formulating their own answer rather than actively listening to what others are saying. Allowing everyone to focus on what is being said rather than on what they themselves will say will make people feel heard and appreciated.

- Think of ways and methods to allow everyone to contribute : Especially when there is an imbalance of power or competences among the stakeholders present in the meeting, such as different public speaking abilities or non-native speakers. The facilitator needs to think of ways and methods of over coming these imbalances, allowing everyone to contribute. Different methodological tools of producing meeting results should be in place. If everyone has been able to contribute to the result of the meeting and there was room to give voice to different perspectives in different forms of communication (writing, drawing, speaking), the stakeholders are more likely to take ownership of and responsibility for the meeting's results.

TOOLs 4-23



Documentation and visualisation of meeting results

In interactive and participatory meetings stakeholders produce a plethora of valuable content. Content is produced in different sessions during the meeting, e.g., individual reflection, collective brainstorming, parallel working groups or pair interviews. The organiser and facilitator of the meeting should plan a strategy and tools for documenting that content. For each of these sessions and settings, a method for documentation needs to be established that allows all stakeholders to access that content and understand the thematic context in which it was developed, also once the meeting has long passed.

TOOLs 15, 17

Therefore, an infrastructure needs to be established including the display of guiding questions and the setting up of moderation walls and flipcharts. Markers and post-its should be provided for everyone, and the facilitator and moderator need to remind stakeholders to write down their ideas and reflections, respecting the rule "one post-it - one idea". The moderation team can also plan a gallery walk to view the content that was produced during the meeting.

TOOL 4

TOOL 15

During the meeting, time should be reserved for stakeholders to present and cluster collectively the content produced to ensure that all share a common set of knowledge around the issues the MSP is addressing.

Following the end of each session, the documentation should be digitalised, making photos of what the stakeholders have produced (flipcharts, moderation wall, etc.). This content should also be sent along to all involved stakeholders with a short description of the method and leading question that lead to this content.

6.2 Moderation and facilitation: the role of the moderators

The facilitator is the artist designing the context and methodology of a meeting and the tools applied during the meeting. The moderator is the one communicatively guiding through that meeting. Often, both roles are executed by the same person, but this is not a must. Such art demands a set of skills by the facilitator concerning:

TOOL 4

- the setup of the meeting room,
- the preparatory communication,
- agenda building,
- the documentation and visualisation of meeting results,
- the design of non-formal methods,
- the emergence of collective intelligence, and
- the understanding of the participants' perspectives, skills and power imbalances to allow for a tailored design of the meeting.

The role of the facilitator and moderator is to ensure that a meeting is designed to *allow all stakeholders to participate in the co-designing of the meetings' results.* The facilitator and moderator might not be neutral towards the issues being worked on during a meeting, however they will need to abstain from dominating the group with their own ideas and perspectives.

See chapters 3.1, 3.2 and 3.5

For the facilitator and moderator to allow for equal participation of all stakeholders in a meeting, they need to have a *deep understanding of the context, including an overview of who the participants are and what knowledge, experiences, motivation and expectations they bring in.* The moderator should get in contact with the stakeholders before the meeting to develop a comprehensive picture of the stakeholders involved. In these preparatory meetings, the moderator will also get a better picture of the language and terminology used by stakeholders to address the meeting's issue. As a common terminology and language is very important to allow a diverse group of stakeholders to collectively address complex issues in a meaningful manner, the facilitator and moderator also needs to *provide room for the development of a shared understanding of key concepts and terminology* to avoid misunderstanding and mistrust. The preparatory meetings will also allow the moderator and facilitator to get a better understanding of the stakeholders' competences and powers and especially any imbalances between stakeholders. In designing the methods and tools for the meeting the focus should be set to equalise these imbalances to allow for equal participation despite varying competences and power positions.

See chapters 3.2, 4.3

Building the Agenda

TOOL 4

Building the agenda of an interactive and participatory meeting among diverse stakeholders is a complex undertaking. The facilitator and moderator will need to develop a good overview of the different aspects of each session within the meeting. For each session, this includes considering the:

- timing and breaks in between,
- the content and purpose,
- the different roles stakeholder will execute,
- the setup of the meeting room,
- the methods applied ,
- the moderation material needed,
- the forms of documentation, and
- the content and formulation of the guiding questions.

TOOLs 10-23

When not too experienced in facilitating interactive sessions and overlooking the complexity of each session, one should calculate about two full days for building the agenda of a half-a-day meeting. This does not include providing for what has been developed in the agenda, e.g. logistics, preparation of templates, etc. A tool that can support you in developing the different aspects of an event is the flow-chart that establishes what needs to happen when and how.

TOOL 4

6.3 Interactive and participative methods (offline collaboration)

In a setting where different stakeholders come together to collectively tackle complex issues and find solutions, the application of interactive and participatory methods is indispensable. They allow for the sparkling of collective intelligence, which is the more powerful the more diverse the group is. And the more this diverse group is working towards a common goal, the more suitable methods of non-formal become. Despite different sets of skills, knowledge, perspectives and experiences among stakeholders, these methods allow everyone to have the opportunity to participate in the making of the solution. Interactive methods turn the stakeholders from a passive audience, like in lectures or panel discussions, to an active co-creator. It allows stakeholders to assume responsibility for the issue and build a relationship with what is being developed. Interactive and participatory methods are able to level out power imbalances within the stakeholder group and will empower those who are marginalised. In Chapter 9 of this handbook a selection of interactive methods will be presented that can be applied during the stakeholder's meetings in the collaborative work phase.

TOOLs 5-23

See chapter 3.2, 3.4

TOOLs 5-23

6.4 Work and communicate efficiently with online collaboration tools

Online collaboration tools are necessary for a MSP and improve the efficiency of the teamwork. They are complementary to offline meetings where all the stakeholders might not be able to join, and where all the decisions and working processes cannot be finalised.
Online collaboration tools ease the communication between the partners regardless of their location, allow stakeholders to share knowledge and work in an efficient way, lead to faster and more effective decision-making, ensure the transparency of the processes by documenting the discussions and giving access to all relevant information and resources.

TOOL 18

6.5 Evaluation & agreements

Evaluation helps the coreteam learn from experiences and to build up on them to improve the design of future endeavors. Within the MSP, evaluation might serve to check on the connectedness of stakeholders to the MSP process, to review whether a decision or results is really supported by all stakeholders, to document how stakeholders felt about a stakeholder meeting or to provide a safe and anonymous space for critical reflection, e.g., on the moderator's role. It is always important to be very transparent about the purpose of the evaluation, the process of it and how the evaluation outcomes will influence the ongoing MSP to prevent mistrust among the stakeholders. Evaluation can happen through a plethora of different methods, addressing individuals or the entire group, ad hoc with immediate results or longer reflection processes, solely visually or text-based.

TOOLs 19-23

The core team should take the responsibility and time for evaluation, also during their core team meetings, reflecting on their own progress as a core team but also reflecting on the process of the MSP, especially on how stakeholders' meetings were implemented, whether stakeholders were empowered to participate or whether the production of outputs is progressing. In a MSP where a diversity of stakeholders are involved, it is crucial to double check on the health of the MSP every now and then.

- Are stakeholders still committed to the MSP goal?
- Do they still have trust in the process?
- Are they able to mobilise the resources to allow for their participation?
- Does the MSP goal or the outputs still make sense before changing backgrounds (e.g., new city government, new funding programme, etc.)?

It is the responsibility of the core team to evaluate the state of the art of the MSP and also to react to challenges that have been revealed through evaluation. This will guarantee that stakeholders will feel taken seriously and that their needs are relevant to the process.

See chapter 8

Another tool to strengthen the quality of a MSP process is to make use of informal agreements. Where legally binding agreements might rather be an obstacle for a stakeholder to commit, agreements in the form of a documentation or of minutes can strengthen a stakeholder's commitment without forcing them to engage their legal responsibility. Joint declarations or a collective press release can also serve the purpose of an agreement. The latter can be applied when the stakeholders feel that the partnership is stable and credible or when there are already first successes to be communicated publicly.

During the collaborative work phase, CHIEF foresees three stakeholder meetings bringing together the core team of the MSP and the other stakeholders. In the first meeting, the core team's aim will be to motivate other stakeholders to support the common goal of the MSP. Ahead of the meeting, the core team should answer the following questions: (1) What would encourage stakeholders to commit themselves to the defined goal? (2) How do we communicate what we want to achieve with this MSP? Also provide an info pack to the stakeholders beforehand including main facts about the MSP, e.g., its vision, goal, common language, resources, timeline, and in some cases implementation plan. As some aspects of the MSP will already be pre-defined by the core team, allow new stakeholders to determine for themselves what role they want to take in the MSP.

During these workshops, the CHIEF agreement foresees the following:

- Identify the community needs in enhancing cultural participation and intercultural dialogue.
- Exchange knowledge that informs the development of more inclusive strategies for enhancing cultural literacy and challenging xenophobic stereotypes among young people.
- Plan local interventions to develop more inclusive and relevant practices of informal education, cultural participation and socialisation.
- Write policy recommendations on this issue together.

Additionally, you should look at the impact phase and plan how you want to create the change with the outputs produced, how to lobby for and disseminate them. In CHIEF there will also be core team meetings between each workshop to evaluate them and plan the upcoming ones. As the collaboration between the stakeholders will also take place in between the different meetings, the role of the facilitator and moderator expands beyond the time in which stakeholders physically meet. Facilitation and moderation in CHIEF concerns the entire lifetime of the MSP, which is why forms of communication, decision-making and sharing of information must be established during the first workshop and facilitated thereafter.

TOOL 18

The fact that within CHIEF the initiator also exerts the role of co-moderator presents a potential challenge: stakeholders may feel overridden by the initiator's own understanding of the issues. To overcome this challenge, the initiator should make sure that another person will bring in the initiators' perspectives and ideas. In that way the initiator can focus on the moderating role, relying on the fact that their own perspectives and ideas will be brought into the meeting by someone else.

Checklist - Success Phase 3

- Have we involved the right stakeholders?
- Have we involved influential stakeholders?
- Did we pay attention to the need for capacity building for MSP-participants?
- Has the partnership had its first successes/results?
- Have we developed a system to monitor the process and evaluate its quality and successes?
- Have we agreed with all stakeholders on rules for internal and external communication?
- Have we built strong relationships, and do we take care of them?

Mistakes and difficulties in the collaboration phase

- Lack of a clear common vision
- Poor management skills
- Top-down planning and coordination
- Too many meetings
- Bad moderation and facilitation
- Limited access to information for the stakeholders
- Lack of resources for some stakeholders (time and money)
- Lack of trust and dialogue
- Discrimination among stakeholders
- Failing to address potential conflicts
- Going public too early
- Instrumentalisation of a partnership for one's own (hidden) agenda

7. The impact phase: driving the change

Creating impact is sometimes either confused with producing outputs or as a process completely neglected . To design the process of creating impact following the production of the outputs very much depends on the nature of the outputs, on the stakeholders who have the power to implement the outputs, and on the nature of the impact envisioned. In any case, broad dissemination and active communication to ensure the visibility of the outputs in the spaces and arenas in which decisions are taken that concern the MSP goal are vital. Such a lobbying process also often includes talks with individual decision-makers. This handbook will only briefly focus on one specific output, the policy recommendation and the process of how to use it to foster change.

See chapter 3.4

7.1 How to write a policy recommendation?

“Success in policy advocacy is when decision-makers use your words without mentioning you”, Eóin Young, International Centre for Policy Advocacy.
A policy recommendation can be one of the outputs of a MSP process as the result of academic research and co-creation among the different stakeholders. It can serve as an efficient advocacy communication tool including activities such as lobbying, presentations, press releases and conferences, or articles and handouts in workshops and conferences. *The main target audience of a policy recommendation is the informed non-specialists in media, decision-making bodies, NGOs or public administration.* The policy recommendation aims at catching their interest to inform them about the issue and to get them to engage in it. Therefore, it should be clear and simple and include only the key findings and a maximum of five striking facts that will grab the audience’s attention. The MSP partners can publish the policy recommendation on their websites and send by email or by post to the relevant audience. This target audience will have only a few minutes to comprehend the content of a policy recommendation by skimming over rather than properly reading it, therefore it should be *understandable, easy to read and attractively designed with headlines, visual graphs, and photos that will highlight the main message.* A policy recommendation, therefore, should NOT be confused with a summary of the academic research .

Consult the Essential Guide to Writing Policy Briefs produced by International Centre for Policy Advocacy: https://www.icpolicyadvocacy.org/sites/icpa/files/downloads/icpa_policy_briefs_essential_guide.pdf

7.2 How to advocate for change with the policy recommendation?

Once the output is produced, it is the collective *responsibility of the stakeholders involved in the MSP to co-design a strategy of how to use the output and its content to bring the desired change about*. Ideally, those actors who have the power to integrate this output and the developed content in decision-making processes, as they are part of these processes, are already part of the MSP . However, it will often be the case that none of the stakeholders that have been engaged in the MSP will actually sit at the decision-makers' table, but will have access to those who do. That is why it is important during the initiating phase to carefully map the relevant stakeholders to at least have those stakeholders onboard the MSP who have access to actors that are part of decision-making processes relevant to the MSP's goal. At least the core team needs to have a good understanding of who the actors are in those arenas where decisions are taken that are relevant to the MSP's goal. Such actors can be civil servants in public administrations preparing content for the leadership of the administration to introduce new internal policies, e.g., funding criteria of a funding program that public administration rolls out.
Where no direct link between the MSP stakeholder group and decisions-makers exists, it will need intermediaries as carriers of the outputs and content to the decision-makers, such as the media or interest groups.

See chapter 3.4

See chapter 4

TOOLs 1-2

Choose windows of opportunity

Once the relevant actors are identified and contact has been established, possibly via intermediaries, *advocacy needs to take place during carefully chosen windows of opportunity* that allow for new ideas and content to become part of the decision-making process. Such windows of opportunities might be local elections, the change of the leadership in a foundation, school, parents commission or similar. Many institutions also have set periods for their programs and once such a period is over they are in search for new topics, ideas and challenges to focus on. A window of opportunity can also be an external event or crisis that brings public and political focus onto the very topic the MSP is about from one minute to the next. Activists' organisations often try to trigger these moments by themselves and then use the self-established window of opportunity to place their demands and ideas into the debate.

One of the main deliverables of the CHIEF MSP is a local and a European policy recommendation. Writing short and clear policy recommendations will be a challenge for academic researchers who are used to writing exhaustive research papers.

The CHIEF timeline foresees that after the three stakeholder meetings, the WP8 teams will produce the final policy recommendation together with the CAPP (Councils of Advisors for Policy & Practice). It is important to find an inclusive way to continue working together with all the stakeholders involved in the process so that they still feel ownership of the final recommendations. It will increase your chance to have an impact, as they will feel more motivated to help you with the dissemination and lobbying work.

TOOL 18

Checklist - Success Phase 4

- Does our policy recommendation include only the key findings of the research and maximum five striking facts that will grab the audience's attention?
- Is our policy recommendation understandable, easy to read and attractively designed?
- Have we co-designed a collective plan on how to disseminate our policy recommendation?
- Have we sent the policy to the relevant audience (e.g., media, decision-makers, interest groups and administration)?
- Have we disseminated our policy recommendation broadly?
- Have our ideas been published in the media?
- Are decision-makers using our ideas?
- Have we created impact?

Mistakes and difficulties in the impact phase

- Output is confused with impact and the MSP process ends with the output.
- The process of impact creation has not been considered from the beginning of the MSP process, leading to a lack of resources and strategy towards change.
- Lack of motivation of the stakeholders to disseminate the output and lobby for the change.
- Going public too early
- Instrumentalisation of a partnership for one's own (hidden) agenda

8. Master Challenges

The next challenges and possible solutions have been mostly inspired by a seminar moderated by Dr. Petra Künkel & Sabine Heckmann from the Collective Leadership Institute that took place in Berlin in October 2018.

A. How to deal with conflicts of interests among stakeholders?

- Define the interest of each stakeholder and perceptions of stakeholders about the interests of others.
- If conflicts arise in the initiating or planning phase , review the common goal of the MSP and check whether all interests are embraced.
- In the collaboration phase, ask a mediator to solve the conflicts without compromising the common goal.
- Address the stakeholders individually and informally and allow time for these informal talks.
- Conduct bilateral discussions to clarify goals and issues and explain the methodology of MSP.

TOOLs 1-2
See chapters 4 and 5
TOOL 8
See chapter 3

B. How to deal with the lack of ownership and personal responsibility?

See chapter 3

- Foster co-creation and a participatory decision-making process.
- Talk informally and individually with the stakeholders to find out what would create the feeling of ownership.
- Clarify the context again.
- Ensure sincere participation.
- Organise co-funding and/or incentives for stakeholders according to their needs (capacity building, trainings, participation certificates, etc).
- Review process design .
- Clarify the relevance of the problem for all parties involved.
- Create a clear vision and shared vision with all participants .
- Make it clear that the participants in the MSP are the ones responsible for solving the problem.

See chapter 3.2
TOOL 9
TOOL 8

C. How to deal with power differences?

- Try to understand power dynamics in your MSP.
- If necessary, speak separately with the stakeholders involved about the situation of power imbalances and their effects.
- Make sure that all voices are heard. Use offline and online interactive and participatory collaborative methods.
- Ensure that “weaker” stakeholder groups remain in the process or can enter the process.
- Remind “strong” stakeholder groups how their influence has an impact on the process and discuss the consequences of this on MSP.
- Ensure that process architectures are agreed and all adhere to them.
- Support weaker groups through capacity building and advocacy.

TOOLs 5-23

D. How to deal with the lack of willingness to communicate and/or to agree?

- Find out about the willingness of stakeholders to get involved and to find a solution separately and informally.
- Analyse the situation again or perform a stakeholder analysis .
- Consider the possibility that some stakeholders may benefit from a conflict or disagreement.
- If there is no readiness, move the MSP.
- Examine the possibility of conducting the stakeholder dialogue without the stakeholders concerned.
- Create space to resolve the conflict outside the formal MSP dialogues.
- Address the stakeholders individually and informally.
- Clarify the needs of the participants.
- Allow time for informal conversations (e.g., coffee breaks etc.)

TOOLs 1-2

E. How to overcome a poor sense of collective responsibility?

- Adhere to the principles of a target unification process , strengthen the core team, and gradually involve more stakeholders.
- Reflect possible adjustments in the process design of the core team.
- Insist on the importance of each stakeholder's contribution.
- Promote the idea of leadership for cooperation management.
- Focus on the benefits of results orientation.
- Improve full understanding of the problem.
- Look beyond the obvious situation and explore the reasons for lack of leadership among all key stakeholders.

See chapter 3-5

F. How to deal with deteriorating or missing trust

- Rethink process design.
- Ensure that dialogue practices are implemented.
- Take part in one-on-one conversations.
- Make sure that the initiator / moderator is an example of trustworthiness.
- Ensure transparency.
- Keep to agreements / keep to the agreed process design.
- Engage and involve.
- Do not make false promises.
- Work informally and in a structured way on relationship building.
- Conduct events in a way that allows good conversations and frequent interaction between participants.
- Create personal situations in communication.
- Create and celebrate joint successes (success must be tangible).

TOOLs 5-23

See chapters 6.1, 6.2 and 6.3

9. Collection of Tools

Find and understand the relevant stakeholders

Tool 1: Identification & Analysis of Stakeholders
Tool 2: Interest/Influence Grid and Mapping of the stakeholder landscape
Tool 3: Forms of Power

Interactive methods for group work

Plan the collaborative meetings
Tool 4: Flowchart
Team building:
Tool 5: The Circle and Walking Check-in
Tool 6: Warm up: Birth date and other idea?
Tool 7: Speed Dating

Shared vision and common plan
Tool 8: Common Goal Method
Tool 9: Strategic Roadmap

Co-creation
Tool 10: World Café
Tool 11: Open Space
Tool 12: Silent brainstorming
Tool 13: Fish Bowl
Tool 14: Speed Geeking
Tool 15: Gallery Walk
Tool 16: Storytelling
Tool 17: Prioritising and ranking
Tool 18: Online communication and Collaboration tools

Evaluation:
Tool 19: FeedForward
Tool 20: Evaluation line
Tool 21: Evaluation dot wheel
Tool 22: Round of +-
Tool 23: Closing circle

Tool 1: Identification & Analysis of Stakeholders

Why should I use it?
This tool should help you:

- start identifying the key stakeholders of your local/regional Multi-Stakeholders Partnership (MSP) in the frame of the CHIEF project
- analyse the characteristics and possible roles of the most important stakeholders
- capture the stakeholders' degree of influence on and level of interest in the relevant issue/objectives of your MSP.
- find out which stakeholders would be a perfect fit for your core team (one or two committed stakeholders from each stakeholders' group)

When should I use it?
This tool can be used as a starting point during the initiating phase of a MSP (especially steps 1 to 3). You can also use it together with the core team of your MSP during the planning phase to find out which stakeholders to invite to join the collaborative work phase.

How should I use it?
Materials needed: big sheets of paper – flip chart, colourful pens, colourful post-its

Follow the four steps:
1. Mapping
2. Stakeholders' characteristics
3. Roles and levels of engagement
4. Identify the ideal stakeholders

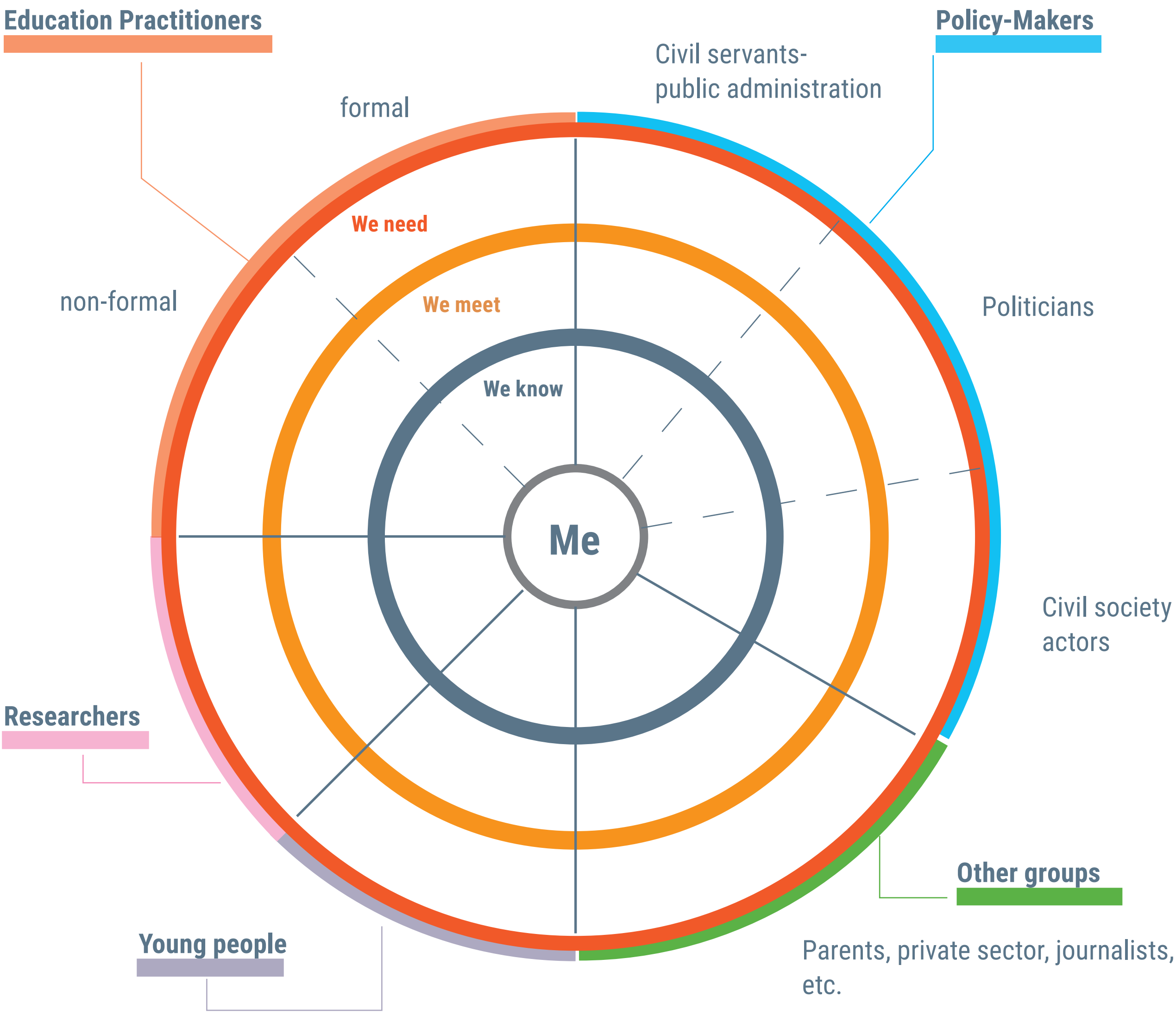
Step 1: Mapping

This step allows you to quickly visualise the potential and relevant actors in your MSP

In the CHIEF projects, the main stakeholders' groups of the MSP are:
- young people
- researchers / academics
- practitioners from non-formal and formal education (teachers, civil society actors, social workers, etc)
- policy-makers (politicians, civil servants of public administration, civil society actors)
- people from other groups (parents, private sector, journalists, etc)

For each stakeholder group, identify the people:
- You already know: your existing personal and professional relationships
- You will meet: through the WP4 and WP7, whom are you going to meet who could be potential stakeholders for your MSP?
- You need, but don't have contacts for yet: Who could contribute to the success of your MSP goals? Think about impact.

Complete the template below including the names or people according to sector and relation.



Step 2: Stakeholders' Characteristics

This step will help you to picture all relevant stakeholders and how they relate to the issue/ objectives of your MSP. It reveals whose interests need to be considered as well as their potential influence and contributions to your MSP. Choose the relevant stakeholders that you have identified in step 1. For each stakeholder, try to find this information and fill in the table:

Stakeholders	Interests – Stakes in MSP	Contributions to successful outcomes of MSP (knowledge, time, creativity, labor, etc)	Decision-making power (influential or not)	How do I connect with this stakeholder?
1				
2				
3				
4				

Step 3: Roles and levels of engagement

This step helps you to define which roles the different stakeholders in your MSP may have. Each stakeholder can hold various roles and, of course, roles might change during the process.
Name the stakeholders that you identified in step 2 and provide for each of them a number from 1 (low level) to 6 (highest level). When you are finished, you can mark all cells higher than 4 to see who is quite strong in certain roles.

Stakeholders	Influencer	Disseminator	Informer	Knowledge provider	Beneficiary
1 Name					
2					
3					
4					

Influencer: Someone who can exert influence on decisions or decision-makers.
Disseminator: Someone who can disseminate the outcomes of your collaboration, for example in the public discourse.
Informer: Someone who can inform your MSP, for example about the needs of certain stakeholder groups.
Knowledge Provider: Someone who, for example, has insider information about change-making processes.
Beneficiary: Someone who is directly affected by the outcome of the change that you envision with your MSP.

Step 4: Identify the ideal stakeholders: Importance/Influence Matrix

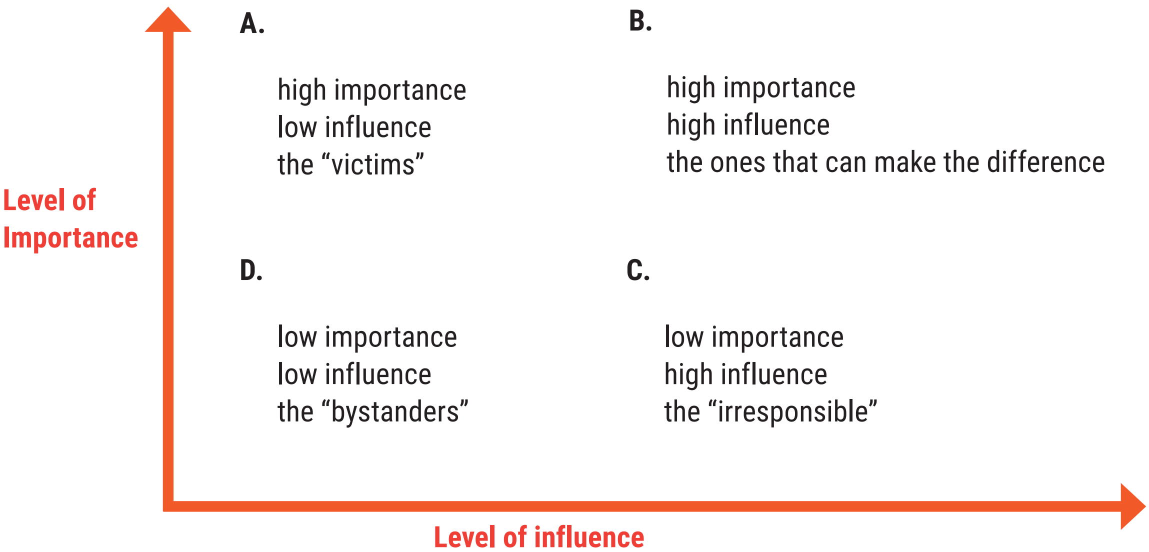
Source: The MSP Tool Guide, Herman Brouwer and Jan Brouwers, The Centre for Development Innovation (CDI) of Wageningen University & Research

This step can be used when initiating an MSP, but also to review a situation with an established MSP. It specifically helps to identify (potential) stakeholders who might not yet be on board.

What is the Importance/Influence Matrix? Making an Importance versus Influence Matrix helps to map out stakeholders and their relationship to the issue at stake in the MSP. It generates insights on the importance and influence of each stakeholder. With this information, it becomes possible to develop a specific approach and strategy for the identified stakeholders.

Importance: The priority given to satisfying the needs and interests of each stakeholder.

Influence: The power a stakeholder has to facilitate or impede the achievement of an activity's objective. The extent to which the stakeholder is able to persuade or coerce others into making decisions, and following a certain course of action.



Source: APMAS Knowledge Network

How to make an Importance versus Influence Matrix:
- Identify the most important stakeholders in the MSP
- Assess the importance that each stakeholder attaches to the MSP issue
- Assess the influence of each stakeholder on the MSP issue
- Position the stakeholders on the identified quadrant and validate with participants

Variables affecting stakeholders' relative importance and influence:
- Legal hierarchy (command & control, budget holders)
- Authority of leadership (formal, informal, charisma, political, familial or cadre connections)
- Control of strategic resources
- Possession of specialist knowledge & skills
- Negotiating position (strength in relation to other stakeholders)

For informal interest groups and primary stakeholders:
- Social, economic and political status - degree of organisation, consensus and leadership in the group
- Degree of control of strategic resources
- Informal influence through links with other stakeholders
- Degree of dependence on other stakeholders

After the Importance versus Influence Matrix is completed, it becomes clear that ideal stakeholders will have both a strong influence over and high interest in the objectives of the MSP.

By classifying stakeholders in this way, one can determine cases where:
- Significant awareness-raising is required to turn a highly-influential but low-interest stakeholder into an interested potential stakeholder
- Significant capacity development is required to turn a stakeholder with high interest but low influence into a stronger potential stakeholder.

Questions which can be used to analyse further:
- Which problems, affecting which stakeholders, does the MSP seek to address or alleviate?
- Whose needs, interests and expectations will be met most by the MSP?
- Which stakeholder interests converge most closely with the MSP's objectives?
- Which stakeholders can have a negative influence on the MSP? How can this be countered or mitigated?

Sources

- Citizens For Europe gUG

- The MSP Tool guide – Sixty tools to facilitate Multi-Stakeholder partnerships - Herman Brouwer & Jan Brouwers, Centre for Development Innovation, Wageningen University and Research, 2017: http://www.mspguide.org/sites/default/files/case/msp_tool_guide.pdf

- APMAS Knowledge Network

#Tool 2.0: The Interest / Influence grid

Why should I use it?
The use of the Interest/Influence grid is particularly helpful in order to assess:

- What kind of engagement process is needed to generate sufficient interest in a stakeholder dialogue.
- Which stakeholders need to be supported in order to bring their positions into the dialogue.
- Which stakeholders (institutions or individuals) need to support the dialogue in some way.

When should I use it?
This tool can be used as a starting point during the initiating phase of a MSP. You can also use it together with the core team of your MSP during the planning phase to find out which stakeholders to invite to join the collaborative work phase.

How should I use it?
Materials needed: big sheets of paper – flip chart, colorful pens, colorful post-its/moderation cards

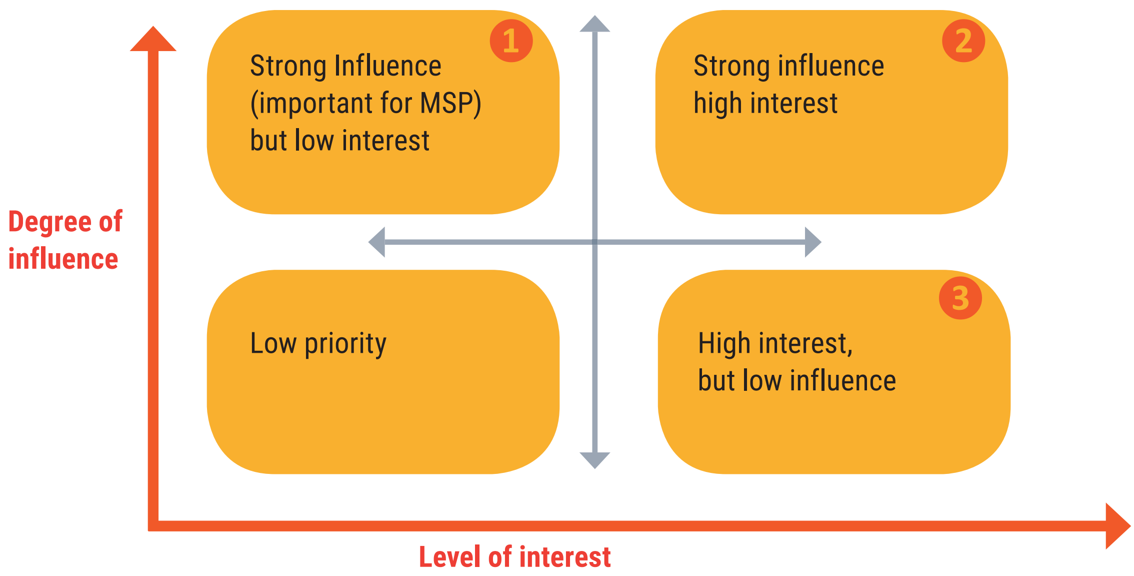
Follow the three steps:
1. List stakeholders relevant to the concerns of your MSP
2. Analyse stakeholders' interests and their potential for influence
3. Understand how relevant stakeholders can be involved

Step 1: List stakeholders relevant to the concerns of the stakeholder dialogue

Make a list of all stakeholders. These can be participants in the stakeholder dialogue or potentially interested actors and organisations. Then review the list for the most relevant stakeholders at that time: Institutions (sometimes individuals) that make stakeholder dialogue a success and/or a failure.

Step 2: Analyse stakeholder interests and their potential for influence

Arrange stakeholders according to their potential interest and influence on the stakeholder dialogue and its goal. Use the following grid.



You can draw stakeholders in the grid using different colors-
For example: sponsors/backers green; potential blockers/critics red.

Step 3: Understand how relevant stakeholders can be involved

Stakeholders with whom you want to directly implement your stakeholder dialogue should be in the quadrant of interested stakeholders. But you should consider how you could influence different stakeholders to change their positions in the grid.

Very influential/non-interested stakeholders (square 1): You should provide these stakeholders with sufficient information to arouse their curiosity about the initiative. However, stakeholders should not be overloaded with information. Depending on the importance of these actors for the aim and outcome of the dialogue, you should actively encourage their interest in participating.

Very influential/interested stakeholders (square 2): These actors should be continuously involved in the dialogue.

Less influential/interested stakeholders with important information/know-how **(square 3)**: You should provide these stakeholders with adequate information to maintain their interest in the stakeholder dialogue. The actors can be very helpful for detailed questions on the field of action of the stakeholder dialogue. Again, you should assess how important the perspective or experience of these actors is for the goal and outcome of the dialogue. You should actively seek their involvement as appropriate.

Less influential/less interested stakeholders: These stakeholders should continue to be taken into account as their status may change. But these actors should not be bothered with too much communication.
After you have discussed the results of the interest / influence grid, you should consider how you can influence different stakeholders to change their positions in the grid. The following questions are indicative:

- How can we arouse the interest of important stakeholders who have little interest in stakeholder dialogue?
- How can we convince powerful and influential stakeholders to support stakeholder dialogue?
- How can we empower the ones with high interest but less power?
- How should we communicate with the relevant stakeholders?

If you have developed an understanding of the different views of the individual stakeholders, you can decide what the next steps for cooperation are and how to communicate them if necessary. The actors are involved differently in the various phases of the stakeholder dialogue, for example through information procurement, consultation, dialogue or cooperation. If it is not possible to involve all stakeholders from the outset, a strategy can first be developed for the gradual involvement of the actors.

Source

- Stakeholder-Dialoge erfolgreich gestalten, Petra Künkel, Silvine Gerlach, Vera Frieg – Springer Gabler

#Tool 2.1: Mapping of the stakeholder landscape

Why should I use it?
Before you initiate a dialogue and involve other actors, mapping the relevant stakeholders and their relationships with each other can help you gain a better understanding of the often complex actor and claim situation. You map the stakeholder system in order to:

- gain a better understanding of the system,
- understand better where energies flow,
- recognise behavioral and relationship patterns,
- and develop a better basis for an intervention strategy.

When should I use it?
This tool can be used as a starting point during the initiating phase of a MSP. You can also use it together with the core team of your MSP during the planning phase.

How should I use it?
Materials needed: big sheets of paper – flip chart, colorful pens, colorful post-its/moderation cards

Follow the five steps:
1. Determine if the initiators of the stakeholder analysis are part of the system
2. Identify stakeholders with a direct relation to the project and their relationship to each other
3. Identify additional stakeholders with potential impact on the system
4. List external influences on the stakeholder system
5. Evaluation of mapping and discussion of intervention possibilities

Step 1: Determine if the initiators of the stakeholder analysis are part of the system

Consider whether or not you (as the person/group analysing) are part of the system. If yes, you should include yourself in the mapping. If not, the most important actor should be determined and made the starting point of the mapping.
In general, the actor that should always be the starting point of the stakeholder landscape is the one considered as the most important for the goal and result of the Multi-Stakeholders Partnership.

Step 2: Identify stakeholders with a direct relation to the project and their relationship to each other.

Identify other important stakeholders in the system and draw them one after the other, for example as circles. The relationship between the various stakeholders to the concerns of the stakeholder dialogue or to each other can be presented in different ways: By the distance between their circles, by thick or thin lines connecting the stakeholders, by displaying one-sided or reciprocal relationships or by placing comments between the partnership project and the respective actors. (See example below)

Step 3: Identify additional stakeholders with potential impact on the system

Think about what actors exist in the system and what influence these actors have on the success of the stakeholder dialogue.

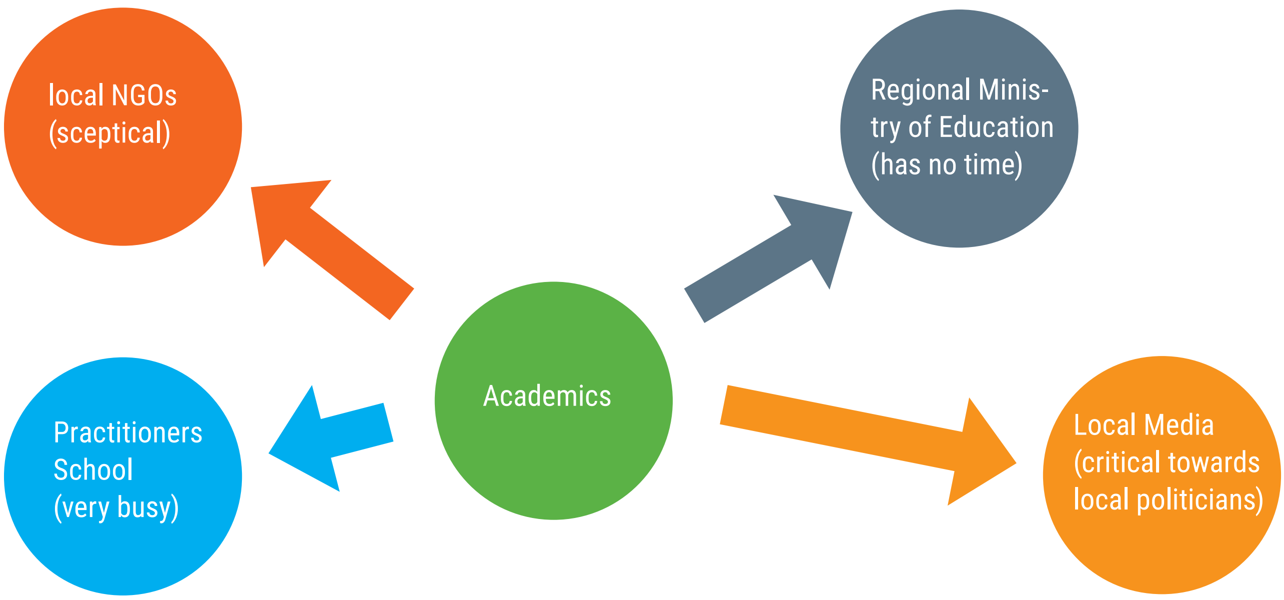
Step 4: List external influences on the stakeholder system

At this point, you should determine what other, external aspects could influence the dialogue and draw them into the image.

Step 5: Evaluation of mapping and discussion of intervention possibilities

Once the mapping of the stakeholder system has been created, you should look at it from a distance and analyse the result with the other initiators. Finally, based on the mapping, you discuss what the initiators can concretely do to promote dialogue and collaboration.
Key questions

- How does the stakeholder system work? Where and to what extent does it not work?
- How does this affect the idea of a stakeholder dialogue?
- Who is needed to build a core group for stakeholder dialogue that supports the cause?
- Where in the stakeholder system does “energy” flow that promotes dialogue?
- How can this energy flow be expanded by gradually involving other key stakeholders?



Source

- Stakeholder-Dialoge erfolgreich gestalten, Petra Künkel, Silvine Gerlach, Vera Frieg – Springer Gabler

#Tool 3: Forms of Power

Why should I use it?
This tool helps to reflect on different expressions of power, and faces (visible, hidden, invisible) of power, in an MSP. It helps to give language to several common notions of power dynamics.

When should I use it?
In the planning and collaboration phases, when it is important to explore and include different perspectives from stakeholders about an issue. Often it works best when done with a specific group of stakeholders (such as civil society representatives).

How should I use it?
Discuss the two guiding questions and define strategies to overcome possible problems linked to it.

Different forms of power - two frameworks

This tool is comprised of two frameworks that each help to understand power dynamics in MSPs in a different way. The first is called Expressions of Power, the second Faces of Power.

Expressions of Power: Power over, power to, power with, power within.

Power is often thought of in a negative and coercive manner ('power over' being seen as domination or control of one person, group or institution over another). However, there are alternative expressions of power that pave the way for more positive thinking and action.

Expression	What does it mean in practice?
'Power to': individual ability to act	*This is rooted in the belief that every individual has the 'power to' make a difference (see sources of power framework).*
'Power with': collective action, the ability to act together	*'Power with' helps build bridges across different interests, experiences and knowledge and is about bringing together resources and strategies.*
'Power within': individual or collective sense of self-worth, value, dignity	*Enhancing the 'power within' individuals builds their capacities to imagine and raise aspirations about change.*

Faces of Power: visible, hidden, invisible.

Power analysis is not simple because most of the time power does not operate in visible and tangible ways.

Visible
Visible power includes the aspects of political power that we 'see'– formal rules, structures, institutions and procedures informing decision-making. In other words, it is about how those people with power use existing procedures and structures to control the actions of others.

Examples include: elections, political parties, budget, laws etc.

Hidden
Hidden power is exercised when powerful people and institutions maintain their influence by setting and manipulating agendas and marginalising the concerns and voices of less powerful groups. Those with power see and understand these rules of the game; others don't.

Examples include: quality of some consultation processes that exclude some voices; and setting the agenda behind the scene

Invisible
Invisible power operates in ways in which people will adopt belief systems that are created by those with power. Problems and issues are kept away not only from the decision-making table but also from the minds and hearts of different people including those affected by these decisions. This is when powerlessness is internalised.

Examples include: negative stereotypes that limit the roles of certain groups.

It is often easier to engage with visible power holders such as policy makers than to engage with power that is exercised behind the scenes, or that is embedded in cultural and social norms and practices. However, ignoring hidden and invisible forms of power is likely to lead to a limited understanding of how change could happen, how alternative sources of power can be mobilised, and which change strategies should be developed.

Challenging the social and cultural boundaries that condition all actors (powerful or powerless) may require strategies other than challenging the "power-holders" alone, whether they are visible or hidden in the way they exercise power.

Discussion Questions

- Looking at the Expressions of Power framework, can you think of examples under each of the categories that are relevant to your work?
- Looking at the Faces of Power framework, can you think of institutions or people that exercise hidden power on the issues you are addressing?

Source

- The MSP Tool guide – Sixty tools to facilitate Multi-Stakeholder partnerships - Herman Brouwer & Jan Brouwers, Centre for Development Innovation, Wageningen University and Research, 2017: http://www.mspguide.org/sites/default/files/case/msp_tool_guide.pdf

#Tool 4: Flowchart – Designing the Agenda of a Meeting

Why should I use it?
The flowchart allows the facilitator to plan an interactive meeting, conference or workshop in a very detailed and comprehensive way, making sure that the complexity of interaction among a diverse group is designed to lead towards a productive outcome that meets the purpose of that meeting. The flowchart focuses on structure, process and people and allows to build a detailed "storyboard" of a meeting. The flowchart breaks the meeting into single sessions and provides details on each of these sessions.

When should I use it?
Once the purpose of an interactive meeting, workshop and conference is established, the flowchart should be used from the very first moment of the planning process.

How should I use it?
Materials needed: electronic version of a table, e.g., Excel (see example below)

Fill in the various columns of the flowchart
1. Date / Time
2. Type of Activity
3. Title of Session
4. Venue
5. Purpose and Output of Session
6. Description of Session/ Methodology
7. Content of Session
8. People and Roles in Session
9. Description of Space
10. Materials
11. Documentation

The contents of the table cells are interconnected, horizontal and vertically. The content in one cell determines and is dependent on the content of another cell. Therefore, the flowchart provides a full and comprehensive picture and composition of the planned interactive meeting.

Simplified Example of a flowchart

Date / Time	Duration	Type of Activity	Title of Session	Venue	Purpose and Output of Session	Description of Session / Methodology	Content of Session	People and Roles in Session	Description of Space	Materials	Documentation
12.3.19 / 2pm	20 min	Welcoming Round	Name Game	Entrance Hall	Get to know the Name/ Orga	People stand in closed circle, facilitator part of the circle;	Guiding Question: What should we know about you?	Facilitator: introducing the session, explaining the purpose and method; Host: start to set the speed and lenght	Empty space;	none	none
	10 min		Reflection		Document what surprised	Half circle in front of moderation Wall; open mic;	GQ: What surprised you most?	Moderator: inviting people to speak up; facilitator: documentation cards	Empty space with one Moderation Wall	Single colored Cards, pins and moderation wall	On cards and moderation wall

Type of Activity
Define the type of the activity such as presentation, coffee break, city walk or round table.

Title of Session
Each activity will have a least one session, most probably several sessions. Usually, each session will have its own rationale when it comes to its purpose and method. In case the activity is a presentation, the sessions could be “introducing the keynote speaker”, “presentation by the speaker”, “Q&A” and “harvesting content”.

Purpose and Output of Session
Each session will serve a specific purpose that contributes to the overall purpose of the event. Define clearly what you expect to achieve with this session and what kind of tangible (e.g., visuals) or intangible (e.g., knowledge) result it will produce.

Description of Session / Methodology
In most cases the content of this column will be very complex, as it describes the single steps that form the session. It also includes a description of the methodology applied. The column forms the heart of the flowchart as it describes what will happen and how.

Content of Session
Here, you can define the themes, topics and guiding questions around which the session will focus on.

People and Roles in Session
In each session you will have different people performing different roles, going beyond participant, moderation and facilitation. You might distribute roles among participants, e.g., interviewer, timekeeper, harvester. In interactive sessions participants usually become co-owners of the session and take responsibility for implementing the session. In this column, describe who is doing what and when, also with a view of what needs to be prepared for the next session.

Description of Space
Interactive sessions work in very different room settings and infrastructures. Sometimes people stand in circles, sit in smaller groups in front of a flipchart, or sit face to face in a long row of chairs. Describe in this column how the space should be set up in order to allow for the implementation of the session described in the methodology column.

Materials
Define here what materials you need for the session, such as beamer, flipchart, coloured cards, board makers, etc.

Documentation
A MSP documentation is key to ensure transparency and inclusion. Sessions in which relevant content is developed or decisions are made need to be documented/ harvested. In this column you define how you plan this documentation and what the output will look like. For example, in a session with silent brainstorming the documentation is the sheet on which participants have written their ideas. In a working group it might be a flipchart with stickers.

#Tool 5: The Circle and Walking Check-in

Why should I use it?
The Circle and Walking Check-in are used as the first interactive methods to get to know each other, to get an overview who is in the room and why, to help people arrive in the room and the process, as well as to give everybody in the room the chance to speak up in front of everyone from the beginning. It is important to invest time in getting to know each other to allow for understanding the others, start building trust and hear other perspectives.

When should I use it?
At the beginning of a meeting, workshop, conference or event.

How should I use it?
Materials needed: no material needed.

Follow the two steps:
1. The Circle
2. Walking Check-in

Step 1: The Circle

Participants stand in a closed circle. The moderator presents the question and the rules.

Question: What is your name, the name of your organisation/institution/company and your role in the organisation/institution/company? Why are you here today?

Rules: Each person should answer in maximum three sentences.
1. Then the moderator starts, to set the speed.
2. Each participant answers one after the other. If someone takes more time, don't interrupt but remind the group about the three-sentences rule.

Other ideas of open questions:
- What do you hope to get out of this process?
- How do you feel with the process so far?
- Which question is most burning for you?
- What do you want to leave behind?

Step 2: Walking Check in

The Walking Check-in allows for more personal connection and to go deeper into content. It also allows introverted people to speak up.

1. The moderator invites the participants to find a person they do not know and to stand in pair.
2. The moderator presents the open question and the rules.

Question: What would you like to change with this project?

Rules: Each duo has two to four minutes to exchange on the question. (Alternative: Person A has two minutes to answer the question. Person B listens and after two minutes, it is the turn of person B to answer the question and of person A to listen.)

3. First round. The moderator acts as a time keeper. (Use a gong between the rounds)
4. Second round: the participants form a new pair and discuss the topic with a new person.

#Tool 6: Warm-Ups / Energisers

Why should I use it?
Warm-ups and energisers are short excercices to get participants of a meeting to learn more about each other, to help people get comfortable with each other, to have fun together and above all to (re)load energy.

When should I use it?
At the beginning of a meeting, workshop, conference or event. During a meeting, after lunch or coffee break to activate the participants after an intensive session or before starting the next session. The facilitator should use it anytime when s/he feels the energy level in the group is low.

How should I use it?
Materials needed: no material needed.

Check the following ideas:
1. Birthday line-up
2. The Pocket/Purse Game
3. Four Facts Game
4. Good news!
5. Count Up

Idea 1: Birthday line-up
Have the group stand and line up in a straight line. After they are in line, tell them to re-arrange the line so that they are in line by their birthday. January 1 on one end and December 31 at the other end. The catch is that they must do all this without talking or writing anything down.

Idea 2: The Pocket/Purse Game
Everyone selects one (optionally two) items from their pocket or purse that has some personal significance to them. They introduce themselves and do a show and tell for the selected item and why it is important to them.

Idea 3: Four Facts Game
Each person writes down four facts about themselves, one of which is a lie. Each person takes turns reading their list aloud and the rest of the team writes down the one they think is the lie. When all are done reading the lists aloud, the first person reads their list again and identifies the lie. The team sees how well they did.

Idea 4: Good news!
The moderator asks the participants to stand in a circle and share something good that has happened to them lately. Group clapping in between participant answers is a good way to keep the momentum going and also acknowledge the person's good news.

Idea 5: Count Up
The group stands in a circle with their eyes closed. The goal is to count to 20 (or the number of members in the group.) Only one person may say one number at a time. If two people speak at the same time, even for the slightest moment, the group must start over at number 1. The group has succeeded when they have counted up to the set number.
See more ideas here: https://www.sessionlab.com/library/energiser

#Tool 7: Speed Dating

Why should I use it?
The Speed Dating tool is an interactive method for participants of a meeting to get to know each other as well as to brainstorm or exchange on a specific topic. It animates the atmosphere during workshops and conferences, strengthens networking, and improve learning and knowledge sharing. The one-on-one exchange allows each person to speak up.

When should I use it?
During all phases of the MSP. At the beginning of a meeting, as a method to get to know in each other. During a meeting to brainstorm and exchange on a specific topic.

How should I use it?
Materials needed: a flipchart

Follow the three steps:
1. Prepare the room setting
2. Encourage exchanges between participants
3. Reflect

Step 1: Prepare the room setting

Prepare two rows of chairs facing each other, with sufficient space between each chair to allow people to discuss in pairs.

Step 2: Encourage exchanges between participants

5. The moderator invites the participant to sit on one of the chairs and presents the question that the participants will discuss in pairs. Write the question on a flipchart.

At the beginning of a meeting, the moderator can ask the participants to introduce themselves, who they are, what is their expertise, what they want to get from the meeting, what are their expectations or dreams for the future. But it can also be on a specific topic: what is the political situation in their country, etc.

6. The facilitator explains the rules:

- Each pair has two to four minutes to discuss the question
- The moderator acts as a time keeper.
- Each participant speaks one after the other. In this case, in the mid-time (after two minutes), the moderator should remind the participants to switch.
- After 2-4 minutes, participants of row A move to the next chair while participants from row B stays where they are sitting. This allows the creation of a new pair that can discuss on the same question.

This exercise should allow each participant from row A to discuss with each participant of the row B.

Step 3: Reflect with the group

The moderator asks the participants what they learned in this session, what has surprised them, and what they will take back home.

#Tool 8: Define your common goal

Why should I use it?
The core of any Multi-Stakeholder Partnership is the common goal shared among the different stakeholders despite their varying interests. Therefore, much attention must be given by the initiator and the core team to ensuring the development of a goal the stakeholders are strongly committed to.

When should I use it?
During the first meeting with the stakeholders.

How should I use it?
To develop a concrete and common goal that will guide the MSP stakeholders, one could follow the following single steps, applying a different interactive method to produce a result for each of these steps.

1. Context: Define a common understanding of the context of the MSP issue and make visible its complexity.
2. Prioritising: Identify the issue that is most relevant.
3. Social effect: Understand how those who are in the centre of the MSP are affected by that context.
4. Need: Understand the needs of those who are affected to improve their situation in that context.
5. Define a general MSP goal to address that need.
6. Operationalise that general goal into a concrete and measurable one.

Step 1: Context

This step provides maximum space for stakeholder's knowledge, experience and perspectives to be revealed. You need a method to make visible the diversity of how a group of different stakeholders view a topic of facts they connect to it. Silent brainstorming can be applied (see #Tool 12)

A guiding question in the example of inclusion could be: What shows that cultural identity, heritage and knowledge are dominated by nationalism, racism, white supremacy or class differences in your local context? Factors that could come up are:

1) In Bavarian classrooms a Christian cross hangs up the wall.
2) In Poland it is forbidden to speak of "polish" concentration camps.
3) More and more youngsters in France identified with the far-right party Front National.
4) In the city board of School principals are only white men.
5) Welcome Classes for Migrants are strictly separated from other school classes.
6) The participants in public funded youth centres do not represent the diversity of young people in the city.

Step 2: Prioritising (see #Tool 17)

Once the full picture of the issues as been made visible, stakeholders can view the different content, have an open exchange about it and through prioritising, identify a context factor they commonly share that is of high relevance.

In this example on inclusion it could be the following fact: Limited access to publicly funded youth centres for Black youngsters (structural discrimination) as data shows: 15% of youth population is black, however in public youth centres only 3% of the youth is Black.

Step 3: Social effect

In this step, depending on the number of attendees, stakeholders could break up into different working groups to dig deeper into the issue and develop a sound understanding of the effect of the identified context factor on the community. Stakeholders could first collect individually their ideas and then present it to each other. The output of this step could be a statement, a holistic understanding shared by the stakeholders that will serve as the foundation to define in the next step the needs of those the MSP cares about - in the case of inclusion, people that experience discrimination.
In the given example the effect could be: young Black people are excluded from profitting from the youth centres' programs, which focus on developing social, cultural and entrepreneurial competences, worsening their ability to live up to their full potential compared to young people that are not excluded from those programs.

Step 4: Community Needs

Once the most relevant context has been identified and the attendees of the session have developed a sound understanding of how this context is affecting the relevant community, the next step is about identifying the need that the MSP should address in order to improve the community's situation. This need is the compelling reason for implementing a MSP. Without the need and underlying demand by a community for the improvement their situation, a MSP would be an undertaking without direction.
In the given example, the community need might be a better access to the youth centres' programs.

Step 5: General MSP Goal

The overall goal flows from the community. Ask the question: What could the MSP contribute to answer and address the demand of the affected community that is in focus of the MSP. Social problems are rather com-plex, and a single goal might not be able to solve the issue in all its dimensions. And that is perfectly fine, oth-erwise it would overburden a single MSP or lead to a goal definition that is not realistic enough to be imple-mented.
In the provided case, a MSP goal could be to empower Black community organisations to offer similar pro-grams to their youth in collaboration with the publicly funded youth centres.

Step 6: Concrete MSP Goal

Where the general goal of the MSP is about "What could be done?", the concrete goal focuses more on "How this could be done?". The concrete goal is the one that is being communicated to other stakeholders to invite them to join the MSP process during the collaborative work (phase 3).
In our example this concrete goal could be: financial incentives for publicly funded youth centres to collaborate with Black community organisations and financial support to Black community organisations to co-develop tailored programs with the youth centres for the Black youth.

#Tool 9: Create a Visual Strategic roadmap

Why should I use it?
A strategic roadmap is a tool that gives a broad overview of all aspects towards the common goal of the MSP. It improves communication by providing a place where multiple stakeholders can weigh in on MSP objectives and progress. Co-creating a strategic roadmap together with the core team members is a good technique to strengthen the collaboration among and increase the motivation of stakeholders. The co-creation of the implementation will help to develop a shared understanding of the process and serve to identify different roles and responsibilities for MSP members, the schedule of MSP activities and tasks for the next steps. This common implementation plan can be used as an informal agreement between the stakeholders.

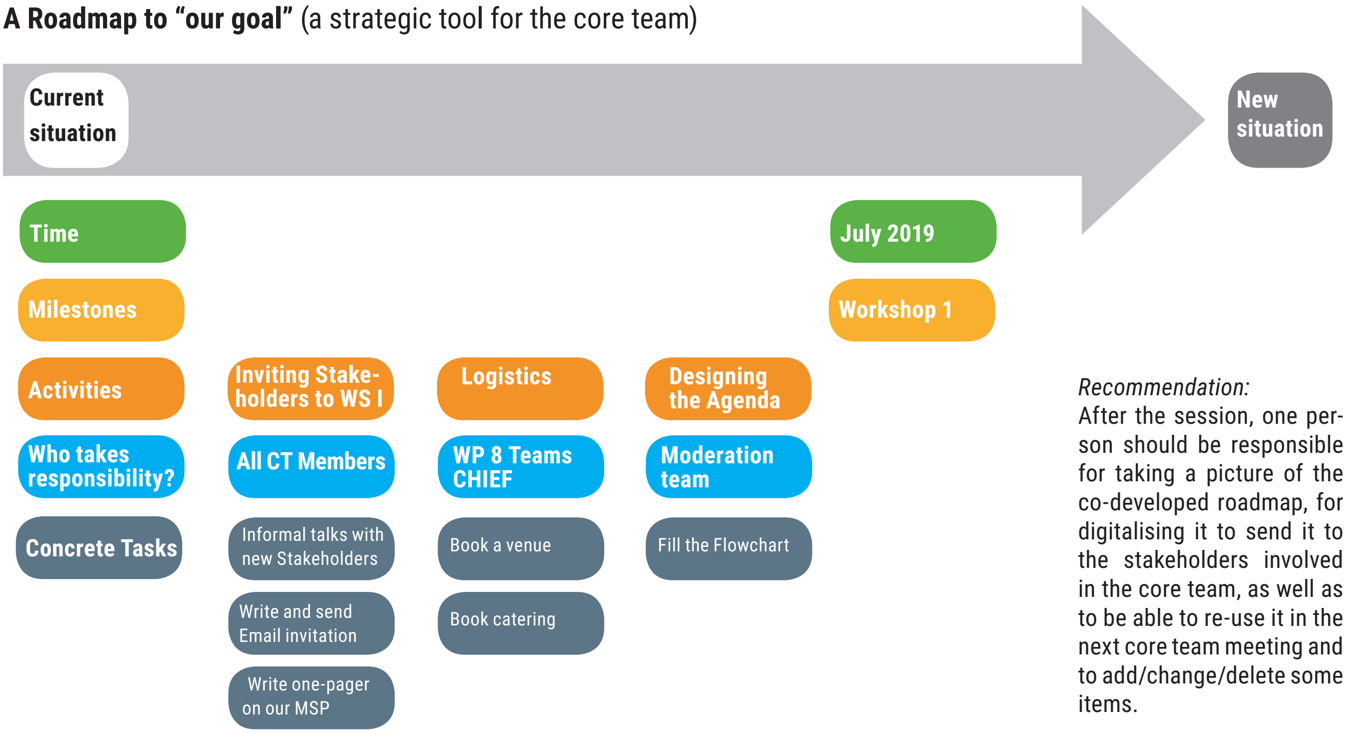
When should I use it?
The roadmap is mostly co-developed by the core team of a MSP during their first core team meeting and should be reviewed at every further core team meeting.

How should I use it?
Materials needed: moderation wall, colorful pens, colorful post-its/moderation cards

Follow the five steps:
1. Add the date and time
2. Highlight the milestones of the MSP
3. What are the activities that should happen?
4. Who takes responsibility for the coordination and implementation of these activities?
5. What are the concrete tasks linked to a special activity?

Example of a strategic roadmap:

A Roadmap to "our goal" (a strategic tool for the core team)



Recommendation:
After the session, one person should be responsible for taking a picture of the co-developed roadmap, for digitalising it to send it to the stakeholders involved in the core team, as well as to be able to re-use it in the next core team meeting and to add/change/delete some items.

#Tool 10: World Café Why should I use it?

The World Café methodology is a simple, effective, and flexible format for hosting large group dialogues. The World Café format adapts to many different circumstances. When the design principles are used together, they foster collaborative dialogue, active engagement, and constructive possibilities for action. Pay attention to the reason you are bringing people together, and what you want to achieve.

When should I use it?
This tool can be used during collaborative work and during offline meetings/workshops with the bigger group of stakeholders.

How should I use it?
Materials needed: big sheets of paper – flip chart, colorful pens, colorful post-its/moderation cards, vases of flowers, talking sticks item

Follow the five steps:
1. Setting
2. Welcome and Introduction
3. Small Group Rounds
4. Questions
5. Harvest

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model:

Step 1: Setting

Create a "special" environment, most often modeled after a café, i.e., small round tables covered with a checkered or white linen tablecloth, butcher block paper, colored pens, a vase of flowers, and optional "talking stick" item. There should be four chairs at each table (optimally) – and no more than five.

Step 2: Welcome and Introduction

The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.

Step 3: Small Group Rounds

The process begins with the first of three or more twenty minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

Step 4: Questions

Each round is prefaced with a question specially crafted for the context and desired purpose of the World Café. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.

Step 5: Harvest

After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using grahic recording in the front of the room.

Design Principles
The following seven World Café design principles are an integrated set of ideas and practices that form the basis of the pattern embodied in the World Café process.

1) Set the Context
Pay attention to the reason you are bringing people together, and what you want to achieve. Knowing the purpose and parameters of your meeting enables you to consider and choose the most important elements to realise your goals: e.g., who should be part of the conversation, what themes or questions will be most pertinent, what sorts of harvest will be most useful, etc..

2) Create Hospitable Space
Café hosts around the world emphasise the power and importance of creating a hospitable space—one that feels safe and inviting. When people feel comfortable to be themselves, they do their most creative thinking, speaking, and listening. In particular, consider how your invitation and your physical set-up contribute to creating a welcoming atmosphere.

3) Explore Questions that Matter
Knowledge emerges in response to compelling questions. Find questions that are relevant to the real-life concerns of the group. Powerful questions that "travel well" help attract collective energy, insight, and action as they move throughout a system. Depending on the timeframe available and your objectives, your café may explore a single question or use a progressively deeper line of inquiry through several conversational rounds.

4) Encourage Everyone's Contribution
As leaders we are increasingly aware of the importance of participation, but most people don't only want to participate, they want to actively contribute to making a difference. It is important to encourage everyone in your meeting to contribute their ideas and perspectives, while also allowing anyone who wants to participate by simply listening to do so.

5) Connect Diverse Perspectives
The opportunity to move between tables, meet new people, actively contribute your thinking, and link the essence of your discoveries to ever-widening circles of thought is one of the distinguishing characteristics of the café. As participants carry key ideas or themes to new tables, they exchange perspectives, greatly enriching the possibility for surprising new insights.

6) Listen Together for Patterns and Insights

Listening is a gift we give to one another. The quality of our listening is perhaps the most important factor determining the success of a café. Through practicing shared listening and paying attention to themes, patterns and insights, we begin to sense a connection to the larger whole. Encourage people to listen for what is not being spoken along with what is being shared.

7) Share Collective Discoveries

Conversations held at one table reflect a pattern of wholeness that connects with the conversations at the other tables. The last phase of the café, often called the "harvest", involves making this pattern of wholeness visible to everyone in a large group conversation. Invite a few minutes of silent reflection on the patterns, themes and deeper questions experienced in the small group conversations and call them out to share with the larger group. Make sure you have a way to capture the harvest – working with a graphic recorder is recommended.

More information: http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf

Source

- The World Café Community Foundation, http://www.theworldcafe.com

#Tool 11: Open Space

Why should I use it?
Open Space is a highly flexible methodology, which builds on the diverse talents and ideas of a heterogeneous group of stakeholders. It allows groups to self-organise around a complex issue, as participants are invited to create the agenda and take responsibility for exploring the issues they feel passionate about. The underlying structure of an open space is focused on enhanced learning and creativity to enable participants to develop innovative input. An open space workshop can run from a couple of hours to several days; Reserving plenty of time to foster transformative outcomes is important. The methodology can accommodate both small to very large groups. Before the workshop, an overarching question or statement is formulated to serve as the focus of the workshop.

When should I use it?
This tool is useful in the early stages of the collaboration phase, where exploration, problem solving and planning are central. It can help to generate in-depth information about a selected topic.

How should I use it?
Materials needed: chairs, flipcharts, moderation walls, coloured pens

Follow the four steps:
1. Open space setting
2. Opening the session
3. Opening the market place
4. Closing circle

Step 1: Open space setting

Set up chairs in a circle, leaving space in the middle. This chair arrangement shows all participants are equal, and by facing each other, they are invited to work together. Select a blank wall where the overarching theme of the workshop can be published. Also an Agenda Wall and News Wall need to be created.

Step 2: Opening the session

The facilitator invites people to reflect in silence upon the theme of the workshop, and come up with ideas and issues that resonate strongly with them. Any idea participants feel passionate about, and that they want to take responsibility for, can be published on the blank wall, which will act as a 'market-place'. Later, participants are asked to step up and host a small group conversation on an issue that has meaning for them.

The facilitator also explains the basic principles behind the open space workshop:

Principles:

- Whoever comes are the right people
- Whatever happens is the only thing that could have occurred
- Whenever it starts is the right time
- Whenever it ends is the right time

The law of two feet
Participants are encouraged at any time to change position and walk to the session they feel passionate about and want to take responsibility for.

Bumblebees and butterflies
Bumblebees and butterflies are the metaphors for participants travelling from one group discussion to another. By using the law of two feet, they can 'pollinate' and 'cross fertilise' as changing positions allows for new input, new links and broader perspectives to arise.

Step 3: Opening the market place

The facilitator invites everyone who has selected an issue to step into the middle of the circle and announce their choice. They write their topic, name, as well as a suggested time and place for a meeting, and post the invitation on the Agenda Wall.

When all invitations are published, participants can sign up for a session of their choice and contribute to the workshop by using the law of two feet.

The small group discussions can start simultaneously. A facilitator is appointed for each session, who also makes sure that a report is made for the News Wall. Plenty of flip chart paper and coloured pens are provided for each group.

Ideally, once the workshop has started, the general facilitator is "neither seen nor heard". As a self-organising event, participants need space and the facilitator's role is to keep this space open. He or she needs to ensure that participants can engage in a safe and open way to take full advantage of their creative and problem solving skills.

Step 4: Closing circle

30-60 minutes before the end of the workshop, the facilitator invites all participants to share their key learning points or highlights. This is a moment to share without discussion and harvest the output from the various conversations. A talking stick could be used. When multiple days are reserved for the workshop, the same steps can be repeated to get a deeper understanding and commitment.

Source

- The MSP Tool guide – Sixty tools to facilitate Multi-Stakeholder partnerships - Herman Brouwer & Jan Brouwers, Centre for Development Innovation, Wageningen University and Research, 2017: http://www.mspguide.org/sites/default/files/case/msp_tool_guide.pdf

#Tool 12: Silent Brainstorming

Why should I use it?
Silent Brainstorming is a useful technique for generating many different ideas and solutions to a problem without distractions or influence from other members of the group. It is often quite challenging to put a group of individuals in a room and expect equal, creative participation from them all. More often than not, part of the group will include passive individuals that are happy to let others take over, whilst other group members may naturally want to take the lead. Fixation on the ideas of other group members can also be quite destructive to problem solving, if the group becomes fixated on another member's idea; other solutions can be inadvertently blocked out. Silent brainstorming can be a very useful way of avoiding some of these potential problems.

When should I use it?
Silent Brainstorming can be used during the core team meetings and the workshops.

How should I use it?
Materials needed: a huge sheet of paper on a long table and marker pens

Follow the following steps:
1. Defining the problem and formulating a power question
2. Set the rules
3. Silent brainstorming
4. Discussion and reflection

Step 1: Write down the question you would like the group to focus on.

- Formulate the question clearly and concisely.
- Place the question in the middle of a big sheet of paper on a long table.
- People stand around the table.

Step 2: Set the rules:

a. Everyone walks around the table and writes down (in silence) as many different solutions to the question/problem as they can within a given time period.

b. No idea is off bounds even ideas that may seem implausible at first glance maybe extremely useful for sparking off further conversation and idea generation later on.

c. No idea should be criticised constructive discussions may follow this exercise. However at this stage people must feel free to come up with many different ideas, without fear of judgement or criticism.

d. Everybody can further develop an idea by adding to something someone else has written.

e. No talking during this stage.

f. Ask everyone to place their ideas somewhere in full view of the team so that people can read and think about them.

Step 3. Everyone write down (in silence) as many different solutions to the problem as they can

within the given time period.

Step 4. Discuss the ideas.

The moderator may read out some ideas and ask the group to reflect on what they read, what inspired or surprised them.

#Tool 13: Fish Bowl

Why should I use it?
The fish bowl tool enables the facilitation of large group dialogue by focusing on a small group discussion in an inner circle while the rest of the group listens and observes from the outer circle. It can be used as an alternative for traditional debates or panel discussions and offers a highly dynamic setting to discuss controversial issues and share expertise.
When the people in the middle are public officials or other decision-makers, this technique can help bring transparency to the decision-making process and increase trust and understanding of complex issues. Sometimes the discussion is a “closed conversation” among a specific group. More often, one or more chairs are open to “visitors” from the outer circle who want to ask questions or make comments. An open fish bowl enables the dynamic participation of the entire group.
Although largely self-organising once the discussion gets underway, the fishbowl process usually has a facilitator or moderator. The fishbowl is almost always part of a larger process of dialogue and deliberation.

When should I use it?
Facilitating large group discussions on controversial issues and sharing the expertise of group members. During the first stakeholders meeting when you want to build your core team, for researchers to share about the results of the research.

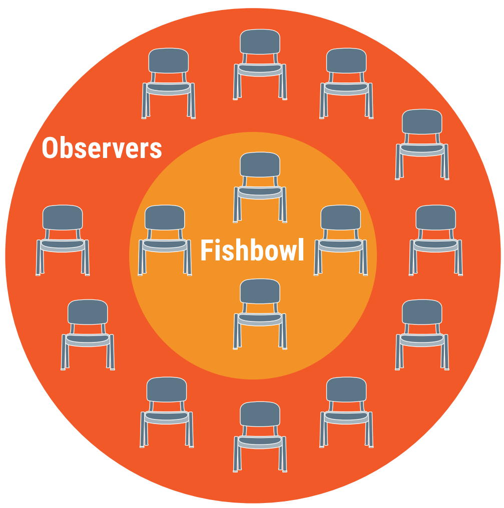
How should I use it?
Materials needed: chairs, Flip charts and markers
1. Fish Bowl setting
2. Opening the session (10min)
3. Fishbowl discussion (1h)
4. Debriefing (20min)

What is Fish Bowl?
Knowledgeable people (the fish) sit in a circle to discuss a series of directional questions, surrounded by a larger group of observers in an outer circle. The inner circle is the stage for speaking and contributing. Those in the outer circle must listen actively and move into the role of fish when they wish to participate in the conversation.

Step 1: Fish Bowl setting

Place a few chairs in an inner circle (Fish Bowl), surrounded by larger circle(s) of chairs (Observers).

Try to enable easy access to the inner and outer circles



Step 2: Opening the session (10 minutes)

- Identify two to three experts (or participants who have experience) on the issue to be discussed.

- Brief the experts/participants on the Fish Bowl process

- Open the session with the experts in the centre circle.

- Explain the process, the objectives and the issue that will be discussed:

More reserved groups may require encouragement to take up a place in the inner circle. This can be helped by well-formulated objectives and introductions to the subject matter. You can place limitations in the interest of time or fairness, such as everyone being required to make a minimum (or maximum) number of contributions in the centre circle.

- Decide collectively on the way to request a place in the inner circle. Often, simply standing up to indicate interest is enough. A tap on the shoulder may also be helpful, but be aware of cultural taboos. Much depends on the culture and composition of the group.

- Appoint a note-taker/rapporteur to write down the key points of the fishbowl discussion on a flipchart and present a summary to the group after the Fish Bowl has ended. The moderator can also take that role.

Step 3: Fish Bowl Discussion (about one hour)

Opt for one of the two types of Fish Bowl: open or closed.

- An open fishbowl contains several empty chairs in the centre circle from the outset. Any member of the audience can join the discussion by occupying an empty chair at any time. A “fish” must voluntarily leave the centre circle to free a chair. The discussion continues with participants frequently entering and leaving the Fish Bowl. Participants can have more than one opportunity to move into the inner circle.

- In a closed Fish Bowl, the facilitator splits the participants into two groups and assigns the role of speakers to one group, and the role of observers to the other. The initial participants in the inner circle speak for some time about the chosen subject. When time runs out (or when no new points are added to the discussion), the first group of participants leaves the fishbowl and a new group from the audience enters. The new group continues discussing the issue. This may continue until all audience members have spent some time in the Fish Bowl. The closed Fish Bowl approach is only appropriate when all participants have at least some level of knowledge about the subject.

Step 4: Debriefing (20 minutes)

The outer circle must always observe silently, and this principle should be enforced diligently by the facilitator. Participants in the outer circle can prepare questions and comments so that they are ready to move into the inner circle.

Once the topics or the time allocated have been covered, the facilitator should summarise the discussion and open the floor for a debriefing, after removing the inner circle of chairs. During the debriefing, review key points, interesting comments and the group's feelings regarding particular issues. Participants must be allowed to develop their own conclusions and express themselves freely.

Step 5: Create a documentation

Providing the participants with an overview document of the lessons learned and a list of key resources can be helpful after the exercise has ended.
If the outer circle participants want to make more contributions after the fishbowl session has ended, open a blog, wiki or discussion forum to continue capturing their comments, reflections and questions.

Source

- The MSP Tool Guide, Herman Brouwer and Jan Brouwers, The Centre for Development Innovation (CDI) of Wageningen University & Research - http://edepot.wur.nl/409844

- UNHR Toolkit: Fishbowl: The art of active listening - http://slitoolkit.ohchr.org/data/downloads/fishbowl.pdf

#Tool 14: Speed Geeking

Why should I use it?
Speed Geeking is a participatory tool used to quickly view several presentations within a short period of time. Its name is inspired by speed dating, since they both use similar techniques. It improves learning and knowledge sharing during a stakeholder meeting. This methodology works with large groups (more than 25 persons). It energises the atmosphere of a meeting and avoids long and boring power point presentations.

When should I use it?
During stakeholder meetings to present findings/knowledge on a specific topic. Ideal for academics to present their research findings to a non-specialist group.

How should I use it?
Materials needed: chairs, table, flipcharts

Follow the four steps:
1. Prepare the room setting
2. Define roles and rules
3. Run the Speed Geeking session
4. Reflect with the group

Step 1: Prepare the room setting

Identify how many presentations will run in parallel and create stations around the room so that those viewing the presentations can easily move from station to station.

A station is usually one table where the presenter can use her/his computer, or a flipchart, to show some visuals and max six to seven chairs per station. Things get loud: allow enough space between the stations to avoid yelling and allow all the listeners to hear the presentation properly. Make sure there are appropriate power/internet connections. And in each station, place a bottle of water for the presenters.

Step 2: Define roles and rules

In a Speed Geeking session, there are three roles:

- the Speed Geek presenters present their knowledge, findings, project or idea in a five to ten minute round. This is not a lot of time, so the presentation should focus on key points. Each presenter has a dedicated station in the room and will stay at this station during the whole Speed Geeking session. S/he will repeat her/his presentation several times depending on the number of rounds. The intent of a Speed Geeking session is that everyone visits every station.

- The listeners listen to each presentation and move from one station to another.

- The moderator/facilitator is the time keeper, tracking the five to ten minutes periods and blowing a whistle or ringing a bell to rotate listeners to the next station.

#Tool 15: Gallery Walk

Why should I use it?
The gallery walk is a method that allow participants of a meeting to walk around the room and see the various content that has been produced during a session or meeting. In interactive and participatory meetings, participants produce a plethora of valuable content, in different sessions during the meeting, e.g., individual reflection, collective brainstorming, parallel working groups or pair interviews. The moderator and facilitator of the meeting should plan a strategy and tools for documenting that content, such as using flipcharts or moderation walls where the ideas of the participants are visually documented on colorful moderation cards or post-its.

When should I use it?
At the end of a session or meeting to review all the content produced by the participants.
If the meeting lasts a day or two, after lunch or in the morning before starting with further activities, to allow the participants to remember what content has been produced so far.

How should I use it?
Materials needed: flipcharts, moderation walls, tape, drawing pins

The moderation walls and flipcharts with the content produced are placed/exhibited all over the room.

- Either participants walk in silence through the exhibited content and read the information presented on the walls or flipcharts,
- or the moderator guides the participants through the exhibition and highlights the main results.

#Tool 16: Storytelling

Why should I use it?
Storytelling is as old as human kind and has always been a means for transporting information and experience, e.g., from one generation to another. Storytelling as a method allows to unravel deep knowledge and wisdom that lies within a story and with the storyteller. During a MSP, storytelling can be used to gain a better understanding of the demands and needs of those stakeholders who are in the centre of the MSP. Their experiences, views, perceptions and knowledge is key to designing a MSP that serves their needs. The MSP initiator and the core team should devote time and focus on these stories to build a shared knowledge with those who the MSP serves. Storytelling implies active listening, an audience with different thematic "ears" and a feedback/summary round.

When should I use it?
The MSP initiator and the core team should devote time and focus on these stories during the initating phase. It might also be suitable for the first larger stakeholder meeting.

How should I use it?
Materials needed: flipcharts, moderation walls, cards, pens

Follow the five steps:
1. Define the guiding question
2. Identify the storyteller
3. Define the thematic ears
4. The Story
5. Feedback/Summary

Step 1. Define the guiding question

A rich story that allows for a learning experience for all stakeholders needs a strong guiding question to be triggered. The guiding question should address the very topic that is to be discovered and focus on the role the storyteller holds in that story. Storytelling is very personal and with the story, the storyteller will reveal as much about him/herself as about the topic itself. So it might start with "How have you ….." or "From your experience, …."

Step 2. Identify the storyteller

A story is only as good as the storyteller's ability and legitimacy to represent the experience that is presented by the story. If a MSP is to address a challenge of a marginalised group, the story does not only need to be presented from a person of that community, but that person also needs to hold the legitimacy of that community and the personal experience to talk about it. The more the storyteller is connected personally to the story, the richer the story will be for designing the MSP. The storyteller should get some time just before the story to mentally prepare, to dive back into the story, his/her role in it and bring the story back to life. However, this should not lead to a thought through presentation, but rather allow the storyteller to identify the different paths that the story entails and include these paths in the storytelling.

Step 3. Define the thematic ears

Here, storytelling is presented as an interactive method where the audience of the story takes on a role by active and targeted listening. Rich stories are multidimensional and complex, and therein lies their value. To empower the audience to be ready to grasp the story's complexity, different people in the audience take on different thematic ears, meaning that they carefully listen to the story from a specific perspective.

Thematic ears could be:

- The storyteller's contribution to the story.
- The story's connection to broader social challenges.
- What can be learned from the story, such as tools or tips?
- What are the three most striking facts in the story?
- Where did the story offer solutions?
- What is the fundamental challenge lying behind the story?

Once the role of the audience is split across the different "thematic ears", they are ask to document the content relevant to their "ear" while the story is being presented. In this way the audience becomes a complex system itself empowered to grasp the complexity of the story.

4. The Story

Once the role of the audience is set, it's the storyteller's turn to present the story, without interruption and plenty of time that allows the story to unfold. It is important that the audience and those reponsible for a MSP value the story with resources and attention and thus show their appreciation for the storyteller and the community the MSP is concerned with. A story should not last less than 20 minutes.

5. Feedback/Summary

Once the story has been presented the audience is asked to feed back what they have documented from their specific perspective (thematic ear) to everyone else. The moderator could note this feedback on cards and cluster the information on a moderation wall to visually present the richness of the story. During this last step the storyteller also has the opportunity to reflect again on what has been said by the audience.

#Tool 17: Prioritising and ranking

Why should I use it?
This tool will help you to select the most promising ideas or options when many have been generated.

When should I use it?
Anytime when many ideas have been generated and you need to make a decision and select only a few.

How should I use it?
Materials needed: Post-its, sticky dots, markers, flipcharts

Use one of the following methods:

1. Select Promising Ideas
2. Narrowing a Long list
3. Ranking and Scoring

What is prioritising and ranking?

So, you have brainstormed a lot of ideas in your meeting. The question is how you will decide together on which ideas to keep, and which ones to discard. There are various simple yet systematic methods to do this. Below you will find three: Select Promising Ideas, Narrowing a Long List, and Ranking & Scoring.

Method 1: Select Promising Ideas

It is the passion and energy of a team that makes the development of an idea successful. To get a sense of which brainstorming ideas generate excitement, let everyone on the team vote on their favourites while they are still fresh in their minds.

Cluster the ideas:
Spend a few minutes immediately after a brainstorming session grouping together similar ideas.

Vote for favourite ideas:
Ask the brainstorm participants to each select an idea that is their personal favourite, the one they want to work on, or the one they believe is most promising. Give everyone a limited number of choices. Let people decide in silence first, so that they are not swayed by others' opinions. Vote directly on the brainstorm Post-its, either using sticky dots or simply drawing a dot.

Discuss the results:
Count the votes and determine the most popular ideas. As a team, take the most promising ideas and decide which ones to develop further. Be realistic about the number you can pursue—aim for three ideas to start with.

Method 2: Narrowing a Long List

If there are many ideas, and much disagreement about which ideas to choose, a ranking exercise can help to select the most important ones in a systematic way. Be aware that the group needs to be clear about the criteria for selection: are we trying to get at the most important idea or the most feasible idea?

Examples of criteria: most important, time needed, cost, urgency, feasibility, desirability, next step.

Assuming that the criteria are clear, an easy way to narrow down the long-list is to divide the list by three (Kaner et al, 2014):

- Divide the number of items on the brainstormed list by three.
- Each person receives that number of choices. (E.g., if there are 15 ideas; everybody gets 5 choices.)
- Everyone may distribute his or her choices any way s/he wants.

The top third of the list – the items chosen most often – becomes the high-priority list.
The advantages of this tool are that it preserves creative ideas and protects minority voices.

Method 3: Ranking and Scoring

If you have e.g., ten ideas and it is not obvious which idea is the most important (or: relevant; feasible; or whatever criterion), this method can be a satisfying way to help make a group decision about priorities.

- Have these ten ideas written on a flip chart so that they are visible to the whole group.
- Have each member of the group rank the ideas in descending order by assign a number to each item, from most (ten) to least (one) important.
- Calculate average scores based on the individual rankings.
- Rewrite the items in the order of their scores.
- Discuss the setting of priorities.
- Redo ranking, if desired.

Source

- The MSP Tool Guide - Herman Brouwer and Jan Brouwers, The Centre for Development Innovation (CDI) of Wageningen University & Research - http://www.mspguide.org/sites/default/files/tool/44msp_tools_prioritizing_and_ranking_44.pdf

#Tool 18: Online Communication / Collaboration tools

Why should I use it?
Online communication and collaboration tools are a must in a MSP. They are complementary to offline/physical meetings where all the stakeholders might not be able to join, and where all the decisions and working processes cannot be finalised. Online communication tools ease the communication between the partners at anytime and regardless of their location. Moreover,they are cost effective compared to physical meetings.
Online communication and collaboration tools allow stakeholders to share knowledge and work in an efficient way, leading to faster and more effective decision-making, ensuring the transparency of the processes by documenting the discussions and giving access to all relevant information and resources.

Thanks to online collaboration tools for example, the stakeholders do not need to use e-mails as the primary means of communicating with each other and as such avoid to search an inbox for a lost document.

When should I use it?
Anytime between physical meetings. But also, during a stakeholders' physical meetings to connect with people who cannot attend the meeting physically but would like to take part in a session.

How should I use it?
Choose the tools that most closely match your stakeholders needs and wishes to:
1. Communicate
2. Work together
3. Share files
4. Decide

#Communicate

Slack
Slack is a messaging app for teams. It brings all your team's communication and files in one place, where they're instantly searchable and available wherever you go.
Source: https://slack.com
Open Source alternatives: https://opensource.com/alternatives/slack

Skype
Skype is a software that enables people to make free video and voice one-to-one and group calls, send instant messages and share files with other people. You can use Skype on your mobile, computer or tablet.
Source: https://www.skype.com/en/
Open Source alternatives: https://opensource.com/alternatives/skype

Zoom
Zoom is a cloud platform for video and audio conferencing, chat, and webinars.
Source: https://zoom.us/
Alternatives: https://www.eztalks.com/video-meeting/alternatives-to-zoom-cloud-meeting.html

Blue jean
BlueJeans is a meetings platform that allows you to host or manage a video, audio or web meeting from a conference room, desk or a remote location.
Source: https://www.bluejeans.com
Alternatives: https://www.eztalks.com/video-conference/alternatives-to-bluejeans-video-conferencing.html

Google Hangouts
Hangouts is a communications tool that allows to chat directly with a person as well as to run video or voice calls for free with group for up to 150 people. You can use it across all your devices. With Hangouts Chat, teams can collaborate in an organised way, share and discuss Google Docs, Sheets, and Slides all in one place.
Source: https://support.google.com/hangouts/
Open Source alternatives: https://alternativeto.net/software/google-hangouts/?license=opensource

Signal
Signal is a free and secure messaging app recommended for its privacy and security features. It allows group chats, voice and video calls.
Source: https://signal.org
Alternatives: WhatsApp and secure alternatives:
https://www.maketecheasier.com/alternatives-to-whatsapp/

#WorkTogether

Doodle
Doodle is an easy online tool to make polls and schedule meetings with various persons.
Source: https://doodle.com/

Google Docs
With Google Docs you can create and edit text documents right in your web browser—no special software is required. Multiple users can work at the same time, see people's changes as they make them, and every change is saved automatically.
Open Source alternatives: https://opensource.com/business/15/7/five-open-source-alternatives-google-docs

Trello
Trello is a visual tool that helps teams to organise their work. Trello's boards, to do-lists, and cards enable you to organise and prioritise your projects.
Source: https://trello.com/en
Open Source alternatives: https://opensource.com/alternatives/trello

Prezi
Prezi is an online presentation tool that uses motion, zoom, and spatial relationships to bring your ideas to life.
Source: https://prezi.com/
Open Source alternatives: https://alternativeto.net/software/prezi/?license=opensource

Google Slides
Google Slides is a free online presentation tool that allows various users to create a presentation and edit it at the same time — from their computer, phone or tablet.
Source: https://www.google.com/slides/about/
Open Source alternatives: https://alternativeto.net/software/google-slides/

#Share

Google Drive
Drive allows users to store and share photos, videos, files and more in the cloud. The first 15 GB of storage is free with a Google account.
Source: https://www.google.com/drive/
Open Source alternatives: https://alternativeto.net/software/google-drive/?license=open-source

Dropbox
Dropbox is a structured workspace where you can store all your files. They are securely synchronised across all devices - so you can access them anytime, anywhere.
Source: https://www.dropbox.com/
Open Source alternatives: https://alternativeto.net/software/dropbox/?license=opensource

#Decide

Loomio
Loomio is decision-making software that helps groups to make decisions together without meetings. Users can initiate discussions and put up proposals.
Source: https://www.loomio.org
Open Source alternatives: https://alternativeto.net/software/loomio/?license=opensource

Reddit Inc
Create a community on Reddit that can share content by posting stories, links, images, and videos. The users can comment the posts and upvote or downvote them. The most interesting content rises to the top.
Source: https://www.redditinc.com/
Open Source alternatives: https://alternativeto.net/software/reddit/?license=opensource

#Tool 19: Feed*Forward*

Why should I use it?
Feed*Forward* is a simple and powerful tool that was created by Marshall Goldsmith to provide individuals, teams and organisations with ideas and suggestions for the future. It creates an inclusive culture in which people dare to call each other to account. It improves cooperation and the quality of communication.

Feed*Forward* helps people envision and focus on a positive future, not a failed past. By giving people ideas on how they can be even more successful, we can increase their chances of achieving their goals in the future.

Feed*Forward* is not a feedback on personal level, and it does not involve a personal critique as the method is focussing on something that has not yet happened! FeedForward is a method positively focusing solutions – not problems.

Feed*Forward* does not imply superiority of judgment. It is more focused on being a helpful "fellow traveler" than an "expert". As such it can be easier to hear from a person who is not in a position of power or authority.

When should I use it?
Feed*Forward* can be used during the core team meetings and the workshops.

How should I use it?
Materials needed: a pen and a bloc note

Follow the following rules:

1. Listen actively to the presentation and take notes about ideas for the future.

2. After the presentation, the idea providers do NOT give any feedback on the past, but only suggestions and ideas for the future. These ideas should always be formulated as recommendations. It is NOT about a coaching discussion, but about producing as many ideas and suggestions as possible.

3. The ideas are not evaluated and not commented by the recipients - no dialogue! - The idea recipients just listen and take notes.

4. In the end: mutual appreciation

Source

- The Marshall Goldsmith FeedForward Tool, http://www.marshallgoldsmithfeedforward.com

#Tool 20: Evaluation line

Why should I use it?
Evaluation line is a simple evaluation method to find out if and how the expectations of meeting's participants were met. This exercise lasts about 15-20 minutes.

When should I use it?
At the end of the core team or stakeholders' meeting to evaluate the meeting.

How should I use it?
Materials needed: Two cards

Follow the three steps:
1. Setting
2. Explain the rules
3. Score various topics

Step 1: Setting

Arrange the space to create a line where all participants can stand in a line. Put at one side of the line a card with a smiley and at the other extreme a sad face emoji.

Step 2: Explain the rules

The moderator will ask a series of questions concerning meeting contents, formats, organisational and logistical matters. For each question the participants are invited to score for him/herself somewhere on the line.

Step 3: Score various topics

After each scoring, the moderator asks one representative from the two sides why they are standing there.

#Tool 21: Evaluation dot wheel

Why should I use it?
Evaluation dot wheel is a simple evaluation tool to find out what the participants have thought about a workshop.

When should I use it?
At the end of the core team or stakeholders' meeting to evaluate the meeting.

How should I use it?
Materials needed: flipchart, sticky dots, pens

Follow the three steps:

1. Create the evaluation dot wheel
2. Score the topics
3. Group reflection (potentially)

Step 1: Create the evaluation dot wheel

Draw a big circle on a flipchart. Add the topics you would like to evaluate at the edge of the circle and draw lines from the middle of the circle to separate the topics. Add a scoring system: 0 in the middle; 100% at the circle, 50 % half way. Or a smiley in the middle of the circle and a sad face emoji outside the circle.

The topics can be anything that you would like to evaluate:
- Logistics (catering, venue)
- Agenda (breaks, rhythm)
- Methods applied
- Moderation/Facilitation
- Content developed
- Results
- Hope for the future

You can also ask the participants which topics they would like to evaluate.

Step 2: Score the topics

Present the wheel to the participants and give them sticky dots (one dot per topic) so that they can score each topic. The whole group should stick at the same time to keep a kind of anonymity and honest voting.

Step 3: Group reflection

Either the exercise is over after participants' voting or when all the participants have finally voted, the moderator can ask them if they want to comment the results and what they think could be improved.

Source

- The MSP Tool guide – Sixty tools to facilitate Multi-Stakeholder partnerships - Herman Brouwer & Jan Brouwers, Centre for Development Innovation, Wageningen University and Research, 2017: http://www.mspguide.org/sites/default/files/case/msp_tool_guide.pdf

#Tool 22: Round of +/-

Why should I use it?
Round of +/- is a participatory evaluation method to foster a joint reflection on what has been achieved, articulate what is still needed and what could be improved for the next meeting. This exercise lasts about 20 minutes.

When should I use it?
At the end of the core team or stakeholders' meeting to evaluate the meeting.

How should I use it?
Materials needed: One flipchart, chairs

Follow the four steps:
1. Prepare the setting
2. Reflect on room for improvement
3. Gather the + and –
4. Summarise the results

Step 1: Setting

Make a circle of chairs and arrange the flipchart so it is clearly visible for everybody.

Step 2: Reflect on room for improvement

Ask people individually to reflect on one positive element they have at the end and one recommendation for improvement or other suggestion to improve on for the next event (5 min).

Step 3: Gather the + and -

Make a round and note in two columns the + and – on a flip chart. If the same issue is mentioned multiple times: add an extra "I" besides that issue.

Step 4: Summarise the results

At the end: make a short summary by stating the issues that have been mentioned the most.

Source

- The MSP Tool guide – Sixty tools to facilitate Multi-Stakeholder partnerships - Herman Brouwer & Jan Brouwers, Centre for Development Innovation, Wageningen University and Research, 2017: http://www.mspguide.org/sites/default/files/case/msp_tool_guide.pdf

#Tool 23: Closing Circle

Why should I use it?
This tool helps to wrap up a meeting in a positive way, enhancing participants' commitment to the MSP. Inviting participants to share their feedback on the meeting is more memorable than a summary from the facilitator or chairperson. It helps to foster group bonding and create ownership over what has taken place and the results from the meeting.

When should I use it?
The commitment stage. At the end of a meeting.

How should I use it?
Materials needed: no material needed

Follow the three steps:
1. Feedback
2. Next steps
3. Thank you

What is a Closing Circle?
It is as important to carefully plan the closing of a meeting - a workshop, a conference, or whatever kind of gathering – as it is to plan the opening of the working agenda and move forward. And as everything else in a process, every closing should be fit for particular context.

Step 1. Feedback

Instead of a dry evaluation exercise, end the meeting by allowing all participants to briefly share their thoughts or feelings. Arrange a circle of chairs without tables to prepare for a "Closing Circle".

Think carefully about what you invite people to share, or which question you ask them to address. For example, you can ask them to share, in one sentence, how they feel right now, when the meeting is being closed, or what the participants will take home from the meeting. Or, if time is short, ask the participants to share in one or two words only. You can also ask the participants to share what surprised them about the meeting, or what expectations were not only met but exceeded. Or you ask them for one highlight, in one word, that they will remember for a long time.

A small object can also be used as a "talking stick" to pass around the circle from speaker to speaker. It is nice to use something that feels good to the touch, and is light and small enough to hand around easily, for example an orange, or a piece of wood.

The circle can be concluded with everybody speaking, or you can allow participants to pass the talking stick on to the next person without speaking if they prefer.
You can also put a small table, or a piece of cloth on the floor in the middle of the circle, and place the talking stick object there. In that case, those who want to share something will get up, pick up the object, sit back down or remain standing, share their thoughts and put the object back down, for the next person to come into the middle.

Step 2. Next steps

Participants should be able to leave the meeting knowing what to expect next. Will there be a meeting report? When? In which form? Will there be a draft to comment on? Will presentations given at the meeting be made available to everyone? When and where will there be another meeting? If that is not known yet, when will it be known? And how will be it communicated afterwards? It is the role of the moderator/facilitator to provide them with this information.

Step 3. Thank you

Don't forget to thank everyone who has contributed to making the meeting happen, and making it a success. Consider carefully who should do the thanking at the end: organisers, conveners, facilitators? There might be issues of status and tradition to be considered.

Sometimes, we can ask people to step forward, or stand up, when being thanked, so they receive applause. If you ask them to remain standing, and include in the Thank Yous each and every one, including participants, then you end up with a room full of people standing and applauding each other. It is a fun way of celebrating a gathering.

Source

- This tool description was provided by Minu Hemmati:
  http://www.mspguide.org/tool/closing-circle

- The MSP Tool guide – Sixty tools to facilitate Multi-Stakeholder partnerships - Herman Brouwer & Jan Brouwers, Centre for Development Innovation, Wageningen University and Research, 2017:
  http://www.mspguide.org/sites/default/files/case/msp_tool_guide.pdf

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- Stakeholder-Dialoge erfolgreich gestalten, Petra Künkel, Silvine Gerlach, Vera Frieg – Springer Gabler
- The Marshall Goldsmith FeedForward Tool: http://www.marshallgoldsmithfeedforward.com/
- The MSP Guide – How to design and facilitate Multi-Stakeholder Partnerships - Herman Brouwer and Jim Woodhill with Minu Hemmati, Karèn Verhoosel and Simone van Vugt, Wageningen Centre for Development Innovation: http://www.mspguide.org/msp-guide
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