| **Guidance for the first stakeholder workshop (steps 3 & 4)** |
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| **Issue** | **Critical Questions for Workshop Planning** |
| **Purpose/****Goals**  | * **What is/are the purpose/goal(s) of the workshop(s)?**
* Achieving a common understanding of the project objectives
* Engaging stakeholders and involving them in the process, making clear that the success of the initiative relies crucially on their ideas and their collaboration.
* Generating awareness and understanding of the services which nature provides to people, both locally and elsewhere
* Learning from stakeholders to identify local ‘ecosystem service opportunities’.
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| **Participants**  | * **Who should be invited to participate in the workshop?**

This should be decided based on the stakeholder analyses in Step 2, taking into account all relevant aspects such as local hierarchies or existing conflicts and collaborations. Too many people may be difficult to handle, so small working groups should be formed and later report back. 20-30 seems a good size. If there are more stakeholders who should be involved, think about organising several workshops. This may also be a good idea for other reasons, for instance if stakeholders are far apart and travel is difficult, or if there are conflicts that make it risky to attend a joint workshop. Another reason might be that if stakeholders come from different social levels or have other (cultural? political?) differences, some may not speak up when others are present.* **How to ensure that stakeholders participate?**

In some cases stakeholders may already be interested in the study and workshop attendance will be no problem. In others, travel costs and even accommodation might need to be reimbursed, food provided, or allowances paid. It can also matter who addresses the invitation to participants. Should it be the mayor or district head, or would a protected area manager or a research team be more effective? Contact through letters and emails might be enough in some cases, but in others it might be better to make personal invitations during short individual visits or within other events. It is also important to look at appropriate gender balance and, if necessary, take account of any obstacles to the participation of women. |
| **When & where** | * **When should the workshop take place?**

The date for the workshop should fit properly into the schedule of the assessment team, making sure that preparatory work and organisation can realistically be finished. Moreover, the timing should meet the needs and availability of participants. There may be periods (harvesting, holiday, etc.) or specific dates (public holidays, religious events, etc.) that would make it difficult for stakeholders to attend. Invitations should be sent in good time, allowing people to plan for their attendance. How much time to give them may vary considerably between cultures and also hierarchical levels. Administration staff, for example, may have a busy schedule and need to know well in advance. Some communities are not used to this kind of planning. For them it is important that somebody shows up to invite them in person.* **How long should the workshop take?**

We suggest a full-day workshop in order to have sufficient time to cover all issues.* **What is a good location?**

The location deserves careful thought. For instance, it should be sufficiently ‘neutral’ and not offend any stakeholder group. It should be easy to reach, the rooms should be big enough to host the desired number of people, and the necessary technical equipment must be available (or the workshop design adjusted accordingly). Options for catering or even accommodation may need to be considered. |
| **Roles & responsibilities** | * **Who will moderate the workshop?**

The moderator should be able to concentrate on the moderation and to maintain the flow of the process as a whole. Presentations, group work facilitation, and reporting results are better done by others. The moderator has a challenging task: he should be skilled in facilitating workshops but also needs a good understanding of the issues and concepts in order to react flexibly and constructively to participant input. Has he or she read and fully understood this guidance manual?* **Who will officially introduce and end the workshop?**

It is worth considering who should open the workshop and speaks the introductory and closing words. Here, local hierarchies must be respected.* **Who will observe the general dynamics and adapt accordingly?**

The organising team should be prepared to handle unforeseen dynamics, but any intervention during the workshop should be handled with care, so that the moderator does not lose authority and control. One good idea is to assign the role of an official assistant to the moderator so they can have regular short conversations, for instance while participants are involved in exercises.* **Who takes care of logistical and administrative issues?**

There should also be someone in charge of all technical and administration questions (e.g. reimbursement, hotel booking, room planning, lunch and coffee breaks, etc.).* **Who will record the results and how?**

Assign responsibility for recording the results and for preparing reports back to the team and to participants. |
| **Workshop Format and Methods** | * **What methods and materials should be used?**

Adapting to each participant group is fundamental. Carefully choose the most appropriate methods (e.g. presentations, plenary discussions, group work, games, etc.) and make sure that all necessary material (e.g. computers, white boards, posters, etc.) will be available. Consider language as well. Do all participants speak the same language? Are there local dialects? Might the moderator and the group facilitators face any difficulties? Are all presentations in a language that participants will understand? Here, it is also crucial to consider technical language, which may be a barrier to understanding and create frustration. TEEB and the ecosystem service concept tend to be very academic. Good explanations and wording suited to the target audience are keys to good communication. Additional challenges arise if participants are illiterate. In that case, presentations and exercises should rely more on pictures, symbols, drawings, etc.* **Will we need breakout groups? Do we have necessary space and material?**

If you have 20 or more participants, do much of the dialogue work in small groups of 10 to 12. Much smaller than that and you lose energy and diversity; much larger and it’s hard for people to have enough time to really explore the issues and contribute to the discussion. If you are working with larger groups, split larger plenary sessions into smaller gatherings in which most of the real dialogue will take place.* **How to present workshop results to participants and how to announce follow-up?**

People will want to know the answers to certain questions: What will happen next? How will the results of this workshop be used? How do we keep in touch? When do we meet again? They should have the answers to these questions by the end of the workshop. Sometimes an illustrated leaflet or a one-page flyer (perhaps with the date of the next meeting) will remind them that something is going on and help them spread the word.  |