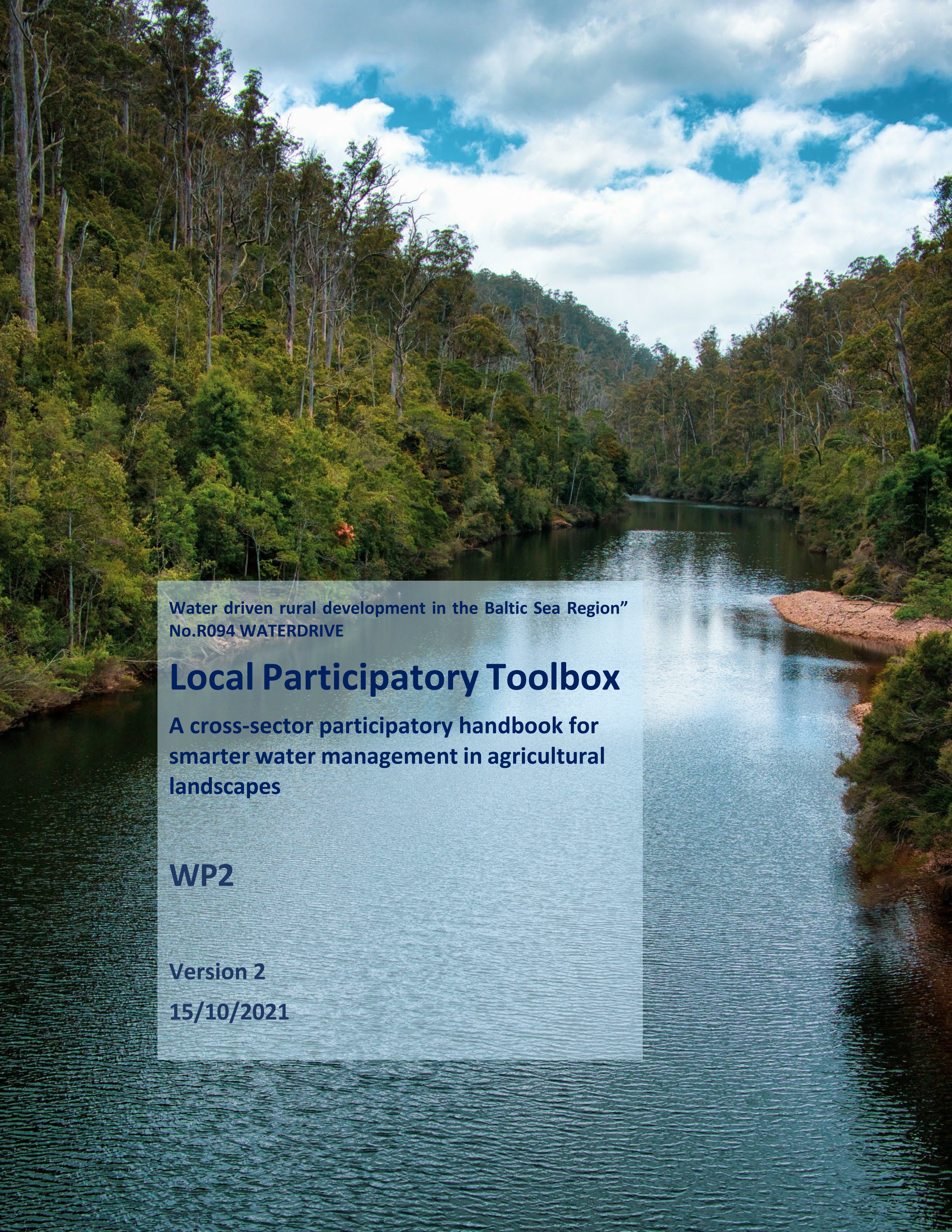

Water driven rural development in the Baltic Sea Region"
No.R094 WATERDRIVE

Local Participatory Toolbox

A cross-sector participatory handbook for smarter water management in agricultural landscapes

WP2

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Finland	Finnish Environment Institute
Finland	ProAgria Southern Finland
Finland	Finnish Field Drainage Association
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Introduction

The Local Participatory Toolbox (*further Toolbox*) aims to inspire the target groups in organising and implementing cross-sector local water management. The practise indicates that quite often locally there is lack of efficient collaboration among different stakeholders which is required to effectively manage water resources. This instrument will guide and assist in identifying joint objectives, facilitate cooperation and prepare action and investment plans. Target groups are local/regional authorities, farmers/landowners, and rural communities.

This Toolbox will help you to familiarize yourself quickly and comprehensively with some useful methods and tools for facilitating local participation in water management projects. By indicating tips and recommendations, collaboration between different stakeholder groups should be more easily achieved/facilitated.

The reader will find some tips and tricks to be used when administering/facilitating or leading a water management project, but it can also be applied to other thematic projects. It will give some useful recommendations and indicate methods and tools how to achieve cross-sectoral stakeholder participation seeking more effective water management locally. The Toolbox focuses on encouraging bottom-up processes.

The Toolbox focuses on the sociological context and will help to identify joint objectives, facilitate cooperation, and prepare action plans. The guide may be used for building capacities and as a source of inspiration for the target groups aiming to improve participatory local water management.

This guide is one of the final outputs of the WaterDrive project that investigates and aims at improving of eater management in agricultural landscapes across the Baltic Sea Region.

Participatory processes are recognised as crucial in realization of sustainable and integrated water management. The importance of public participation is highlighted in a few international documents: Rio Declaration (Principle 10), the Aarhus convention promoting principles of public participation in environmental matters, Water Framework Directive.

1. Participation processes in local water management

The Local Participatory Toolbox serves the purpose to promote local participation processes in water management.

Any water management project will be limited by geographic boundaries and refer to a region or local area and therefore applies to a certain local context. Let's define the key concepts.

Local: from, existing in, serving, or responsible for a small area, especially of a country (Cambridge Dictionary); of, relating to, or applicable to part of a whole primarily serving the needs of a particular limited district (Merriam Webster Dictionary). Local might mean all relevant levels of territorial unit below the level of the country.

Participatory: allowing people to take part in or become involved in an activity: (Cambridge Dictionary). Characterized by or involving participation especially providing the opportunity for individual participation (Merriam Webster); allowing or providing for the participation of all members of a group (Collins Dictionary).

This means that this handbook will show how to achieve participation of cross-sector stakeholders in water management projects.

Toolbox: a container in which you keep and carry small tools, especially those used in the house or for repairing a car (Cambridge Dictionary); a box or chest, usually compartmentalized, in which tools are kept (Collins Dictionary).

This means that you can regard this handbook as a toolbox, which has structured and compartmentalized tools and methods for participation and collaboration.

Collaboration. In the context of stakeholder participation, collaboration is referring to various stakeholders working together for reaching common goals. Instead of competing, stakeholders participate fully and develop capabilities in exchanging resources and information for deducing solutions and knowledge, while also developing conflict resolution capabilities (Luyet, 2012).

Facilitation. The term "facilitation" stands for "the process of making something possible or easier“ (Cambridge Dictionary) and is aimed at a leadership philosophy that is spreading worldwide and that largely dispenses with directive elements in favour of participation, diversity, self-control and organizational learning based on reflection.

The goal of facilitating is to bring together the potentials of a group. The essential task of a facilitator is to bring to light the knowledge and wisdom of a group or an entire system - and, when momentum is created, to encourage and support and not to stand in the way.

The leadership is a very important topic in water and land management. The tips on collaborative leadership you can find in the other output of the WaterDrive project – The Leadership Manual.

There is wide range of public participation tools that can be used by stakeholders. This Toolbox presents a non-exhaustive list of tools that can be used during preparatory, planning, implementation and monitoring and evaluation phase.

The main principles relating to public participation in water governance (OECD, 2011): should be considered during any phase of a participatory process.

- Equity and inclusiveness: reaching out to all stakeholders and offering them equal opportunities to participate.
- Accountability and transparency: employing transparent and democratic mechanisms, publishing results in an understandable and traceable way, and providing recourse mechanisms.
- Flexibility: keeping the approach flexible by considering different issues, participants, value diversity, linkages into decision-making and time frames.
- Effectiveness and speed: organizing the process so that competences, roles, and time frames are clearly and realistically defined.
- Responsiveness: the process must follow stakeholder needs and requirements and must take their input into account.

The success of participatory process depends on tools and techniques used and, of course, on surrounding circumstances. We suggest also to look at the structure of the participatory process and depending on the phase to use certain tools. In this Toolbox we've defined following stages if participation:

1. Preparatory phase
2. Planning phase
3. Implementation phase
4. Monitoring and evaluation phase

The next parts of the Toolbox describe the most important aspects of each phase and suggest the relevant tools to be used at certain phase. These tools may not be applicable to all contexts and should be adapted to each local case.

2. Preparatory phase

You are in charge of a water management project, and you want to facilitate meetings to engage different stakeholders in your project and make them participate. For this aim, you must consider the following steps:

- Identify stakeholders, who can be (potential) participants: Who should participate in the project? What should be their level/degree of participation?
- Identify benefits, motivations, and incentives for participating: What would make it more likely and attractive for your identified stakeholders to participate?
- Use communication strategies/ different channels of information: How do we reach these stakeholders?

This chapter will help to answer those questions.

2.1. Identifying stakeholders/(potential) participants

The first step concerning participation is to think about who should and who can participate. Who is needed for your project and who is affected by it? By including as many relevant stakeholders as possible you will be able to create better solutions. Also, innovative ideas may come about when experiences and ideas are exchanged between a cross-sector participants group. For this purpose, especially heterogeneous groups have a large potential.

Having project partners from different professions will provide you with a well-rounded project solution. So, you need to identify suitable stakeholders and approach them. With stakeholders from diverse backgrounds, you take advantage of the unique knowledge that every stakeholder brings to the project.

Of course, you might have different stakeholder groups, which need to part at different degrees. Some you only need to keep informed while others need to be managed more closely.

What is a stakeholder? Stakeholders are all those who have an interest in a (water management) project to be implemented. They are people who can influence the project. Or who are themselves influenced by the project. This context enables them to make the project a success or make it fail. Stakeholders can be people who are close to a project. But stakeholders can also be further away from the project.

The following questions should be considered when developing a list of potential project partners:

- Whom do I need for this project topic, challenge, or problem?
- Who can help me?
- Who is responsible?
- Which external institutions or agencies should be involved?

The integration of all stakeholders is an important factor for the success of the project. Not including certain stakeholders can lead to risks such as bias or negative attitudes towards the project. Nevertheless, be aware that including many stakeholders could increase the costs and complexity of the project. Therefore, the challenge is to find a balance of integration.

Stakeholder analysis. To create good project results, it is important to understand the wishes and ambitions of your (most important) stakeholders, among other things. In environments where you are dealing with many stakeholders, this can become a complex undertaking. Therefore, it is important that you provide focus. And that you decide who/when/what should be involved in the process. This happens at the very beginning of a project. Then, you conduct a stakeholder analysis. The resulting so-called stakeholder map is a practical tool to determine the framework for the project and to define the role of the different stakeholders. The tool makes it easier to quickly identify the relevant key stakeholders. And to involve them as efficiently as possible. In addition, the stakeholder map shows which forms of input the respective stakeholders need to provide. The same applies to necessary forms of communication.

Identifying Stakeholders. In principle, you can identify relevant stakeholders on your own. But you can also ask others for help. A rough categorisation gives you a first indication of the areas in which possible stakeholders are to be looked for. A classification into internal, external and interface stakeholders has proven useful:

1. Internal stakeholders: These people mainly want the project to be profitable. And/ or that it is carried out efficiently.
2. External stakeholders: This group of people is usually concerned that the project fulfils needs. Emotional interests often play a role in this.
3. Interface stakeholders: These are entities that can exert influence on the project, for example due to laws or rules. These can be authorities, society, or the education system.

Stakeholder analysis. After the stakeholders have been identified, the analysis phase begins. In this phase, the different stakeholders are examined in more detail. This includes examining to what extent they are crucial for the success of the project. This can be determined by answering the following questions:

- Which stakeholders exert the most influence on the project?
- Which stakeholders are most influenced by the project?
- Which stakeholders are responsible for the resources of the project?
- Which stakeholders are the biggest supporters?
- Which stakeholders pose a challenge?

Stakeholder matrix. Following the stakeholder analysis, the stakeholders can be positioned in a matrix. Stakeholder mapping, also called stakeholder matrix, is a visual instrument for stakeholder management. This matrix shows the degree to which the project is important for certain stakeholders. And to what extent they should be involved accordingly. The matrix has two axes. The horizontal axis shows the degree of interest or importance of the project. The vertical axis indicates the strength of influence of the respective stakeholders. The matrix can be divided into four quadrants: 'monitor', 'satisfy', 'inform', 'maintain close contact'. Once the stakeholders are sorted into the respective quadrants, it becomes clear in which form relationships with the respective stakeholders are to be built.

Monitor (little interest, little influence). Little identification with the project. These stakeholders should not be bothered with information whose relevance to them is limited. Deliberately choose moments to communicate with these stakeholders and convey only relevant content. Example: Sending information about your initial workshop.

Satisfy (much influence, little interest). Enough time should be invested in these stakeholders to keep them satisfied. But not so much that they eventually feel disturbed by the message. Example: Invite these stakeholders to a workshop or meeting or ask them to give feedback by phone.

Inform (low impact, high interest). Inform these stakeholders appropriately. And collect relevant data that will prevent major problems from occurring. Stakeholders in this category can often be crucial for details of the project. Example: Send out a newsletter with highlights from the project.

Maintain close contact (a lot of influence, a lot of interest). These stakeholders are the key players. They should be fully involved in the project. Invest enough time to satisfy them. Example: Invite these stakeholders to all important planning meetings. And keep in touch (in person) throughout.

Stakeholder management is an important task. It is often not easy to manage many different stakeholders, maintain contacts with them and take their interests into account. Fortunately, there are the aforementioned tools that can be used to limit the complexity. They also help with communication and prioritising time. First, the stakeholder analysis facilitates the mapping of stakeholders. This is followed by grouping them in a matrix or stakeholder map. The factors "influence" and "interest" in the project are used for this. Then it is clear who the most important stakeholders are and to what extent contacts with the respective stakeholders are to be maintained. A stakeholder communication plan helps to implement a communication strategy. Communication is often conducive to the stability of relationships through mutual understanding and interest.

Stakeholder mapping. With a small core group of key partners, start by brainstorming a list of all stakeholders that may be interested in, or impacted by, the project. Then, reflect on each of the stakeholders, considering how much power they currently hold within planning processes, how much they will be impacted by project outcomes, and how much they may be interested in participating in the project. Then, map the stakeholders onto a grid.

Stakeholder mapping consists of evaluating the degree of interest and the influence of stakeholders relevant to the project. It can be used to determine what type of relationship should be developed with each stakeholder and at which point in the project to involve them. It can serve as a foundation for inviting in organizational partners or decision-makers or deciding where to focus engagement efforts.

The team composition. Something to think about when inviting your identified stakeholders to take part in your project is the future team composition.

This toolbox is all about good collaboration. The indispensable basis of every cross-sector participation project forms a team that is composed of different disciplines, personalities, skills, departments, and hierarchical levels and, in addition internal members can also include external members. Due to the mixture of disciplines the strength of such teams' rests in the different perspectives and experiences, which each member contributes. Everyone can contribute something valuable from their experience and perspective and thereby, contribute to the outcome.

The people who make up this team should ideally have certain characteristics: the so-called T-profile (Leonard-Barton, 1995). Here the vertical bar stands for the Depth of subject-specific and analytical knowledge that the individual from his or her discipline has acquired in the project.

The horizontal bar denotes the further, decisive property: One's own curiosity, the openness towards other disciplines, other people, towards the world and the ability to network one's own knowledge with that of others, to be able to transfer it and to find a common language, which is beyond the own technical language. Maximize the potential input of each stakeholder by placing them in roles that suit their specializations, knowledge, and strengths.

Experience shows that also a mixture of men and women is good for the creative process. Just as a mixture of ages is important to let different life experiences flow in. If the team lacks diversity, one can try to make up for it by dialog with people outside the team.

The newly built team should be free of hierarchy from the outset. It should be made sure, that every voice in the team is heard. The diversity is a great asset and resource and gives opportunity for more innovative and creative solutions in which all stakeholders have participated.

2.2. Identifying benefits/motivation/incentives for participating

Every collaboration stands and falls with the motivation of its members. One can assume that motivation drives participation and makes it possible, and that participation must be developed and increased. The goal is to motivate potential stakeholders to participate as well as motivate future participants from lower levels of participation to higher levels. Thus, the aim is to involve them more intensively in the cooperation. If there is a lack of motivation, poor participation is to be expected. The task of the facilitator is to pick up the people where they stand. Everybody should be able to find herself/himself in the project and everyone should contribute with their ideas.

In consequence, it is vital to think about what your stakeholders (which you would like to be participants) are gaining from participating in your project. For this purpose, incentives and benefits must be identified beforehand.

In consequence, you should raise your own awareness of what kind of incentives, monetary or otherwise, exist that may benefit your project. Although there are many subsidies and various other incentives provided by the regional or local government, these are not always well advertised. There may be opportunities available to take advantage of that you are unaware of. This awareness can be attained through other solutions, such as networking.

Monetary incentives. There can be monetary incentives for taking part. This means, that there is a financial benefit for participating in a water management project and therefore stakeholders meeting the requirements are motivated to take part. It is a good idea to identify financial incentives beforehand and to inform yourself what kind of funds, grants, and subsidies your potential participants might be eligible for. These may not always be well advertised but there may be several opportunities available to take advantage of. This awareness can also be attained during the project through networking and communication with your stakeholders. Creating a list or a paper with financial advice and funds/subsidies to apply for and offering consultation can increase the motivation for participation. Also, written agreements and contracts can support you at this point, so that the potential participants have some level of security and more reliability.

Non-monetary incentives. On the other hand, there can also be non-monetary incentives, which do not have to be governmentally provided. It may also be the application of agricultural techniques, which are both environmentally and economically beneficial. Depending on the stakeholder group in question, incentives may be entirely financial, purely environmental, or a combination of both.

Idealistic participation

This might happen when stakeholders have an intrinsic motivation to participate because the central topic and aim of your project is close to their heart and speaks to their emotions. Nevertheless, this happens more rarely.

You can also motivate potential participants by clearly stating the possibilities which they would get from participating. If they are offered the possibility to really shape a project and be part of creating new solutions and get their voices heard, they are more likely to participate. Be clear, that they, the potential participants who are affected by the topic of the project are the experts, because they have the local knowledge. This is also called a bottom-up process.

Involving experts. It can be a good idea to involve known experts in the field into your project. They can serve as an incentive for stakeholders to take part as they might be motivated by the possibility of an expert looking over their individual situation and challenges and getting first-hand advice, which can also help with decision-making.

Use of multipliers and networks. Other ways to create incentives are the use of multipliers and networks. This means that you should identify key persons that have influence on the stakeholder group you would like to address, which you convince of your project. These multipliers then ideally become advocates of your project and use their networks to help you reach your desired participants. Thereby, the likelihood for participation increases if a colleague also takes part or if the message that participation in this project might be beneficial is spread by key actors in the local area.

The use of role-models and front-runners, who have shown with best-practice examples and success-stories that there are benefits in taking part in water management projects, is a good idea.

Also make sure that stakeholders, who show early involvement and signal their willingness for participation, use their own networks to convince more stakeholders to participate. Of course, you should also use your own networks to reach potential participants. Forming connections between different organisations or individuals with mutual interests can initiate a relationship involving information and knowledge sharing, collaboration, and mutual benefits.

2.3. Using (external) communication strategies

It is important to educate yourself and raise your own awareness to find out more about how your stakeholder groups work, and what their work entails. Knowing what is required of an individual in their job will help you decide what information would be most relevant to them, and areas in which they may need a more basic explanation.

What is more, once you are reaching out to your stakeholders, it is important to build trust and put effort to achieve a good relationship with your stakeholders. Chapter 3.3 will go more into detail on the importance of trust and how to build it.

You have to think about how to get the message out there in the best and most appropriate way in order to reach your desired stakeholder group. There are many different channels of communication, and it is important to question whether you are reaching your stakeholders most effectively. What is also important is to create concise and clear messages for the stakeholders.

Communication strategy. A communication strategy must have the objectives in mind. The actions envisaged must be adapted to the target groups in question as well as the type of media to be used. In this context, it is important to consider the user-friendliness, the easy accessibility of information relevant to the project, the possibility of direct communication between the actors and the implementation of communication work throughout an entire project duration.

Knowledge and experience-sharing also enjoys high-priority for good cooperation, in which events such as workshops are important elements. Targeted cooperation with the press and public media is also needed to strengthen the effectiveness of the project at local, national, and international levels.

There are numerous communication options available. Therefore, priorities may need to be set in terms of the groups to be targeted and the resources to be used. These are outlined in more detail below. It should be noted, however, that such decisions should never be considered static and should therefore be reviewed regularly.

Modes of communication

- Press, radio/TV, print media, trade press
- Public authorities, EU institutions and other public bodies

- Regions, regional politicians, governing bodies
- Municipalities, local politicians, governing bodies
- Interest groups, current and potential cooperation partners

Communication with the broad stakeholder group should be done via setting up a website and potentially also a newsletter, which is sent out regularly (e.g., weekly, monthly, quarter-monthly).

What is also important is the internal communication: Project partners, participants and stakeholders are continuously offered information on the implementation of the project. This can be done for example through ready-made material that the project partners can pass on to citizens and the local community as well. To share information internally as well as externally is also important to show recognition of the work of project partners and giving credit to them. This makes their work more visible and contributes to their motivation.

Another point of the communication strategy are annual meetings with the projects network/steering group, either with civil servants and politicians or, if desired, with representatives of the local community or representatives from rural areas of the community.

Also, direct communication with councils in rural areas and communities, for example, via email is advisable. This allows for direct communication with all local stakeholders. It may be equally beneficial to communicate with this group through social media, which is believed to have a large readership in local communities.

Use of social media. Social media is becoming increasingly important for communication strategies and communication work in general, as more numerous and more diverse recipients can be reached through them compared with a website. It is therefore essential to use social media more widely to strengthen communication with different audiences. In this way, partners, stakeholders and interested parties can be informed, but there is also potential for involving the public, who are more difficult to reach via commercial communication. In this way, there can be higher participation in the daily project work and the project results. Social media also makes it possible to communicate the work in all its diversity, including participation in various events and project consultation. Social media can be used to disseminate information and news very quickly and widely. They are fast "here and now" media that allow to communicate in all directions. Through them, a forum is established in which stakeholders in the project can communicate with each other and directly with the project management, exchange experiences and search for project partners. Consequently, the advantage of the synergy effects created by other projects and interested parties can be achieved through liking, sharing, or commenting on pages. This form of communication requires targeted use, but in return it opens a wide range of possibilities and can quickly lead to a high level of awareness. There are many different social media to choose from, like the social network Facebook, Instagram, and the business network LinkedIn.

Criteria for news:

- What has concrete significance for the everyday life of specific persons?
- Is it newsworthy right now or in the near future?
- Is it something that is talked about over the garden fence, at lunch or at the dinner table?
- Does it evoke positive feelings?
- Is it something that many have an opinion about?
- Is it funny, surprising, or downright sensational?
- Is it popular - or even free?

A good post:

- Has a short and concise text, stating the most important thing first. Has only one message and one punch line.
- Has a value for the addressed stakeholder group.
- Is understandable and it is easy to comment on it.
- Makes it easy for the reader to engage (what should I comment on, what does it mean if
- I press "like," why should I share it and with whom)?
- Has one or more good images.
- Is worth sharing or commenting on or clicking "like". Remember that people form and show their identity through their behaviour on Facebook, for example.

How do we write?

- Informal language
- Short and to the point - possibly with a link to the website
- Personal and friendly
- Open and positive
- Direct and easy to understand
- Feel free to write humorously - but be careful when doing so. Avoid irony and other things that can be misunderstood.
- In case of mistakes, you must not be afraid of admitting mistakes.

Use of social media

- Social media channels (for instance, Facebook) should be thought of as a digital network, not a sender-oriented medium or communication channel.
- Think about pictures. Proper images!
- News or funny stories that are not suitable for press releases can perhaps be posted on social media instead.
- When questions are received, a response is sought from the correct staff member or administration.
- Also comment on comments to which no response seems necessary and try to get a conversation going. Is there something you can expand on or explain in more detail? Feel free to integrate supplemental information into the comments.
- Respond briefly and informally.
- Respond quickly - preferably within hours and within a day at the latest.
- Never comment on individual cases or case processing in general.
- In general, it is a good idea not to participate in a political discussion but supplement it with facts from research.

Flexible approaches. Sometimes it is the best to initiate a personal meeting and to drive up to potential participants and talk to them directly about your project. Telephone calls also can help to explain matters more thoroughly than emails. You can be more detailed and prevent misunderstandings by answering potential open questions immediately.

In this way you build a more trustful relationship with your stakeholders as you can get to know each other better and talk more transparently about opportunities, risks as well as benefits of participating.

Methods to be used in Preparatory phase	Walk and talk/Exploratory walk
	Flash/ Flash Light
	Line-Up
	Question techniques
	5xWhy?
	Local solutions
	A World Cafe
	Six thinking hats
	One-point-query
	Focus group interviews
	Surveys and questionnaries
	Description of the process

Figure 1. List of methods for Preparatory phase

3. Planning phase

The following chapter deals with achieving participation within a (new) group, which is supposed to work together. This is a continuous phase, which should be maintained over the course of a project.

Once, a group of interested participants is established, you will have meetings which you need to organize and structure. The most important things now are to focus on functioning communication, building trust, and creating a common understanding among participants.

3.1. Communication and language

The effect of cultural differences between different professions can give rise to problems in the relationships between stakeholders. Relationships in collaborative projects form the foundation from which to work towards the projects aims. They are complex, and may require years of interaction to build, but are crucial to a project's success and as a result should not be overlooked.

When you are facilitating water management projects or agri-environmental measures in which different stakeholder groups are involved, you can expect communication challenges or barriers.

Consider, for example, scientific information. Sourcing good, relevant scientific information is essential to any project. But within the scientific community new information is shared mainly via scientific journals. This is problematic for non-scientists as these journals can only be accessed through membership or weighty one off payments. It can also be complex to source the exact information you need. Even once sourced, this information is written in "scientific language" which, unless you are trained in the discipline, can be challenging to decipher. It must also be kept in mind that the priorities of farmers may differ from those of scientists. Scientists may focus on theoretical information, the first phases of testing or the application of new information. Farmers may need practical information that has been tried and tested.

Keep in mind the differences in the professional backgrounds of your stakeholders that from time to time give rise to communication challenges. No stakeholder group is to blame for this. The good news is, that change is slowly occurring, with many organizations and individuals filling the gaps between the scientific and farming communities by "translating" scientific information into language that is easier to understand to non-scientists as well as into more practically applicable terms.

Another example are communication challenges between farmers and policymakers. There is often a lack of understanding of farmers perspectives, reasoning and needs by policy makers and vice-versa. It is also possible that one party may feel that their perspectives and needs are misunderstood, even though this is not the case. This can result in many problems and misunderstandings. Many of the problems with the professional relationships between policymakers and administrators can once again be put down to professional language and cultural differences.

Consider that policy, legislation, and regulations can be a minefield to navigate, with the amount of administration and paperwork involved posing a major challenge and high workload. The information provided is often in the language set aside for policy and administration, making it hard to access and understand, once again a result of the differences between professions.

The key to dealing with these problems is on one hand to create mutual understanding and transparency within your participant group and to build trust between them. The heterogeneity of a cross-sector stakeholder group is most efficiently used when it is seen as a resource and an asset to develop better and more innovative solutions in the long-run due to the valuable experience and perspectives of all those involved. In essence, to work together and to obtain a shared goal, respect and trust need to be nurtured and mutual understanding developed between partners.

When addressing the different groups of stakeholders, consider that every profession has its own working language. This means each of your project stakeholders uses different terminology and jargon, different basic words and has different styles and ways of communicating. Different stakeholder groups also have different priorities, based on their jobs and different kinds of knowledge.

Two-way communication. By making sure communication always allows for the participation of all parties, important feedback and valuable opinions can be heard. All perspectives should be valued. Two-way communication means, that both, the sender, and receiver of the message are equal and active and that the feedback of the receiver is appreciated. The receiver of a message is not taking the message in passively but becomes an active part in the communication process. The aim of productive or successful two-way communication is a mutual understanding of all involved parties.

Target-audience based communication. Remind your group about who they are talking to and that they should adjust the way of conveying their message accordingly. Different stakeholder groups have different interests and fields of expertise. A message should therefore be simple and concise when aimed at individuals who do not share the same background.

Bridge-Building. Having an individual or organisation with a diverse background who works as a communicator and translator can bridge the gaps between different stakeholder groups, making communication smoother.

Education. The whole group can raise their awareness by finding out more about how other stakeholder groups work, and what their work entails. Knowing what is required of an individual within their job will help to decide what information would be most relevant to them, and those areas in which they may need a more basic explanation.

Recommendations for group communication. Another tip when you are beginning to facilitate the collaboration of a cross-sector participant group is to establish some ground rules for communication. In some groups there may be hierarchies caused by the positions of participants. This toolbox therefore is always focusing on bottom-up approaches and methods and tools which really enable the participation and involvement of everyone.

Especially for new and inexperienced groups, it makes sense to establish rules of play/communication in the introductory phase. The facilitator suggests rules and gives reasons for them. Then he/she asks the group how they perceive the rules, whether there are additions and whether everyone agrees with them. The rules are not rigid, they can be changed by common decision during the process.

Recommended rules:

- Do not talk too complicated and say what you think.
- Only one person speaks.
- Avoid criticism. Know-it-all is not required.
- Titles and hierarchies stay outside.
- Stick to the topic and keep the time in mind.
- Leave out abbreviations and speak in pictures if possible, so that everyone can understand you more easily.
- Don't discuss the old ideas. Find new ones.
- Support new, unconventional, „crazy“ ideas.
- Don´t be afraid of mistakes. When we reflect, we can learn from mistakes.

- Make clear where you stand and what drives you.
- Every idea counts.
- Build on the ideas of others.
- Have fun.

3.2. Establishing a common understanding

Experiences and knowledge about the circumstances that influence other members of a project group like the culture, systems, and institutions they work and live in, ease the understanding and reflection over these differences and similarities and help to put them into context. In turn, the own culture, systems, and institutions can be compared in contrast to the ones of the partners and then reflected upon.

Therefore, participants should be encouraged to ask a lot of questions and to ask directly if some context or information is missing in order to understand something.

Also, it can be of help to educate oneself and raise awareness over the work and life of the other stakeholders in the group. Sessions to exchange over this matter can be incorporated into meetings.

Orientation. Consider the situation of your participants. They are assigned to a group of people they do not know yet. The only thing they have in common at first glance is the fact that they must solve a task together. That is how a lot of projects start. From this starting position, there is a risk that it can come to a standstill. Often an unclear task and conflicting goals among the participants are the cause for such a standstill. Finding a common starting point is important for the group to have a common ground in terms of goals and the overall approach.

Once the goal is clear, a structure and next steps to achieve the common vision fall into place more easily and automatically. In result, this provides some guidance about the content of meetings. The use of some structured approaches, e.g., employing a flexible agenda for a meeting or producing a good documentation are able to aid with communication in-between meetings. This is because it provides orientation and ensures the communication about distribution of tasks and responsibilities, which must be fulfilled until the next meeting. It also helps to know where to start off in continuing meetings (see Chapter 4 for more interesting methods).

Therefore, the value of a finding a common vision and goals should be recognized inside a project. It should be worked towards aligning expectations of heterogenous project partners and finding a common denominator, which is a goal that everyone wants to accomplish.

Aligning expectations. When you align expectations over the outcome of a project, it becomes easier to recognize what each person´s understanding is and what is expected of each person in terms of collaboration. This also reduces the risk of misunderstandings about how much time, energy, and economic resources each person can contribute to the project work.

In projects with diverse stakeholder groups, resources that the partners have at their disposal are likely to differ. This can have an influence on the interest that stakeholders have in participating in a project and it can influence the time they spend on a project. This should be considered and talked about openly to create transparency and help with aligning expectations and to develop more realistic goals together. Once, the expectations are clarified and you have begun to find a common rhythm, you can deal with potential conflicts that arise during the group work.

It is important that the participants are involved in the tasks from the beginning. Everyone should be involved in setting the goals, defining the issues, and agreeing on expectations.

In conclusion, project aims need to be clearly defined. If everyone understands the project aims, then:

- there are fewer damaging misunderstandings;
- there is a strong foundation to build professional relationships;
- it is easier to allocate each stakeholder a certain project role;
- collaboration within the project will be easier.

3.3. Upkeep & Maintenance

Keep in mind the importance and upkeep of the aforementioned points throughout facilitating your project. Going back to the topics of communication, creating trust, and establishing a common understanding regularly and checking the interpersonal situation is important for successful cooperation. Most frustrations, which can turn into conflicts, arise from misunderstandings in terms of communication, diverging expectations or trust issues. These can be prevented by working on these points and addressing them openly.

Also, new participants might join later, so it makes sense to recall some of these points to integrate new members well.

Giving recognition and credit. Providing recognition and credit to those stakeholders who have reached their goals and are an asset to the team of your project is a powerful way to ensuring continued enthusiasm and motivation. It is also a way of giving feedback and reassuring stakeholders that they are valued and an integral part of the project. By making their work visible, motivation can be upkept.

Conflict resolution styles. Conflicts can of course happen also if you have done your best and addressed all the aforementioned points. For conflicts, there are different conflict resolution styles. These depend on how strongly own needs and concerns for substance, like e.g., assertiveness is prioritized and in how far the needs of others and the quality of the relationship, like e.g., cooperation is preferred. The figure shows the different conflict resolution styles. Withdrawal (Avoid), what has been referred to as "Ignorance" or "Delay" would not be recommended, similarly, to Compete (Defeat). Finding compromise by splitting the difference as well as collaborating by solving the problem creatively, so that everyone wins would be the most productive and successful conflict resolution styles.

Use of supporting agents

Use of a mediator. If conflicts cannot be solved between the ones involved in it, it is a strategy to use a mediator. This person should be able to see and understand the different points of view and identify the source of the misunderstanding. A mediator would then try to either indicate the original source of misunderstanding and thereby to create an understanding for the diverging points of view in the ones involved in the conflict. Or the mediator shows a common denominator, what might be a solution that is somewhere in the middle of both viewpoints and thereby compromise can be achieved.

Having an individual or organisation with a diverse background work as a communicator, translator or mediator can bridge the gaps between different stakeholder groups, making communication smoother.

Involving experts. Seeking expert advice brings benefits of learning valuable insights from someone who knows exactly what you need to know but you get answers that are objective, precise, and valuable. Experts qualified to offer advice will also help you avoid making mistakes that could prevent your project from achieving long-term goals.

Whether unexpected or the result of ongoing issues, complex problems affecting the viability of your project may be resolved by a qualified second opinion from an expert. They combine years of experience with real-life lessons learned in situations like the challenges you may be facing. This enables experts to determine solutions that are applicable and effective.

Certain problems may require intrinsic resolutions that can only be gained by discussing these issues with hard-to find, subject matter experts specializing in agriculture, clean technology, water management or environmental concerns regarding climate change. These sectors require expertise, analytic assessment of in-depth investigations that could possibly include big data sets (such as agriculture and climate change). By seeking advice from a specialized expert, you will have the ability to develop solutions based on solid, experience-based information culled from solid facts. Experts offer advice based on tried out past and current industries practices that provides projects with valuable insights on various challenges.

What is more, sometimes all a project needs is a fresh yet qualified set of ears and eyes to provide them with useful insights that have been suppressed by the "daily routine factor". Solving problems not only requires experience but also a definite degree of methodological creativity. By providing fresh perspectives on a particular subject matter qualified experts can save time, money and avoid possible setbacks. Expert advice and guidance allow projects to stay on track to achieve set objectives within limited time frames.

General recommendations for facilitation and communication. Making sense: The "Why" is the first thing in every meeting. Why are we doing this today? What is the sense behind it? The facilitator either communicates the meaning himself/herself or supports the participants in conveying the meaning of an event. Many of the methods here are very participative and space-creating and invite everyone to use their creative power, which is per se meaningful.

Methods to be used in Planning phase	The Headstand method
	Walk and talk/Exploratory walk
	Flash/ Flash Light
	Line-Up
	Question techniques
	Card query procedure/ Comment cards
	Think – Pair – Share
	5 x Why?
	Fishbowl
	A World Cafe
	Six thinking hats
	6-3-5 metthod
	Lotusflower/Lotusblossom Technique
	One-point query (One-dot voting)
	Blueboard
	Fold to five – Voting by hand/finger
	Future Workshop
	Walt Disney
	Local Solutions
	Surveys and questionnaires
	Interviews
	SWOT in meetings
	Focus group interviews
	Evaluation form
	Description of process

Figure 2. List of methods for Planning phase

4. Implementation

Now we are at the point where we want participants really to work together on contents. For this purpose, the collection of methods for different aims/purposes is provided in the table below and method descriptions are in Annex 1. Keep in mind, that all these methods have a bottom-up approach and will aim to achieve participation of everyone involved.

The implementation of any kind of process is a demanding task in terms of organisation and coordination of all the parallel actions that will take place. Successful implementation is based on a plan, organisational set-up and good communication and involvement of all the relevant stakeholders. Cooperation between different stakeholders brings challenges in terms of managing effectively and coordinating all the tasks and responsibilities divided among the different persons and/or units.

Division of tasks must be clear. The coordination team or coordinator takes care of the involvement of all stakeholders in the necessary phases of the implementation process. Depending on the type and nature of the planned activities the coordinator can consider outsourcing some parts of implementation to external experts like consultancies. The most important thing is that the coordination team has overall picture of the whole process.

How to plan the implementation?

- Make sure that the working group includes enough stakeholders from different sectors and organisations,
- Set-up an informal discussion platform for different actors,
- Make sure that everyone has common goals and objectives and understand the framework they are working within,
- Check if there is enough cooperation and communication between different sectors and organisations,
- Find and assign appropriate measures how the objectives are realized in practice,
- Consider whether substantial and formal agreements with stakeholders are needed.

Methods to be used in Implementation phase	The Headstand method
	Walk and talk/Exploratory walk
	Flash/ Flash Light
	Question techniques
	Participants observations
	Written narratives
	Description of process
	Surveys and questionnaries
	Participants observation
	Description of the process

Figure 3. List of methods for Implementation phase

5. Evaluation and monitoring

Implementation of the actions is not sufficient itself. Equally important is to take care of monitoring of the ongoing actions and comparing whether these are responding to the original targets and goals. Monitoring means regular observation and recording of activities taking place. The most important value of the monitoring is that it gives a possibility to modify the actions towards right direction if sufficient progress is not being made (taking into consideration the time schedule). Monitoring is a useful way to produce updated information on progress for other stakeholders and evaluate the performance of all the actors within the process. A good monitoring and evaluation process engages all stakeholders and is useful for those ultimately responsible for coordinating the process.

Success factors for monitoring process:

- Record the actions made and collect related data produced regularly,
- Set a realistic timetable,
- Set clear targets and indicators to measure performance,
- Require reporting of the relevant actions in the implementation process,
- Organise meetings for stakeholders to facilitate the coordination of actions and provide a possibility to review each other' performance.

Evaluation and monitoring are essential for learning and for creating new ideas building on what has been experienced and learned. People and groups only learn when they reflect on their behaviour and experiences. Therefore, talking about what has been worked out and on, i.e., reflecting and linking the findings in the whole plenum after a working session, is a key success factor of meaningful meetings and conferences and in more general, projects.

Building on the experiences made within a project group and learning from the cooperation and project work through feedback and reflection makes room for new ideas and possible improvements.

Feedback and collective learning are essential elements of collaboration and participation. Therefore, it is important to use different methods to provide transparent feedback for all participants.

Reflective thinking allows to look back at something, for example an experience or event that happened in the project. Then this experience is analysed and thought about in depth as well as from different possible perspectives to be able to explain the experience more thoroughly. Afterwards it should be thought about what the experience or event meant to oneself and what could be learned from it. Reflective thinking is therefore an approach of self-observation to document what has been going on in one´s mind. In turn this helps to resolve conflicts and find a mutual understanding, as perspectives of other involved individuals are considered in the process as well. To do this successfully, the more information is available and made transparent, the better.

Methods to be used in Evaluation and monitoring phase	Walk and talk/Exploratory walk
	Question techniques
	Card query procedure/ Comment cards
	Think – Pair – Share
	Six thinking hats
	6-3-5 method
	One-point query (One-dot voting)
	High five
	Rose & Thorn and Bud (RTB)
	Happiness Board
	Surveys and questionnaires
	Interviews
	Evaluation form
	Participants observations
	Dsscription of the process

Figure 4. List of methods for Monitoring and evaluation phase

6. Sharing knowledge, results, and information

Once your project is finalized and its solutions put in place, it provides an opportunity for another kind of communication - your project and project partners can become a source of information for others and help bridge the gaps between different stakeholders which try to work together.

Having undergone your project process, you will have achieved a more holistic overview of the perspectives, roles, and skillset of your project participants. Your new knowledge places you and your project participants in a position to help others achieve a project with good collaboration processes as well.

For example, there is a lack of sources of information that are readily accessible to farmers. Solutions that are practically implementable and easily understandable are rare. By sharing your knowledge and the outcomes of your project you can build a much-needed bridge between different stakeholders by providing relevant scientific information or legal information in a format that is easily understood by farmers. In this way your project participants, or you as an individual could fulfil a bridging role becoming a knowledge broker, communicator, or mediator for other projects, or between different stakeholders.

Positive press. It is a powerful way of raising awareness for a project or solution. Be it television, newspaper articles or more subject-specific media such as farmers magazines, it is a way of raising general awareness of environmental problems, water management solutions, agri-environmental solutions, or for your specific project itself. By sharing your project results it also provides those involved with the project with some sense of recognition for their efforts, which is important for their motivation.

Youth outreach. Young people are the key to the future, and sharing knowledge, both about project contents and about collaboration solutions is important to ensure that water management stakeholders of tomorrow have a good foundation, learn from previous mistakes, and can continue to develop environmentally and economically viable solutions in the future.

Education. It is important to help raise awareness in others. Share your knowledge gained regarding your project results as well as how different stakeholder groups can successfully work with each other. Share your own solutions to problems you may have faced and your in-depth knowledge regarding your water management project.

Incentive awareness. In earlier steps this involved raising your own awareness of what kind of incentives, monetary or otherwise, exist that may benefit your project and your project´s stakeholders. Here it is important to help raise others awareness of subsidies and other incentives provided e.g., by the regional or local government. By sharing this knowledge, you may help new other projects greatly.

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Annex 1. Descriptions of the methods

Method: The Headstand method

ACTIVITY PHASE

Planning

Implementation

DESCRIPTION

This method is reversing challenges or questions to examine with the group everything that should not be done. Later, the findings on what should not be done are turned around and therefore become solutions. The method also called "Reverse brainstorming", functions as a nice icebreaker.

The headstand method is about imagining the worst-case scenario. Instead of thinking about how to get farmers to participate the fastest, the headstand method does the opposite. The question here is therefore: How to get rid of farmers as quickly as possible?

The idea behind it: Many people find it easier to seek and find an explanation for problems or negative things than to develop new ideas. The Headstand method does exactly that and that is a clear advantage. It is fun and stimulates creativity without building up pressure to succeed. The participants do not necessarily have to arrive at positive solutions.

Therefore, this type of brainstorming works even without a lot of previous knowledge and can be applied immediately even by inexperienced groups of participants.

The Headstand method is about imagining the worst-case scenario. Instead of thinking about how to get farmers to participate as more efficient as possible, the Headstand method does the opposite. The question could be: How to get rid of farmers as quickly as possible?

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use the Jamboard, Whiteboard or similar e-tool to collect the ideas. Use separate e-rooms for discussions for larger groups.	Equipment: whiteboard or wall, post it stickers, pens. Time to do: several hours Staff: at least one facilitator	Medium and small groups.

HOW TO DO IT

- Ask a drastic question.
- Agree instructions: There is no speaking during this session. One card should be written per idea. Allow about 10 minutes for the writing.
- Cluster and sort the negative ideas.
- Put the organized ideas of the headstand method for the next step on a whiteboard/wall or the wall – they should be visible all the time.
- The next step should be to turn the negative ideas into positive ones and use them as a direct source of inspiration for the "right" ideas.

ADVANTAGES

- With the Headstand technology you will receive new ideas and data about your current challenge very quickly. The ideas will be different from what they were before and your meetings will become more efficient, especially by increasing the quantity of ideas.
- The method can be performed quickly and without much preparation
- creativity is stimulated by the fact that we take new paths
- The absurd suggestions loosen up the otherwise sometimes tense brainstorming sessions. After the colleagues have had a good laugh together, the rest of the cooperation is also easier - at least for a certain period.

CHALLENGIES

- A facilitator is needed to keep discussions on track.

MORE INFORMATION
https://www.toolshero.com/creativity/reverse-brainstorming/

Method: Walk and talk/exploratory walk

ACTIVITY PHASE

Preparatory
Planning
Implementation
Evaluation and monitoring

DESCRIPTION

An exploratory walk is a field observation method done by a small group. This is a flexible tool that brings people to explore and observe water management spaces and areas. Depending on the materials provided to participants (observation sheets, base maps, rating scales, etc.), you can also collect valuable qualitative data. Empowering stakeholders from the local area to lead these walks is also an excellent way for them to share their lived expertise and to position them as knowledge holders.

Suitable for location-based projects.

It is designed to identify both positive aspects and areas of concern e.g., in a water management area. Some of the walk participants should work in the area (farmers, environmental protection workers), but you can also extend invitations to decision-makers, other environment professionals and organizational partners or planning professionals to help implementation happen in the future.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Virtual tour and online discussion	Equipment: Maps of the area with highlighted stops. Clipboards Pens or pencils Other materials provided to participants (observation sheets, base maps, rating scales, etc.) Time to do: The time needed to undertake a walk and talk sessions depends upon the questions you ask and who you are talking to. In general, you should allow at 0,5-1 hour to undertake each walk and talk session, bearing in mind that the timing of the session can always run over or under. Also, do not forget to build in time to write up notes and observations from the tour. Staff: at least one facilitator	6-8 people per group

HOW TO DO IT

1. Provide participants with a map on which stops are marked.
2. The organizers will lead the walk with selected stops determined in advance and listed. At each stop have participants exchange perspectives and write down notes on things they notice.
3. Once you have completed your walk, discuss participants' experiences. Ask a few open-ended questions to encourage discussion around possible improvements.
4. Collect all the participants' maps and audit pages and compile the data on you walking interviews.
5. You may conduct the follow up interviews after some time of the walk, inform participants about this.

ADVANTAGES

- Particularly useful for evaluating location-based projects/activities
- Helps to collect valuable qualitative data

- The information collected by a walk and talk session (e.g., photographs, comments on a map) can be used to provoke discussion in a focus group or workshop.
- Possibility to build up a multi-dimensioned understanding of an issue
- Might be used as a reflective tool

CHALLENGIES

- Ensure that all parties know what the walk and talk involve, how long it lasts and that they may be asked to take photographs.
- Walk and talk sessions do take time to organise, conduct and analyse. There is a limit to how many walking interviews you can conduct, but if you organise them well you can pack a lot into a short time.
- It is important to remember that people's perception of an activity will change over time. Walking interviews that are held sometime after an activity is completed need to be qualified by the term 'with hindsight'. As an aside, it is always interesting and useful to see what people remember and how they remember it, and what is still important to those involved in an activity week or months later.
- Walking interviews are unpredictable. Some will be rewarding, providing you with more information than you anticipated and perhaps the opportunity for a new project; however, some might be brief and uninformative.
- In case of bad weather, reduce the number of stops and amount of information to record and plan to hold the discussion periods in a sheltered area.
- Assure participants that their response will be confidential.

VARIATIONS

Emotional mapping

This tool allows participants to explore their emotional responses while moving through their neighbourhoods. Use a printed base map, a colour key representing different emotions and stickers or markers. Allow participants to map out their emotions as they walk. This tool can be used independently in people's free time or as a facilitated group walk.

MORE INFORMATION

https://participatoryplanning.ca/tools/exploratory-walk
https://participatoryplanning.ca/tools/emotional-mapping

Method: Flash/ Flashlight

ACTIVITY PHASE

Preparatory
Planning
Implementation

DESCRIPTION

In a flashlight, the participants may briefly reflect their current assessment of the situation or their current mood, what moves them right now or since the last meeting, or what expectations they bring with them. Also, if a meeting "hangs" and it is unclear which way forward is appropriate at the moment, a flashlight can be used to briefly assess the participants' feelings, needs or assessments in order to make a decision. It is often used to check the mood in meetings.

The speaking time - one or two minutes - should be adjusted accordingly.

Flashlight questions can be:

- How do you feel?
- What is going on inside you right now?
- What do you think about this question?
- What do you think is important now and how should we proceed?
- How did you experience our cooperation?
- How satisfied are you with the results of our work?

It is helpful to specify a simple procedure, e.g., the order of speaking is clockwise in the round. It is useful to make notes and take appropriate measures. For example, if several participants say that they are tired or unfocused, a pause - or a relaxation exercise - should be taken.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use e – tools like https://www.mentimeter.com/, Jamboard, Whiteboard or similar. .	Equipment: posters, pens, cards. Time to do: maximum 2 min for one question Staff: one facilitator	Up to a maximum number of 15 to 20 participants

HOW TO DO IT

- Discuss the rules.
- Only one or two questions are asked in the flashlight so that it is really a flashlight, so rather short.
- It is up to the participants whether they want to say something or how much they want to say.
- As soon as one participant has finished, the next one can start.
- It is helpful to specify a simple procedure, e.g., the order of speaking is clockwise in the round. It is useful to make notes and take appropriate measures. For example, if several participants say that they are tired or unfocused, a pause - or a relaxation exercise - should be taken.
- A flash can also be given in writing. But here too, a concrete question is important, which is noted on the sheet. Each participant answers the question with 1-3 sentences.

ADVANTAGES

- can be used spontaneously almost anywhere.
- a popular and fast method to check the mood of the meeting

CHALLENGIES

- Avoid comments or criticism when using the flash, otherwise long discussions will quickly result.

Method: Line-up

ACTIVITY PHASE

Preparatory

Planning

DESCRIPTION

Line-up or sociographic location serves to spatially visualize group constellations on a specific issue. The method is often used at the beginning of a workshop or seminar to loosen up and to introduce the topic with appropriate questions.

Could be used to get information on the awareness level of the participants in water issues, local problems, conflicts.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use the Jamboard, Whiteboard or similar e-tool. .	Equipment: posters, pens, room according to group size Time to do: 5 to 15 minutes according to group size and number of questions Staff: at least one facilitator	Large and small groups 5 to 30 participants

HOW TO DO IT

- Explain the rules and announce the lining criterion.
- Ask questions one after another, 3 matching questions are recommended.

- Ask participants to line up according to your indicated criterion.

Typical tasks for the participants are for example

"How satisfied are you with the current situation in ...? Enthusiastic' is in the corner and 'very dissatisfied' in this corner. Neutral' would then be here. Please line up according to your satisfaction.

ADVANTAGES

- Line-up loosens up, brings participants into movement and exchange.
- The group learns more about each other and about personal references to topics.

CHALLENGIES

- Not suitable for complex questions which require in-depth answers

Method: Question techniques

ACTIVITY PHASE

Preparatory

Planning

Implementation

Evaluation and monitoring

DESCRIPTION

Question techniques to guide and structure the discussion process. There are different types of questions:

- Open questions. The most effective open questions are usually the W-questions: Who? When? How? Which ones? What? Where? By what? Open questions ensure the receipt of a lot of information.
- Hypothetical questions. When a process comes to a standstill, hypothetical questions can activate the participants' imagination and creativity, e.g., "Imagine ... how would that be for you? What would have changed?".
- The miracle questions. A special type of hypothetical question and is suitable for helping the group to form visions and goals and to reveal the images of goals and desires that exist in their minds. "Suppose a miracle happened overnight and your vision came true (or your problem solved): How would you recognize this? What has changed?".
- Circular questions. Refer to interactions between direct and indirect participants. Through this, the influence of the interactions is brought into consciousness and enables new perspectives. Asking circular questions means "asking around the corner", e.g., by introducing an outside perspective: "What would XY do in such a situation, how would he/she describe the situation?" or "How would colleagues, your supervisor, notice that the problem is on the way of being solved?
- Contextual questions. They illuminate the background of a contribution, the needs of those involved or the experiences on which assessments are based. The idea here is that opinions are often based on something deeper - the experiences that have been made, one's own values, wishes or needs or certain information that is not yet accessible to everyone. Without knowing these, some contributions are difficult to classify.
- Meta questions. Used for process control and to make people aware of current events - e.g., to deal with disturbances in a more targeted way and make them discussable, e.g. "What is happening here in the interaction/ in this situation? “
- Paradoxical questions. Can help to wake up and take a different view of the situation. Examples are:
    - What happens when things get worse?
    - What could you do to make the problem bigger, worse?
    - What does it make possible?
    - What does it make impossible?
- Headstand questions increase creativity in finding solutions. In the first step, the actual (solution-oriented) question is turned into the opposite.
- Scaling questions are sued to get a concrete assessment of the weight of the problem or how helpful are the solutions, suggestions, etc,

- Solution-oriented questions draw attention to the achievement of goals and should always be formulated positively, i.e. they should not contain any avoidance goals, such as "I don't want to the rivers to be polluted". (Better: "I want all local water bodies to be clean").

An example of such a question would be: "What advantages would you gain from establishment of a position of the catchment officer in your community? "

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use the Jamboard, Whiteboard or similar e-tool.	Equipment: pens, flipcharts, whiteboard, post it stickers. Time to do: depends on the context Staff: at least one facilitator, depends on number of questions. Facilitator should be acquainted with topic and be able to group answers	Large and small groups Large groups divided up with 4 to 6 people per table

HOW TO DO IT

- Formulate the questions.
- Decide the way, how the answers will be collected.
- Group answers and present it to audience.

ADVANTAGES

- Inclusive as allows anyone to participate.
- Garners a wide selection of views in a short time.
- Allows participants to hear from others.

CHALLENGIES

- The questions must be tailored to the target audience.
- May be a need to consider how to constructively involve critical stakeholders

Method: Card query procedure / Comment cards

ACTIVITY PHASE

Preparatory

Evaluation and monitoring

DESCRIPTION

Comments cards are a simple and low-cost way for service users to write down and post their thoughts and/or feedback.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use the Jamboard, Whiteboard or similar e-tool .	Equipment: Flipchart, pens, colour cards or post it stickers, whiteboards or wall, box (optional) Time to do: minimal Staff: needed to set up and maintenance	Large and small groups

HOW TO DO IT

1. The facilitator writes down the question (formulate problems also as a question) as a heading and makes sure that it is clear to everyone.

2. All participants get the same number of cards of the same colour (3 to 5 cards) and write down their contribution (only 1 thought per card, capitalize, maximum 3 lines per card (better only 2)).
3. If there is a risk that the participants will be influenced when they see who contributed what (conflict situations, hierarchical influences), the contributions should be hidden, and the facilitator collects the cards in a box.
4. The cards should be read aloud when they are pinned to the whiteboard/ wall. Otherwise, the participants can pin the cards themselves and explain with a sentence (short!) what is meant by it.

ADVANTAGES

- A straightforward way to have an input on actual topics, ideas, solutions
- Has the potential to gain feedback from many people
- Can be anonymous if posting in a box

CHALLENGIES

- Someone must be responsible for ensuring pens and cards are replenished and remain available, as well as for general tidiness.
- The follow up is important - before doing this, think about the aim of the action.

Method: Think – Pair – Share

ACTIVITY PHASE

Planning

Evaluation and monitoring

DESCRIPTION

An easy method to brainstorm on a question (this could focus on ideas, solutions, challenges etc.) and to make sure that everybody gets their opinion in and is involved in the process.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use the Jamboard, Whiteboard or similar e-tool .	Equipment: paper, pens, post-it notes, whiteboard/wall, sticky points Time to do: 20-30 minutes Staff: at least one facilitator	Large and small groups

HOW TO DO IT

1. Visualize the question
2. Think – everybody thinks for himself/herself
   - Duration: 3-5 minutes
3. Pair – Exchange in pairs and decide on 5-7 points or answers you want to share with the group, that you write on cards
   - Duration: 7-10 minutes
4. Share – The cards are collected in the plenum and shared with the whole group
5. Cluster – Cluster the points on a whiteboard/wall. You can also find headings for the clusters
6. Prioritise with sticky points or other form to mark.

ADVANTAGES

- help build trust among members of the team
- Easy to set up and use
- Engaging for participants

- Provides a quantifiable and visible result

CHALLENGIES

- Can suffer from the bandwagon effect[1], with people placing their dots where most people have already voted.
- There can be choice overload if there are too many options; similar options should be grouped together beforehand if possible.
- No scope for explaining why a particular option has been chosen

MORE INFORMATION

https://www.nngroup.com/articles/dot-voting/

Method: 5 x Why?

ACTIVITY PHASE

Preparatory

Planning

DESCRIPTION

The purpose of the stand-up is first and foremost to provide a quick guidance. With the 5x Why questions, a problem is to be understood in depth and not just scratched on the surface.

The principle is very simple: you ask, for example, like a toddler, "Why" repeatedly. Repeated questioning helps to identify hidden problems that would not come out in a single questioning.

Why is the problem a problem?

1. Why? (Problem description)
2. Why? (Direct effect)
3. Why? (Cause – Effect)
4. Why? (Organisational barriers)
5. Why? (Systemic barriers)

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use the Jamboard, Whiteboard or similar e-tools	Equipment: whiteboards/wall, flipchart, post it stickers, pens (large and small groups, face to face and on-line participation) Time to do: depends on the number of questions Staff: at least one facilitator	Small groups, large groups divided up with 4 to 6 people per table

HOW TO DO IT

1. Assemble a Team
2. Define the Problem
3. Ask the First "Why?"
4. Ask "Why?" Four More Times
5. Know When to Stop
6. Address the Root Cause(s)
7. Monitor Your Measures

[1] *The bandwagon effect is the tendency of an individual to acquire a particular style, behaviour or attitude because everyone else is doing it*

ADVANTAGES

- The 5 Whys uses "counter-measures," rather than "solutions."
- A countermeasure is an action or set of actions that seeks to prevent the problem from arising again, while a solution may just seek to deal with the symptom. As such, countermeasures are more robust, and will more likely prevent the problem from recurring.
- Can be used for troubleshooting, quality improvement, and problem solving, but it is most effective when used to resolve simple or moderately difficult problems.
- The tool's simplicity gives it great flexibility, too, and 5 Whys combines well with other methods and techniques, such as Root Cause Analysis.

CHALLENGIES

- It may not be suitable if you need to tackle a complex or critical problem.
- Can lead to pursue a single track, or a limited number of tracks, of inquiry when, in fact, there could be multiple causes.
- In some cases, you may need to ask "Why?" a few more times before you get to the root of the problem. The important point is to stop asking "Why?" when you stop producing useful responses.

VARIATIONS

5 Whys might be done in a single lane of inquiry or multiply lanes.

MORE INFORMATION

https://www.mindtools.com/pages/article/newTMC_5W.htm

Method: Fishbowl

ACTIVITY PHASE

Planning

DESCRIPTION

Fishbowl is a method for discussions in large groups. The intention of Fishbowl is to bring a group of people as heterogeneously composed as possible into intensive discussions on certain key questions. The form of the fishbowl makes controversial discussions possible. It also clarifies and channels different positions. Fishbowl, for example, is well suited for the following purposes:

- Discuss communicated changes.
- Shape topics to be discussed in large groups in a stimulating and participatory way.
- In the final phase of an event, e.g. open space, to name essential points in a short time and to include the perspectives of all participants.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use e – tools Zoom, Google Meet, or similar. .	Equipment: large room with multiple tables and chairs' There should be enough space to build an inner circle of about 5-7 chairs and place all listeners and observers in one or more circles of chairs around the inner circle Time to do: 30 to 60 minutes Staff: at least one facilitator, expert on the topic	Medium and large groups

HOW TO DO IT

- Arrange 4-5 chairs in an inner circle (the fishbowl). With the remaining chairs, arrange them in concentric circles outside the fishbowl (the audience).
- Ask for a few participants to fill the fishbowl and have the rest of the participants fill the outside chairs.
- One chair in the fishbowl is left empty.
- The moderator introduces a topic, and the conversation begins with those in the fishbowl. The audience listens to the discussion.

- Any member of the audience may sit in the empty seat and participate in the discussion. When this happens, an existing member of the fishbowl must depart a chair, always leaving one chair free.
- the moderator summarizes the discussion.
- For evaluation, all participants are asked to comment on the course of the discussion.
- Following the feedback, the results can be collected.

ADVANTAGES

- Good for presenting group results.
- Suits for controversial issues and open discussion processes.
- Good for making special interests heard in a larger group.

CHALLENGIES

- Participants should talk to each (do not make speeches).
- No microphones, as not all participants in the middle could be heard equally well otherwise.
- The method is often integrated into a larger-scale process.
- Unsuitable for reaching decisions, as there is no way of determining how many participants support which position.

VARIATIONS

- In a closed fishbowl, no chairs in the fishbowl are left empty. Under this mode, the initial participants in the fishbowl converse about the topic for a specified amount of time. Then, when the time runs out, they are replaced by a new group of participants. This process continues until all the audience members have spent some time in the fishbowl.
- Allow for the fishbowl to run for a certain period, then have the moderator stop the discussion and invite the audience to contribute their comments to the discussion.

MORE INFORMATION

https://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/1176/Fishbowl-Conversation-Technique.aspx

https://www.projektmagazin.de/methoden/fishbowl-diskussion-innenkreis-aussenkreis

Method: A World Café

ACTIVITY PHASE

Preparatory

Planning

DESCRIPTION

A world café event can enable people to participate through speaking or simply listening or both.

The linked conversation from several small groups helps to identify common themes and bring about new insights.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use e – tools like Jamboard, Whiteboard or similar. .	Equipment: large room with multiple tables and chairs, pens, large sheets of paper Time to do: several hours to a full day Staff: at least one facilitator per table	large groups divided up with 4 to 6 people per table

HOW TO DO IT

- Identify the purpose and objectives and consider the context of your event.
- Arrange the room in a cafe style for small groups to converse around the tables.
- Identify a host and facilitators for each table.
- Think about questions you want to ask and brief the hosts and facilitators.
- Give clear instructions to participants of what is expected from them.

- Think about how you will capture the conversations: with a note taker at each table, getting participants to write down their ideas on sticky notes, or allowing people to doodle on paper tablecloths can all be effective.
- If participants are expected to move from table to table to build the discussions, give clear instructions about how this will happen.

ADVANTAGES

- It is a good way to bring people from different backgrounds together to think about a complex issue and to find imaginative ways forward.
- Active listening is as important as speaking.

CHALLENGIES

- Each table needs an experienced facilitator to keep discussions on track.
- Volume of multiple voices at each table and within the room needs to be controlled. A 'talking stick' on each table can help limit it to one person speaking at a time.

VARIATIONS

- Lean cafe
- Pro action cafe

MORE INFORMATION
http://www.theworldcafe.com
https://urbact.eu/world-caf%C3%A9

Method: Six Thinking Hats

ACTIVITY PHASE

Preparatory
Planning
Evaluation and monitoring

DESCRIPTION

This tool enables groups to look at a decision from several points of view. It was created by Edward de Bono in his book Six Thinking Hats and is an important and powerful technique. The tool is used to look at decisions from a number of important perspectives. This forces participants to move outside a habitual thinking style and helps achieve a more rounded view of a situation.

Six colours of hats for six types of thinking, each hat identifies a type of thinking. Hats are directions of thinking. Hats help a group use parallel thinking. You can "put on" and "take off" a hat.

The model of the six thinking hats aims to ensure that a task is as complete as possible and is analysed thoroughly.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
The same steps using online platform by all participants	Equipment: 6 different colours of hats Time to do: several hours Staff: experienced facilitator in this method needed	Large and small groups

HOW TO DO IT

1. Develop a question important to the issue being considered or a series of options for the audience to consider.
2. Facilitator explains the meaning of the 6 hats for the group:

- White Hat – What are the facts and figures?
- Red Hat – What's your gut reaction? How do you feel about this? emotions & feelings
- Black Hat – Why can't we do this? What prevents us? What's the downside? cautious & careful
- Yellow Hat – How can we do this? hope, positive & speculative
- Green Hat – What are additional opportunities? creativity, ideas & lateral thinking
- Blue Hat – How should we think about this? (control & organization of thinking)

3. The participants of a round put on a hat colour and adopt this thinking attitude.
4. They discuss one after the other the analytical aspects, the emotional ones, critical, etc.
5. Everyone can and should use all the hats. to be used effectively, each person in a meeting can and must be able to wear each hat in turn.
6. Sequence can be pre-set or evolving

ADVANTAGES

- Makes meetings much shorter and more productive
- Reduces conflict among team members or meeting participants
- Stimulates innovation by generating more and better ideas quickly
- Creates dynamic, results oriented meetings that make people want to participate
- Allows to see all sides of a situation
- By switching hats, you can switch points of view, avoids that a person is criticized because of his personal view, because all of them alternately have a different task of thinking.
- It's easier to ask somebody to wear another hat, than tell them to change their thinking

CHALLENGIES

- Requires discipline from each person while using to stay in the idiom
- Adds an element of play, play along – needs experienced facilitator to keep on track
- We can't get the right answer if we ask the wrong question
- Crucial blue hat skill

VARIATIONS

- There are different ways to do it
- you may split the audience into group with different focuses (different colours)
- You may split into groups with the same focus
- You may ask the group for each focus separately
- Ask volunteers to provide focus contributions

MORE INFORMATION

https://www.debonogroup.com/services/core-programs/six-thinking-hats/
https://safety4sea.com/cm-six-thinking-hats-a-role-playing-model-to-successful-decision-making/
https://www.storyboardthat.com/blog/e/six-thinking-hats-in-the-classroom

Method: 6-3-5 method

ACTIVITY PHASE

Planning

DESCRIPTION

With the 6-3-5 method, many ideas for solving a given problem can be created within a team of 6 people. The ideas are developed together: each participant gives first 3 proposals, which are extended by the others within 5 iterations.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR

Use e – tools like Jamboard, Whiteboard or similar. .	Equipment: 6 Sheets with blank tables (3 columns with 6 rows each), whiteboard/wall, post it stickers, pens Time to do: 20-30 min Staff: one facilitator	Large and small groups. To be able to carry out the method in a meaningful way, at least four and a maximum of eight people should participate. If there are too many participants, the creativity process comes to a halt and it is easy to get lost in details

HOW TO DO IT

1. Rules must be made clear at the beginning of the exercise.
2. Phrase the problem you are dealing with in a concise sentence on the whiteboard.
3. Each participant receives a sheet of paper with an empty table (3 columns with 6 rows each).
4. No one speaks, no phones during the process, to avoid cross-influences.
5. For the first line each participant writes down 3 ideas to solve the problem.
6. After 3 minutes, the sheets are passed clockwise to the next person.
7. Everyone now tries to develop the existing ideas and write down 3 new ideas.
8. It makes sense not to have a constant 5-minute time cycle, since with each round there are more ideas on the paper, and these should be read first. It has proven to be a good idea that there are only three minutes available in the first round and that this time is increased by one minute with each round. So overall the exercise runs for 20-30 minutes and in this way 108 new ideas could potentially be created.
9. Steps 4 and 5 are run five times until all lines are filled.
10. The group analyses and discusses (not criticize!) the results, duplications must be removed and the ideas a written on whiteboard.
11. Evaluation and consensus voting on final results then happens with post it notes on a wall.

ADVANTAGES

- The 6-3-5 method is useful when new and innovative problem-solving ideas are allowed and needed. For example, when old structures and methods are to be broken.
- It is expressly not necessary that the team is familiar with the problem area, because new and unusual ways of thinking can better help to solve the problem.
- Everyone has the same chance to contribute their ideas.
- No moderator is needed, and the suggestions are immediately documented in writing

CHALLENGIES

- the ideas often remain within the scope of what the predecessor is suggesting. If the initial idea generation process is more about quantity than quality.
- Facilitator must make sure that the writing is clear and legible, otherwise it will be necessary to ask questions.
- The results are produced within a short period of time and are therefore seldom mature or can even lead to nothing. They serve as a pointer for the further development of ideas.
- The participants should let their thoughts run free. Therefore, it is important to create a relaxed atmosphere and not to build up pressure

MORE INFORMATION

https://www.designthinking-methods.com/en/3Ideenfindung/6-3-5.html
http://www.schoolofinnovation.de

Method: Lotusflower/Lotusblossom technique

ACTIVITY PHASE

Planning

DESCRIPTION

The Lotus Blossom technique adds focus and power to classic brainstorming. Once mastered, the technique helps you create more and higher quality ideas for products and services, find innovative ways of improving your project and helps you solve a variety of problems you frequently encounter.

The Lotus Blossom technique focuses the power of brainstorming on areas of interest. It does so through the use of a visual representation of ideas and is similar to a mind-map, but is more structured and pushes you in ways you don’t experience in classic mind-mapping.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Cloud-based diagramming tools (for instance https://cacoo.com/) makes this whole process possible on line.	Equipment: prepared sheets of paper with diagram, pens, white boards/wall Time to do: several hours Staff: at least one facilitator	Large and small groups

HOW TO DO IT

1. Write the central problem in the centre of the diagram.
2. Write the significant themes, components, or dimensions of your subject in the surrounding circles labelled A to H surrounding the central theme. List The optimal number of themes for a manageable diagram is between six and eight. If you have more than eight, make additional diagrams. Ask questions like: What are my specific objectives? What are the constants in my
problem? If my subject were a book, what would the chapter headings be? What are the dimensions of my problem?
3. Use the ideas written in the circles as the central themes for the surrounding lotus blossom petals or boxes. Thus, the idea or application you wrote in Circle A would become the central theme for the lower middle box A. It now becomes the basis for generating eight new ideas or applications.
4. Continue the process until the lotus blossom diagram is completed.
5. Sort the ideas.
6. Gather everyone together and spread the ideas out so everyone can see them.
7. Refer to your central problem so that when you assess each idea, it’s at the front of your mind. As you go through the list, ask yourself/the team if it answer the initial problem, align with the meeting goal.
8. You may pick up top three idea (If you’re working in a group, ask each team member to mark their favourites)

ADVANTAGES

- the ideas continually evolve into other ideas and applications, as ideas seem to flow outward with a conceptual momentum all their own.
- if you complete the entire diagram, you’ll have 64 new ideas or ways to solve the problem
- When one is created large-scale on a wall – in brilliant colour to boot – it can be both interactive and inspiring
- It almost facilitates itself.

CHALLENGIES

- As a technique, it’s somewhat complex and a bit “stage-y” for brainstorms
- To safeguard maximum effectiveness, but also creativity, it’s important that the problem is discussed from different angles. A way to do this is to make sure to have a diverse group of people in the brainstorming sessions.

MORE INFORMATION

https://5by5design.com/index.php/advice/lotus-blossom-technique
https://www.toolshero.com/creativity/lotus-diagram/
https://innovationmanagement.se/2004/10/21/creative-thinking-technique-lotus-blossom/
https://online.visual-paradigm.com/knowledge/brainstorming/brainstorming-toolkit/

Method: One-point query (one-dot voting)

ACTIVITY PHASE

Preparatory

Planning

Evaluation and monitoring

DESCRIPTION

Dot voting is a simple tool used to democratically prioritize items or make decisions in a group setting. It is an easy, straightforward way to narrow down alternatives and converge to a set of concepts or ideas.

In dot voting, everyone in a group is given a number of tokens ("dots") that can be each assigned to an alternative which is part of a set of alternatives.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use e – tools like https://www.mentimeter.com/, Jamboard, Whiteboard or similar. .	Equipment: board/ wall, post it stickers, colour dots Time to do: 10-15 min maximum 2 min for one question Staff: at least one facilitator one facilitator	Large and small groups

HOW TO DO IT

1. The facilitator writes down the question, assertion or thesis and makes sure that it is clear to everyone.
2. Then he/she draws a scale and explains the procedure.
3. Each participant receives a dot in the same colour and sticks his/her dot on the scale. The scale can be sliding (0-100%) or gridded (fixed selection of fields, e.g., ++; +; 0; -; --).
4. Everybody votes
5. The result is then discussed.

ADVANTAGES

- Simple rating technique

CHALLENGIES

- The participants can influence each other. To avoid this, it is good if the dots are glued without comment and if everyone thinks about where the dot should be placed.
- If the question is critical, the evaluation can also take place face down with cards on which the participants note the value, which is then transferred by the moderator into the scale with the sticky dots.

VARIATIONS

Multi-dot voting: The procedure is identical to the one-point query. The number of points or dots depends on the number of list items / topics and the number of participants. 3-5 dots are suitable without being confusing. Several points may be awarded per topic, but if there are many dots, it makes sense to limit the dots awarded per topic (max. 3)

MORE INFORMATION

https://www.nngroup.com/articles/dot-voting/

http://www.academy4excellence.de

Method: Blueboard

ACTIVITY PHASE

Planning

Implementation

DESCRIPTION

The Blueboard facilitates the decisive step from an initial idea to concrete further development. It encourages teams to test new ideas independently and to initiate and promote concrete initiatives.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
The same steps using on line platform by all participants Use the Jamboard, Whiteboard or similar e-tool.	Equipment: pens, white board or wall, blue contribution cards. Time to do: depends on topics, could be up to 110 min Staff: at least one facilitator	Up to a maximum number of 15 to 20 participants Large and small groups

HOW TO DO IT

1. The team is invited to develop initial solution ideas for a challenge or question.
2. Several concrete ideas/initiatives are selected and are proposed on large white initiative cards.
3. Afterwards on blue contribution cards it is noted, which concrete contribution each participant would like to make in particular to which initiative.
4. Then everyone puts their contribution cards at the Blueboard to the associated idea/initiative.
5. Thus, the wall fills up in short time with blue contribution cards, therefore "Blueboard method “.

ADVANTAGES

- It is immediately visible where the energy of the team is going.
- It is not the quantity of cards that is decisive: even a single card shows that there is interest and energy to push a niche idea forward.

CHALLENGIES

- Initiative cards do not bear names - this way "possessions" are avoided
- The person who would like to lead an initiative, notes its desire on a contribution card
- The binding nature of the contributions should have ease: don't ponder, write
- Withdrawing an offered contribution is difficult in terms of group dynamics, but usually there is understanding and an exchange partner for the offered contribution
- The size of the Blueboard is an important determiner in the way groups of people work with it.

Method: Fold to Five – voting by hand/finger

ACTIVITY PHASE

Preparatory

Planning

Evaluation and monitoring

DESCRIPTION

Five-Finger Voting is a voting format to agree upon alternatives after they are discussed extensively. A group must decide in a very short time on a proposal and possible alternatives to solve the issue. The participants debated extensively the proposal and its alternatives in a discussion up-front, e.g., in a Five-to-Fold facilitation. Now, it is time to decide.

When a group is asked to take a decision, the members try to find a common level of agreement by either democratic voting or consensus-based decision-making.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR

Use e – tools like https://www.mentimeter.com/, Jamboard, Whiteboard or similar. .	Equipment: posters, pens, cards. Time to do: 10-15 min Staff: at least one facilitator	Large and small groups

HOW TO DO IT

1. Facilitator explains the issues, rules.
2. Offer your solution.
3. The proposer reads the proposal out loud. The group pauses for a moment so as not to judge hastily and to appreciate the decision. Then the moderator counts: one, two, three, go.
4. Vote using the "Five-to-Fold" method. (Hold up zero to five fingers.)

All the messages are thus delivered at the same time and the participants show their degree of agreement with their fingers:

- With 5 fingers the members signal: 'I am for it'.
- Those who show 4 fingers mean: 'This is okay for me'.
- With 3 fingers, mixed feelings are signalled.
- 2 fingers mean: 'I do not agree, but I do not block the decision'.
- And one finger means 'veto, you should have another conversation'.

The goal should be to make decisions without veto votes

5. If the majority is in favour, then a follow-up check is made: Can the objections of those who have shown one to three fingers not still be integrated?
6. Recording:
   At this time, the fingers may be recorded for the record, or not, according to desired or established group practice. Fingers may be recorded generically or attributed to specific individuals.
7. Checking in With Twos, Ones, And Folds:
   If no one shows folded hands, the facilitator states that the proposal has become a decision, and then always invites those who showed one or two fingers to say a few words about their reservations, if they choose.
   It is useful to record these reservations when a report is being made of the meeting decisions. This honours the unity of the group and often opens doors to addressing these concerns in the ongoing work.
   If someone has folded, the facilitator states that the proposal has not become a decision and invites the person(s) who folded to speak. The facilitator reminds the group that space is open for all participants to take responsibility to work together in the days to come to create a resolution to the situation.
8. Next Steps / Actions Taken:
   The facilitator opens space for establishing next steps. When a proposal has become a decision, the leader may schedule a follow-up implementation meeting or other steps. If there has been a fold, a follow-up meeting to consider the issue may be scheduled, as desired.

ADVANTAGES

- Invites, honours, and integrates all individual perspectives, including intuitive "minority" perspectives, into practical decision-making in clear, effective ways grounded in individual responsibility
- open and honest communication, and continuous contact between individual and organisational purpose/essence

CHALLENGIES

- Real consensus is never achieved by sacrificing your values or strongly held beliefs.
- Determine how you'll respond to low or no support for an idea before taking votes. How will you respond to the one or two finger votes? What about the Fold votes?
- Facilitator should moderate in case of conflicts and disagreements.

VARIATIONS

In its short version, Five-to-Fold is the well-known Thumb Voting resp. Five-Finger-Voting. In the long version, Five-to-Fold is an elaborate decision-making facilitation process.

MORE INFORMATION

https://www.plays-in-business.com/five-to-fold/

Method: Future Workshop

ACTIVITY PHASE

Planning

DESCRIPTION

The purpose of a future workshop method is to formulate concrete solutions and action proposals with a group of participants based on their own experiences. Future Workshops are usually held on a local issue or challenge or in connection with the planning of a local action concerning a particular development.

Future workshops incorporate a three-phase process, sometimes preceded by presentations which outline the workshop objectives:

-Critical analysis phase involving detailed analysis of the situation/technology.

-Visionary phase where future visions are built upon the analysis in the first phase; these are then subject to a reality check.

-Implementation phase where the visions are turned into actions.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use e – tools like Jamboard, Whiteboard or similar. .	Equipment: nice peaceful place, paper, pens, markers Time to do: from a few hours to a few days. From 1 to 3 months planning. Staff: experienced facilitator	Medium group 15- 25- people

HOW TO DO IT

1. Define the concept that will be the main objective of the workshop.
2. Recruit participants for the session and make sure everything has been arranged.
3. Select a moderator to introduce the topic of the session and explain the objectives.
4. Ask participants to reflect on the present day situation and write down all their negative experiences.
5. Participants fantasize about the desired future situation. How would the ideal situation be for them? For this stage there are no limitations, everything is possible. Each participant makes a retrospective and forward-looking statement
6. The ideas that were generated are tested for feasibility. It is important to note what barriers the ideas face and what could be done to overcome these barriers.
7. Develop an implementation plan.
8. Check if the implementation is coming along as planned.

In order to ensure transfer, another one-day meeting would be recommended after a few weeks.

ADVANTAGES

- Everyone can contribute ideas without the usual caution against criticism. This is an opportunity for diversity.
- Supervisors can step out of their role as defined by the hierarchy, which is also an opportunity to increase creativity.
- Can be helpful in integrating a citizen-led perspective into local decision making
- Can help participants overcome their own bias in relation to a specific technology and encourage them to hypothesise future forms and uses of a technology.
- Can empower usually marginalised groups

CHALLENGIES

- This method requires a lot of preparation by the facilitators and moderator
- Sometimes group dynamics can affect the outcome of a deliberative process

- Participants may spend too much time on one issue, for example the technology, failing to fully evaluate social, economic and political implications of associated sector changes.
- Workshop evaluations tend to overestimate potential for action.
- Not suitable for narrow issues.
- Additionally, organizing participants from across the community can be difficult, because it requires a good amount of planning to ensure diversity of participants and a rewarding workshop session.
- Group dynamics can affect the outcome of the deliberative process. For instance, different exercises will have similar results.
- The 'opacity of context' is another issue confronted by future workshops when participants become focused on particular aspects of a certain sector, such as technology, but do not fully evaluate the social, economic and political implications of the associated sector changes.

MORE INFORMATION

http://actioncatalogue.eu/method/7391
https://www.utu.fi/sites/default/files/public:/media/file/Ville-Lauttamaki_futures-workshops.pdf

Method: Walt Disney

ACTIVITY PHASE

Planning

DESCRIPTION

On the basis of a role play, several people look at and discuss a situation from three different perspectives (roles). The Walt-Disney-Method method looks for the solidarity between creativity and feasibility. Goals and visions are transferred into a form that is suitable for practical application. The method serves to change perspectives.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use e – tools like https://www.mentimeter.com/, Jamboard, Whiteboard or similar. .	Equipment: For each individual role, a separate room should be created. However, it does not necessarily have to be individual rooms; three chairs, which are placed in different corners of a room, are sufficient; 3sheets A4 paper, pens. Time to do: 1.5 -2 hours Staff: advanced facilitator	Medium groups (8-11participants)

HOW TO DO IT

1. Group goes into the role of the dreamer. The dreamer develops ideas and visions. He can let his imagination run wild and does not care about possible limitations.
2. Afterwards, the group takes on the role of the realist. The realist adjourns with the ideas he has won, reflects and asks himself the following questions: What needs to be done or said? What is needed for the implementation (material, people, resources, knowledge, techniques, etc.)? What do you feel about this idea? Which basics are already available? Can the approach be tested?
3. At the last point in the cycle, the team takes on the role of the critic. It has the task of dealing constructively with the results of the realist and to express criticism. Starting points for this can be: What could be improved? What are the opportunities and risks? What was overlooked? How do I think about the proposal?
4. Open questions are then handed back to the dreamer, who reintroduces the cycle based on the findings. The process is considered complete when the critic can no longer ask further relevant questions and when it is foreseeable that another run will not bring any optimization.

ADVANTAGES

- If there are only similar characters in a team, this method helps to take a different view and break out of the old ways of thinking.
- Deadlocked thinking structures are solved
- This method can also be pragmatically and easily performed in a three-roll discussion at a table. In addition, additional persons can debate and take the word in the sense of the three roles.

CHALLENGIES

- Not necessarily required in a group of characters that already have the appropriate character traits anyway

VARIATIONS

It is also possible for one person to take each role in turn on a different chair.

This method can also be pragmatically and easily performed in a three-roll discussion at a table. In addition, additional persons can debate and take the word in the sense of the three roles.

MORE INFORMATION

https://t2informatik.de/en/smartpedia/walt-disney-method/
https://www.designmethodsfinder.com/methods/walt-disney-method
https://unalab.enoll.org/walt-disney-method/

Method: Rose & Thorn and Bud (RTB)

ACTIVITY PHASE

Evaluation and monitoring

DESCRIPTION

Ask the group to reflect and be mindful of a Rose, Thorn, and Bud they have experienced. Help them describe new ideas and things they are looking forward to learning or experiencing. Also, give them the opportunity to reflect on those things they found challenging in order to be able to offer better support.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use e – tools like https://www.mentimeter.com/, Jamboard, Whiteboard or similar. .	Equipment: flipchart paper, pink/blue/green post in notes, pens posters, pens, cards. Time to do: 15- 20 min maximum 2 min for one question Staff: one facilitator	Large and small groups

HOW TO DO IT

1. Define the terms for the activity
   Rose = A highlight, success, small win, or something positive that happened.
   Thorn = A challenge you experienced or something you can use more support with.
   Bud = New ideas that have blossomed or something you are looking forward to knowing more about or experiencing.
2. Brainstorm
   Give the group 30 seconds to a few minutes to sit silently and reflect on their rose, bud, and thorn. Then give them 5-10 minutes to jot down ideas on a piece of paper or print out the graphic organizer provided here.
3. Debrief
   Share your own rose, bud, and thorn, and then go around the room asking participants to share their rose, bud, or thorn or reflect on the activity itself.
4. Reflection
   Check in after completing the activity and ask participants to notice their energy level and thoughts before and after the activity.

ADVANTAGES

- Invites input from all team members
- Facilitates productive discussion
- Helps you identify issues and insights

VARIATIONS

A possible extension for this activity is to brainstorm strategies for turning thorns into roses or to describe ways thorns might support learning and growing.

MORE INFORMATION

https://www.mindfulschools.org/inspiration/mindful-reflection/
https://designsprintkit.withgoogle.com/methodology/phase1-understand/rose-thorn-bud

Method: Happiness Board

ACTIVITY PHASE

Evaluation and monitoring

DESCRIPTION

After the end of an event the Happiness Board gives the participants the opportunity to give feedback on various aspects of the event, for example:

- to the process and the exercises
- on the technology, the media used and the software
- on the framework and the agenda
- on the participants and cooperation

Alternatively, the feedback can be guided by questions such as

- What is my most important insight?
- What other question do I have?
- What could be improved?
- What is my current feeling as a weather map (sketch/icon)?

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use e – tools like https://www.mentimeter.com/, Jamboard, Whiteboard or similar. .	Equipment: white board/wall, post it stickers Time to do: 10-20 min Staff: at least one facilitator	Large and small groups

HOW TO DO IT

1. Ask the questions
2. Ask the participants note down each answer to a Post-it and position it in the corresponding column. The questions can be answered directly or the next day.

ADVANTAGES

- Simple technique

VARIATIONS

Happiness Radar: Usually a wall - pin board, whiteboard, etc. - is used to work on with Post-it's. On the vertical axis the degree of satisfaction is represented by 3 to 5 smileys. The horizontal axis is either used to list different categories such as "process", "collaboration", "results" (Happiness Radar) or to allow a temporal assignment of the feedback (Happiness Wall)

The Happiness Radar gives participants the opportunity to give feedback on various aspects of the event after an event, Happiness Wall. The Happiness-Wall accompanies an event permanently and gives the participants the opportunity to communicate their satisfaction or suggestions directly. The feedback is allocated. The Happiness-Wall accompanies an event permanently and gives the participants the opportunity to communicate their satisfaction or suggestions directly. The feedback is allocated chronologically and is easier to follow afterwards. Highlights and weak phases are recognizable for everyone.

At the beginning of the event, the facilitator should point out that feedback can be given at any time on what was noticed - positive or critical

MORE INFORMATION

http://www.change4success.de

Method: Local Solutions

ACTIVITY PHASE

Preparatory

Planning

DESCRIPTION

This is a group exercise to investigate local solutions to a problem, list and explain the strengths and weaknesses, and investigate how development workers or other partners could support the solution. It provides a basis for building on or adapting local skills and technology. It assumes that a key problem has already been identified and uses a type of Flow Diagram to collate information on a potential local solution.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use e – tools like https://www.mentimeter.com/, Jamboard, Whiteboard or similar. .	Equipment: paper, pens Time to do: 20-30 min Staff: at least one facilitator	Large and small groups

HOW TO DO IT

1. The group identifies local expertise and analyses why the problem exists.
2. Suggestions are taken for strengths and drawbacks of current practice, and how these may be improved using a blend of other local skills and outside knowledge
3. The group identifies how such changes could affect local knowledge and practice, or people's perceptions and use of it.
4. The practice is examined to see if it might be suitable for local use or practice elsewhere.
5. Make copies of the output and leave the original with the group.
6. Let the group analyse their own practice. A local facilitator will minimise the impression that local practice is being judged by an outsider. Facilitators should be careful to assess the potential implications of suggested 'improvements' to local practice.

ADVANTAGES

- Mutual learning about the strengths and weaknesses of local practices.
- Highlights potential problems and improvements.
- Useful for skill-sharing, planning and identifying follow-up activities.

CHALLENGIES

- The diagram is too complicated or presented too quickly.
- People do not speak freely about the strengths and weaknesses of their own practice.

MORE INFORMATION

https://www.weadapt.org/sites/weadapt.org/files/legacy-new/knowledge-base/files/1231/5245643d7e2f1tools.pdf p. 58

Method: High Five – desire for the future

ACTIVITY PHASE

Evaluation and monitoring

DESCRIPTION

The facilitator shares a story or example of what could be a desire for the future concerning a change in a project or a situation. The example is intended to inspire others to think about the future. After this, participants are invited to take a moment to think about their organisation and situation back home right now and their desire for the future. Something they would like to change inspired by the new insights from the learning event.

This reflection method is especially well suited to use at the end of a training course as a means of transferring what has been learned to the practical situation. Suggestions for the facilitator: Give an example of a step. And make people copy the steps from their hand picture into their diary, and/or send the hand picture to the participants three weeks after the course.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use e – tools like Jamboard, Whiteboard or similar. .	Equipment: paper, pens. Time to do: 20 min Staff: at least one facilitator	Large and small groups

HOW TO DO IT

1. Facilitator defines the topic
2. Then all participants draw their hand on a piece of paper by tracing the outline of their hand. Each finger represents one step to take into the future to make their desire come true.
- Thumb: What I liked and what inspired me during this learning event was …
- Index finger: What I should be careful about is …
- Middle finger: What I did not like or found difficult …
- Ring finger: How it is related to my other experiences …
- Little finger: A small step I can take when I arrive back home …
3. Sharing of future action plans is optional but can make the plans much stronger

ADVANTAGES

- A nice and symbolic way to reflect and think about the future. It allows time for true reflection and application.

CHALLENGIES

- It is more of an individual reflection method and does not generate a lot of discussion/ energy in the group.

VARIATIONS

Alternative questions to be used in the hand picture:
• When I get home after this event, I usually start with doing first the actions I like to do. This time it will be …
• I have an overview of all topics so that I can set priorities. My main priority is ...
I should not …
• I will have to stimulate my team back home to learn about the new perspective on …
• I must plan an appointment to make sure my team can …
Sharing of future action plans is optional but can make the plans much stronger. Expressing your idea is a crucial step in moving from desire towards implementation. The sharing can be done in pairs, small groups, or plenary. In the plenary the participants could for example share one important step that needs to be taken.

MORE INFORMATION

https://edepot.wur.nl/439461

Method: Surveys and Questionnaires

ACTIVITY PHASE

- Preparatory
- Planning
- Implementation
- Evaluation and monitoring

DESCRIPTION

A few questions are asked to the respondent, who answers them as they go along. The questions can be:

- Simple, with easy to collect data (e.g. "are you satisfied with the current situation?"; very satisfied, satisfied, neutral, not satisfied, not at all satisfied). The advantage of online questionnaires is the easy analysis of this type of response, even on a large audience.
- Or more complex, with open-ended and qualitative questions. Open-ended questions need to be read and analysed, but provide more qualitative information.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use e – tools like Google Forms, Survey Monkey etc, .	Equipment: questionaries, pens. Time to do: maximum 2 min for one question. Take into account preparation and analysis Staff: one person at least	Large and small groups

HOW TO DO IT

- Formulate the questions.
- Choose an online tool and create the form.
- Send it to the people you want to question.
- Analyse the answers; the analysis can be quick in the case of "simple" questions but requires a person to read and analyse the answers in the case of open-ended questions.

ADVANTAGES

- Inclusive as it allows anyone to participate.
- Garners a wide selection of views in a short time.
- Quick analysis of simple questions, supplemented by qualitative data from open questions.

CHALLENGES

- Questions should be tailored to the target audience.
- Little involvement of the respondents, and little exchange.

VARIATIONS

- Online surveys: the online survey is an evolution of the paper survey. They have the advantage of making things quicker and easier, with fast delivery and tools that group together people who have answered the same thing.

Method: Interviews

ACTIVITY PHASE

Planning

Evaluation and monitoring

DESCRIPTION

Interviews are a face-to-face discussion between an interviewer and one or more interviewees. They consist of an exchange with questions, guided by the interviewer. There are three types:
- Structured interview: this interview practically follows the idea of a questionnaire, with a clearly defined sequence of questions that are not very open-ended. Everyone generally has the same number of questions, asked in the same order.
- Semi-structured interview: these interviews have both precise, pre-established questions and more general, open-ended themes.
- Unstructured interview: allowing for very qualitative responses, they include more than just standard questions and topics. It is like a traditional discussion, where the interviewer is free to address or not to address certain topics. Closed questions are avoided.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use e – tools like Zoom or other. .	Equipment: Possibly equipment to record the interview. Time to do: depends on number of questions / type of interview Staff: at least one interviewer	Small groups

HOW TO DO IT

- Identify the most appropriate method.
- Formulate the questions you want to ask / the main themes you want to address.
- Conduct the interview.
- Collect and analyse the answers.

ADVANTAGES

- Inclusive as it allows anyone to participate.
- Allows for qualitative feedback on the interviewee's feelings.
- Engaging for participants.

CHALLENGES

- Find the most appropriate type of interview for the interviewees.
- Interesting the interviewees to allow a qualitative exchange.

Method: SWOT at meetings

ACTIVITY PHASE

Planning

DESCRIPTION

- SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis is a framework used to assess a project through the following points:
- SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis is a framework used to diagnose a project. It is divided into 4 parts:
    - Strengths: internal strengths of the project.
    - Weaknesses: internal weaknesses of the project.
    - Opportunities: external elements with a positive impact on the project.
    - Threats: external elements that may have a negative impact on the project.

It can be used at different times and is useful during the evaluation to define areas for improvement. Doing it in a group allows the different aspects to be better identified, and to have the feelings of each stakeholder.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use e – tools like Jamboard, Whiteboard or similar tool to collect the ideas and create separate online. Use separate e-rooms for discussions.	Equipment: Board/paper, pens. Time to do: 1-2h Staff: at least one facilitator	Large and small groups

HOW TO DO IT

- Explain the purpose and process of the SWOT method.
- List the strengths.
- Identify weaknesses.
- List opportunities.
- Identify threats.
- Discuss the identified elements.

ADVANTAGES

- Gives an overall assessment of the project.
- Interactive - allows everyone to participate and exchange.
- Inclusive as it allows anyone to participate.

CHALLENGES

- Participation can be complicated at first, encourage participation with simpler questions than "what are our strengths", e.g.
- Some elements may be difficult to identify.

Method: Focus groups interviews

ACTIVITY PHASE

Preparatory

DESCRIPTION

In this type of interview, a limited number of people are brought together (from 4 to 10 people maximum, beyond which some participants may not speak). “Prompts" are used, which can be questions or facts, and are thrown at the participants at the beginning of the discussion. Afterwards, they are left to discuss the prompt, and we intervene very little, we simply observe the exchanges and reactions.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use e – tools like Jamboard, Whiteboard or similar tool to collect the ideas and create separate online. Use separate e-rooms for discussions. .	Equipment: chairs, paper and pens, recording equipment. Time to do: at least 30 min Staff: at least one facilitator per group	Small groups (or large groups divided in groups of 4-10 people)

HOW TO DO IT

- Explain the purpose and rules of the discussion.
- First prompts.
- Exchange (recorded by writing of video)
- Conclude and exchange with the group on the conclusions that have been drawn.

ADVANTAGES

- Very close to a natural conversation.
- Inclusive as it allows anyone to participate.

CHALLENGES

- Create an environment where participants feel comfortable to talk (put chairs in a circle, do small talk beforehand, offer drinks...).
- Encourage everyone to participate by asking simple but not too many questions (What do you think? Do you agree?).

More information

Characteristics (eiu.edu)

Method: Evaluation Form

ACTIVITY PHASE

Evaluation and monitoring

DESCRIPTION

Evaluation is usually done by means of an electronic or paper form, with a series of questions on what the participants thought of the certain activity: behaviour of the speakers, interest of the content, method etc.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Use e – tools like Jamboard, Whiteboard or similar tool to collect the ideas and create separate online. Use separate e-rooms for discussions. .	Equipment: posters, pens, cards. Time to do: minimum 20 min Staff: one facilitator	Large and small groups

HOW TO DO IT

- Formulate the questions.
- Choose an online tool and create the form.
- Send it to the people you want to question.
- Analyse the answers.

ADVANTAGES

- Provides direct feedback for future classes.
- Inclusive as it allows anyone to participate.
- Anonymous answers.

CHALLENGES

- Complicated to have the total feeling of a participant, because no possibility of exchange; just answers, where the participant decides or not what he wants to say.

VARIATIONS

- This evaluation can also be complemented by an exchange with the participants about the course/event. This method allows for more exchange but does not guarantee the anonymity of the participants (doing both can therefore be a suitable solution).

Method: Participants Observation

ACTIVITY PHASE

Implementation

Evaluation and monitoring

DESCRIPTION

The participant observation method is a method where the person seeking to evaluate (in this case "the researcher") does not simply observe but is actively engaged in the activities of the participants. The researcher is completely immersed, which allows a better understanding of the stakeholders' feelings.

To understand the use of pesticides by farmers, the researcher could, for example, spend a period of time with them, understand the use they make of them, the interest they have in using them, the difficulties if they do not use pesticides.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
- .	Equipment: Paper/pen or computer to take notes. Additional equipment depending on the duration and the group. Time to do: at least 4h, can be several weeks. Staff: at least one person per group	Large and small groups.

HOW TO DO IT

- Find a place/environment to study and get access to it.
- Establish a relationship with the actors/participants in the research.
- Spend enough time with research participants in the environment to obtain a sufficient amount of data.
- Analyse the data.

ADVANTAGES

- Allows access to information that is not available externally, and to see issues yourself.
- Participants can forget that they are being observed, and therefore act in a more natural way overall.
- Allows you to obtain highly qualitative data that is close to reality.

CHALLENGES

- Requires a strong and long-term investment (it cannot be done in just one hour; It is estimated that it takes a minimum of 4 hours to several weeks).
- Requires finding a relevant place to study from the start (e.g., one farm is not enough to capture the daily life of all farmers).

Method: Writing narratives

ACTIVITY PHASE

Evaluation and monitoring

DESCRIPTION

Participants, as well as organizers, write stories about the event, their experience of the project, the people. During the project or at the end of the event, all the stories are collected and analysed.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR

Use e – tools, for instance www.miro.com	Equipment: Paper/pen or computer to take notes. Time to do: depends on the event / project Staff: at least one person to collect / read the stories	Large and small groups.

HOW TO DO IT

- Organize the event/project.
- At the end of the event, distribute sheets of paper and pen for each participant to write their story. Participants can be helped with questions if needed ("What was your favourite part?" "What did you like best?")
- Collect the answers.
- Analyse them.

ADVANTAGES

- Inclusive as it allows anyone to participate.
- Gives a qualitative overview of the participants' feelings about the project.
- Allows for very natural feedback, as stories are not constrained to specific questions, and participants can be anonymous.

CHALLENGES

- Since the stories are not structured, it can sometimes be difficult to get feedback on a specific point.
- It is also important to motivate people to participate and to develop their stories if possible.

VARIATIONS

- To encourage participation and exchange, it is also possible to do this feedback orally, with an organizer recording or taking notes.

Method: Description of a process

ACTIVITY PHASE

Preparatory
Planning
Implementation
Evaluation and monitoring

DESCRIPTION

Following the principle of a logbook, this method asks participants and organizers to write down regularly what happens during the project. At the end of the project, we have a complete logbook, with a description of the events in their context.

HOW TO USE IT ONLINE	RESOURCES NEEDED	SUITABLE FOR
Report online (via mail e.g.) .	Equipment: Paper/pen or computer to take notes Time to do: depends on the event / project Staff: at least one person to collect / read the stories	Large and small groups.

HOW TO DO IT

- Explain at the beginning of the project the principle of the journal: the frequency of writing, its interest, etc.
- Regularly during the project, remind participants to write down their stories, their feelings.
- Collect the stories and analyse them.

ADVANTAGES

- Inclusive as it allows anyone to participate.
- Gives a qualitative overview of the participants' feelings about the project.
- Allows for very natural feedback, as stories are not constrained to specific questions, and participants can be anonymous.

CHALLENGES

- Since the stories are not structured, it can sometimes be difficult to get feedback on a specific point.
- It is also important to remind people to write their stories.

VARIATIONS

- The rendering of the stories can be done in other ways: videos, recordings... That the organizers can propose to the participants to do regularly.