

A close-up photograph showing several hands of different skin tones cupping a small, vibrant green plant with several leaves. The plant is in a dark, circular pot filled with soil. The hands are positioned around the pot, symbolizing care, support, and collaboration.

Multistakeholder process facilitation

A toolkit

rikolto



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Prologue

The world has changed considerably since Rikolto – called Vredeseilanden back in the days – started supporting farmers and farmers' organisations in the 1960s. Building on the results of our projects and through exchanges with partners and stakeholders, we adjusted our strategies to improve farmers' income by focusing on market access, then to work through a value chain lens and now applying a food systems approach.

As we learned from all these experiences, it has become crystal clear that **a sustainable income for farmers and nutritious, affordable food for everyone demands the engagement and collaboration of all food system stakeholders**. Through our work, we build bridges between smallholder farmers' organisations, companies, authorities and other actors across rural and urban areas. Together, we create innovative ways of accessing, distributing and producing nutritious, quality food, so no one is left behind.

To fulfil this ambition, we need to amplify our scope of work, extending our collaborations to consumer organisations, actors from the health and nutrition sector and financial institutions, to name but a few. Sure, **this makes our work more complex, but we also create more opportunities to successfully reach our goals**.

While some of our colleagues have participated in trainings on multi-stakeholder process facilitation in the past, we also had to acknowledge that we need to grow these skills and competences organisation-wide. That is why, in the second half of 2021, we have invested in a training-of-trainers process, preparing 10 in-house Multistakeholder Process (MSP) trainers to coach their colleagues across Rikolto's clusters and hubs.

To support our Rikolto trainers in their work, we have captured **the essential concepts, tools and attitudes needed to make multi-stakeholder collaboration work in food systems**. Recognising its value for all MSP facilitators, we have decided to make this toolkit publicly available. Should you have questions regarding its content, I invite you to connect with our MSP experts. May we all grow in our capacities to nurture multi-stakeholder solutions that change the recipe of our food systems. Enjoy the ride!

Chris Claes, Executive Director of Rikolto



Introduction

MSP facilitation is both an art and a science. There are some common steps and methods that lead to establishing an MSP. At the same time, the facilitation of an MSP is highly context-dependent and needs to be flexible so as to respond to unexpected dynamics (which always emerge!).

This toolkit introduces the key concepts, methods and attitudes needed to set up an MSP and facilitate the process. It provides you with a roadmap, but you will have to experiment, learn and adapt all the resources provided to fit your context and needs.

Enjoy the journey!

Iñigo Retolaza Eguren

What is a multi-stakeholder process?

A process of interactive learning, empowerment and participatory governance that enables stakeholders with interconnected problems and ambitions, but often differing interests, to be collectively innovative and resilient when faced with the emerging risks, crises and opportunities of a complex and changing environment.

Source: [MSP Guide \(WCDI\)](#)

Steps to develop a multistakeholder platform

How do we know we are moving towards our desired change?

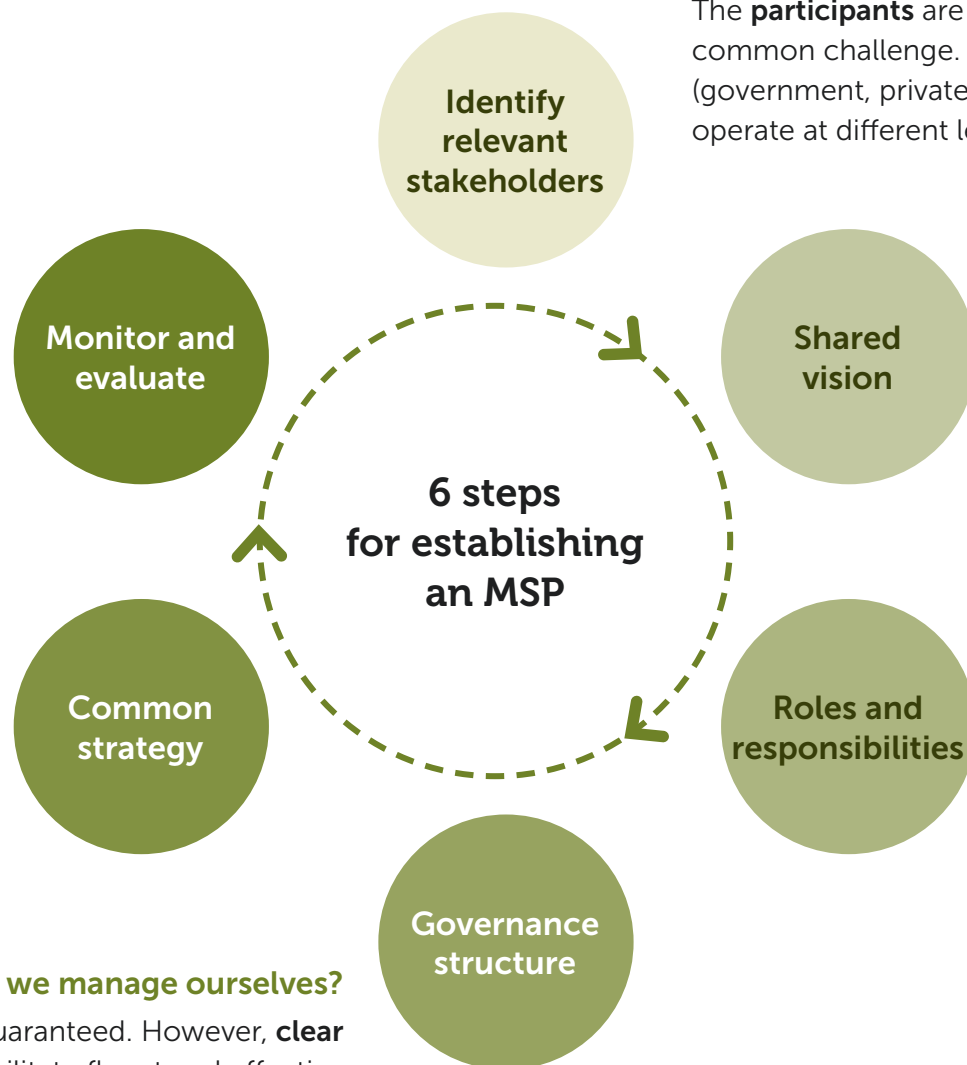
Considering there is no clearcut solution for wicked problems, stakeholders need to monitor closely to see if their collaboration brings them closer to a solution and which **changes** would make their MSP more effective.

How do we work together?

The **process** is agreed upon but dynamic, balancing top-down and bottom-up approaches to work with power differences and overcome conflicting interests. This creates a dynamic in which all stakeholders can be heard, take responsibility for the solution and learn from each other.

How do we manage ourselves?

The outcome of an MSP is all but guaranteed. However, **clear norms** and **procedures** facilitate fluent and effective multi-stakeholder collaboration.



Who are the main stakeholders we need to engage with?

The **participants** are all actors that have a stake in the common challenge. They can come from various sectors (government, private sector and civil society) and may operate at different levels (local, national and international).

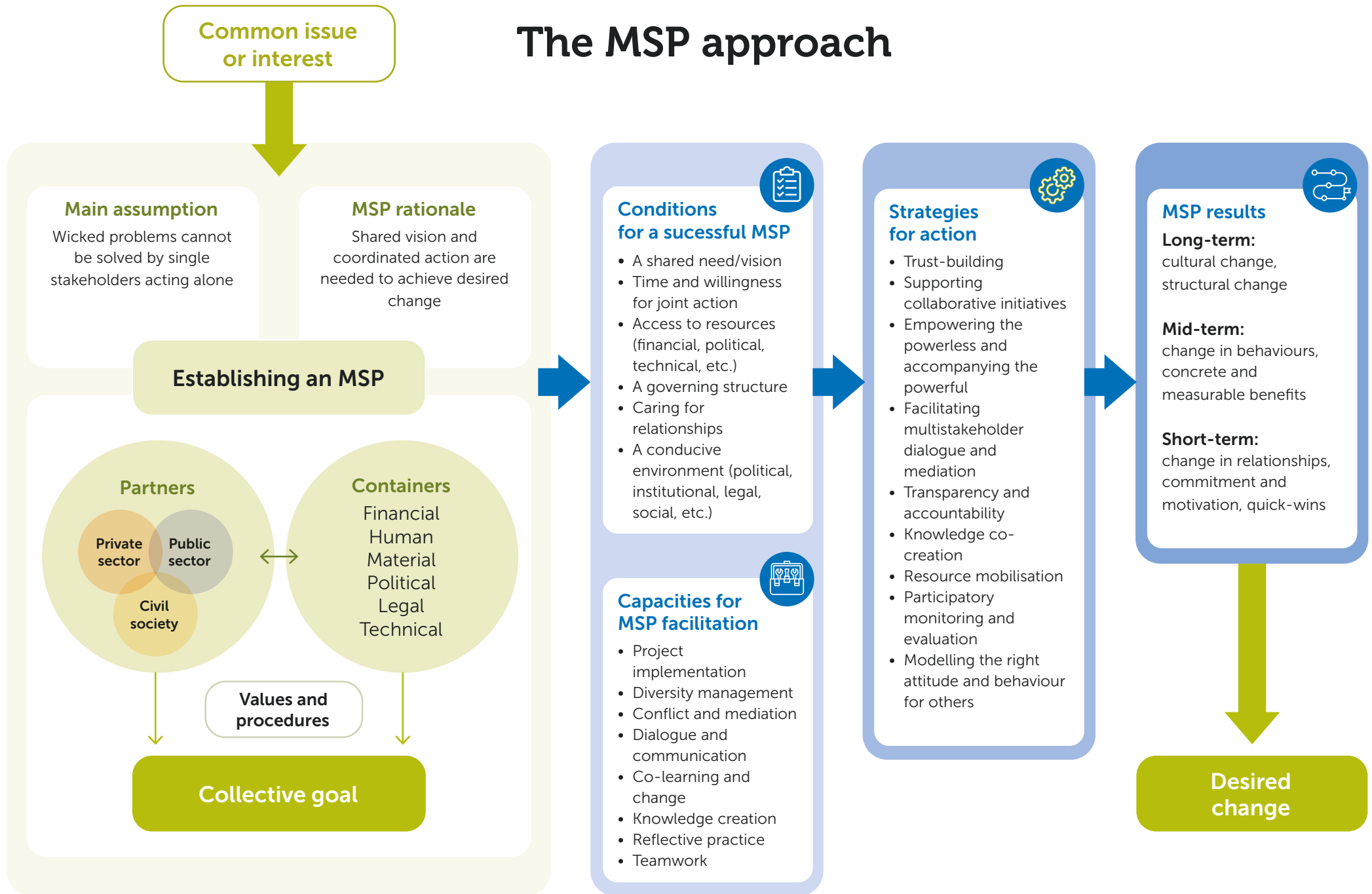
What are the common goals?

The **goal** is to overcome a "wicked problem", a challenge that often does not have a clear solution and has consequences that impact many stakeholders in different ways. Solving such problems typically does not fall under the responsibility of a single organisation or person.

Who has to do what?

The key to MSP success lies in skillful facilitation, ensuring the right conditions for **collaboration** are in place and supporting the process with varied strategies to engage all stakeholders (see diagram on next page).

The MSP approach



How to use this toolkit

This toolkit is structured around 6 core MSP areas. For each of these areas, you can explore the core **concepts**, **tools** and **attitudes** to help you integrate them into your MSP facilitation.

There is no pre-determined order - you can navigate freely. Click on any area and topic to learn more, and when you are done, return to this main menu to continue your exploration.

In the annexes, you will find all tools explained in detail and insights into multi-stakeholder dialogue facilitation.



Systems thinking

Concepts

Systems thinking is the basic lens that helps us to understand and navigate in a context where several actors and factors interact in known and unknown ways – the typical MSP context. This short [video from Sustainability Science Education](#) explains what systems thinking is about:

“Sustainable food systems are those food systems that aim at achieving food and nutrition security and healthy diets while limiting negative environmental impacts and improving socio-economic welfare. Sustainable food systems are therefore protective and respectful of biodiversity and ecosystems, as well as human well-being and social equity.” CIAT

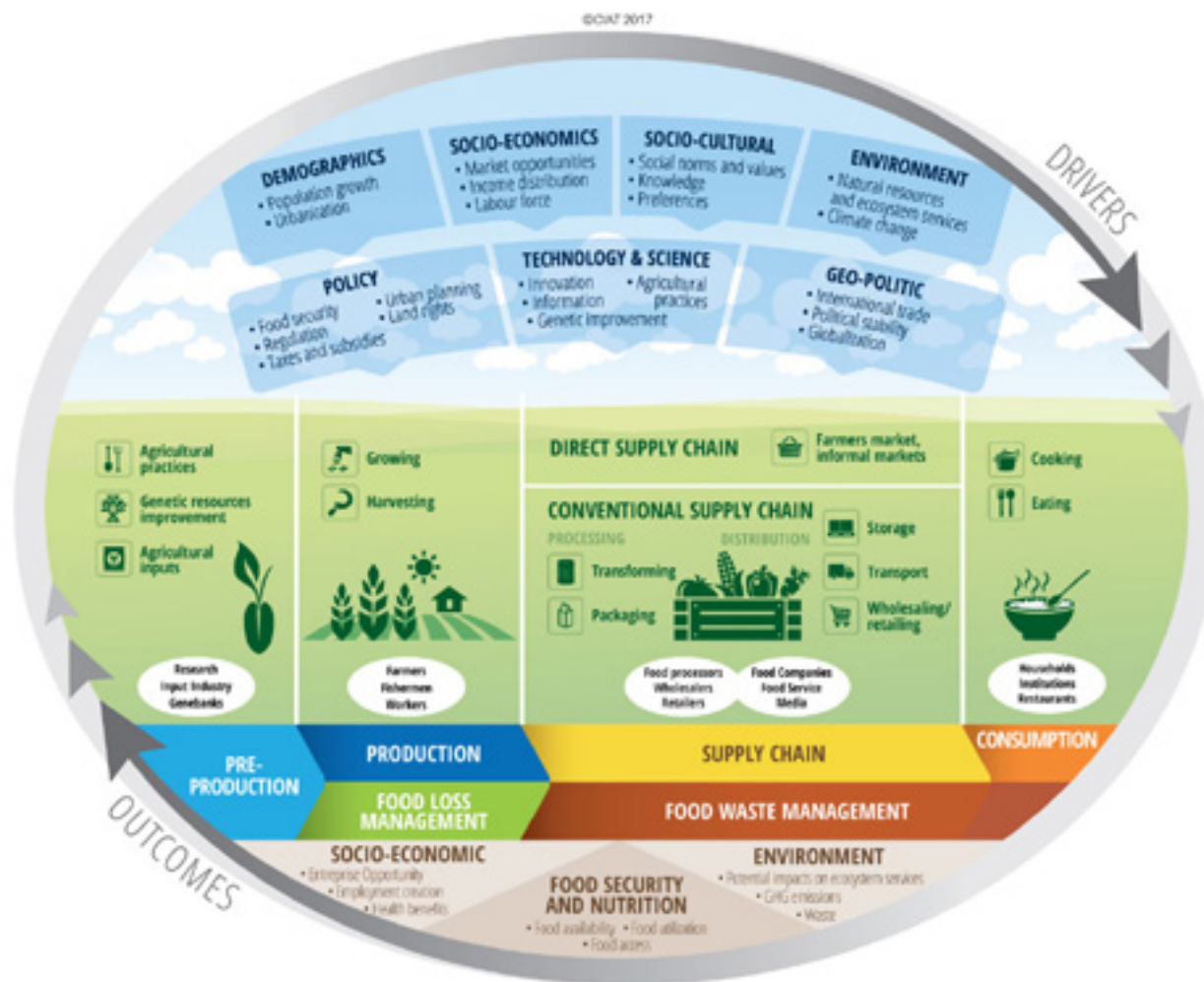
+ For a more focused introduction to systems thinking in food systems, check out this video by [IPES-Food](#) and [Rikolto’s systems thinking series](#).

You can find more generic videos on systems thinking on the [Complexity Learning Lab’s channel](#).

[The reintroduction of wolves in Yellowstone](#) offers a nice example of several systems dynamics described on the right.

The Food System

Drivers - activities - actors - outcomes



Useful perspectives when engaging in an MSP:



The whole and the parts

Systems thinking is about being able to look simultaneously at the whole (a local food system and how it works), its parts (consumers, local retailers, big distributors, local policies, agricultural practices, international frameworks, etc.), and how they are interconnected (relationship between big distributors and local retailers, access to funding and local producers, etc.).

The interrelation of these parts shapes how the system works.

Interconnection and non-locality

All the parts of a system are interconnected - that's what makes them part of the system. **They interact with each other even if they happen in different places or time periods, and it is not easy to identify the causal links between these interactions** in ways that were not predicted or known in advance (a decision taken by local policymakers today may affect how (inter)national distributors relate to local producers in the future).

Uncertainty and not-knowing

Only in hindsight we can fully understand the cause-and-effect relations of our initiative. **Constant learning-oriented monitoring and evaluation of our actions is a must** to learn from the past and be more effective and less harmful with our contributions to change.

Iteration in environments

Where there are no proven or known cause-effect relations, the only approach to figure out the effect of our actions, what works and how you can attain the desired outcome, is to **experiment repeatedly, making small and big adjustments** until you find the solution.

Emergence and self-organisation

The self-organising property of systems may mean that **new spaces for stakeholder participation and interaction may emerge** as the MSP goes on - new alliances, emerging groups against and/or in favour of the MSP, emergent actors getting organised to make their voices heard, shady lobby groups defending one-sided interests, activities organised by local consumer associations, etc.

Systems thinking

Tools

Steps for systems analysis

1. Choose a central topic (or desired change)

Understand the dynamics of the main factors affecting the topic you want to address/explore.

2. Identify the constituent elements (factors, parts, drivers, conditions, etc.)

What do they look like? What is the main aspect of this factor that we are interested in?

3. Explore the interactions between the factors

How do they relate to each other? How do they affect each other? What kind of interactions do they have? How do they influence each other?

- Synergies: constructive interaction (positive feedback, +)
- Interference: destructive interaction (negative feedback, -)

4. Systems view

What does the system look like now? What can we learn from analysing these interactions? What are you becoming aware of now?

5. Identify leverage points for strategic action

What are the factors/interactions that help the system move towards our desired change or intention? How can you take advantage of this? What can you do about it? What strategies can you put in place to strengthen/activate the leverage point?



Learning questions

- What are the elements comprising your MSP ecosystem?
- How are they interconnected?
- How do they influence each other?
- Could you draw a graph depicting these interconnections?
- How does your work affect these interconnections?
- What else do you need to know about your MSP ecosystem?
- How can you improve your systems thinking capacities?



Rikolto case

Systems analysis of the Arusha Sustainable Food System Platform

by **Kain Mvanda** - Food Smart Cities Programme Coordinator in East Africa

1. The population of Arusha is expected to grow from 416,000 in 2012 to 1.5m by 2035 and 2m by 2050. How can the city make healthy, sustainable and nutritious food available, affordable and accessible to all categories of consumers?
2. Arusha faces several challenges to meet this ambition:
 - a. Poor food safety practices and low productivity on small, inefficient farms
 - b. High water stress, only to further increase with increased (direct and indirect) commercial and urban demand
 - c. Climate change is expected to reduce yields and limit the range of crops that can be grown in the vicinity of the city
 - d. High levels of food loss and food waste along the food chains and in markets
 - e. Volatile regional political dynamics create frequent market shocks affecting the production system of farmers
3. Clear regulatory frameworks and an enabling environment of business development services can increase farm efficiency, improve food safety and reduce food waste (synergy).

Climate change and rapid urban expansion can aggravate the already fragile production system and limit local food supplies (interference).
4. The main elements of the ecosystem comprise all actors in the food market system from farm to fork. The interconnectedness of issues and actors in the food system call for a holistic approach to improve access to healthy, nutritious and sustainable diets. No single action or project can address all challenges in the food system.
5. United by these common challenges, the members of the Arusha Sustainable Food System Platform have identified the following leverage points for strategic action:
 - a. Sustainable production practices that conserve the environment and ensure food safety
 - b. Efficient food distribution models that address the issues of affordability and contamination of food during transportation as well as promoting business models that are inclusive of smallholder farmers, food vendors and all categories of the consumers
 - c. City government and market leadership which ensure bylaws that address food markets, including food waste as part of improving market hygiene.

Systems thinking

Attitudes

A point of view is the view of a point.

Leonardo Boff

Beginner's mind

Keep an open mind when trying to understand how the system works; others may see it in a different way. It is okay not to know how all interactions work because many relationships between cause and effect are not known to us at this moment (i.e. how our actions affect the present and future interactions of the food system we are dealing with).

Letting go

It is important to **be open to change our initial ideas (or ways of relating) and not get too attached to them or dependent on them.** They may hinder a broader or more inclusive way of looking at the food system. We may be even wrong about our ways of looking! Non-attachment to our own way of looking at the food system creates space for new learning emerging from our relationships with other stakeholders in the food system (municipal policymakers, corporate sector, local producers, etc.).

Creativity

To think and act in alternative ways to the dominant tendency by producing different proposals to address a topic (lateral thinking, prototyping). To associate ideas and/or stakeholders in unusual ways. To look at one reality from many different perspectives for enriching our ways of thinking about the topic (i.e. unusual or unexpected alliances for facing food issues in urban areas).

Useful resources

Wicked problems

Watch

- [Wicked problems \(Systems Innovation Network\)](#)
- [The Cynefin framework \(Cognitive Edge\)](#)

Read

- [Tackling wicked problems. A public policy perspective \(Australian Public Service\)](#)

Systems thinking

Watch

- [Systems thinking. An overview \(Systems Innovation Network\)](#)
- [Peter Senge. Introduction to systems thinking](#)
- [Food systems Innovation \(Systems Innovation Network\)](#)

Read

- [Fritjof Capra. Connecting the dots, systems thinking and the state of the world](#)
- [A collaborative framework for food systems transformation \(CIAT\)](#)
- [A review of evidence on gender equality, women's empowerment and food systems \(IFPRI, Food Systems Summit 2021\)](#)

Browse

- [The system thinker](#)
- [Tools for system thinkers \(medium - disruptive-design\)](#)
- [Systems innovation](#)
- [CGIAR](#)

Stakeholder engagement

Concepts



Participation

At the core of an MSP lie the relations between the stakeholders. Each actor has a different capacity to participate effectively in the MSP and to shape the action, depending on their agendas and relationships with more and less powerful actors. There are many types of stakeholders in the food system: producers, consumers, processors, transporters, traders, supermarkets, shopkeepers, government agencies, municipal authorities, research institutes, ...

Discussing the differences or compatibilities between grassroots or community interests and those of high-level decision-makers can lead to a clearer understanding of the politics of participation. The actors at the top may talk about participation but intend to maintain the status quo. It is only in 'transformative participation' that the power holders are in solidarity with the less powerful to take actions and shape decisions.

The challenge of an MSP facilitator is to increase the quality of participation as a way of supporting new ways of collaboration and more inclusive decision-making processes (transformative participation). Paradoxically, to empower those actors with less power and voice, we also need to accompany and work with powerful actors to influence their mindsets, attitudes and behaviours.

Four forms of participation (by Sarah White)

- 1. Nominal participation** is often used by more powerful actors to give legitimacy to development plans or public policies. Less powerful people become involved, to give the appearance of inclusion. Their participation serves to legitimate decisions that have been framed and taken by the actors at the top.
- 2. Instrumental participation** sees community participation as a means towards a stated end – often because community members have the on-the-ground skills and knowledge needed to implement a project/policy. However, grassroots actors do not have a voice in the decision-making and the overall framework that has been decided by actors at the top.
- 3. Representative participation** gives community members a voice in the decision-making and implementation process of projects or policies that affect them. For the more powerful, representative participation increases the chances of their intervention being sustainable; for the less powerful, it offers a seat at the table.
- 4. Transformative participation** empowers all actors involved. Through their participation, grassroots actors and actors at the top change the structures of power and decision-making, making them more representative and equitable.

Power

Power dynamics are part and parcel of any relationship. The power of an actor determines how much (or little) this actor can engage in an MSP. A lot of what you can accomplish in an MSP depends on how well power relations are understood and can be mobilised so that all actors can participate equitably and contribute to the solution.

Usually, we tend to focus on power over dynamics, on how certain actors exercise their capacity to influence reality and access to resources over other actors. However, you need to **identify other ways in which power can be used**. As you learn to use your own power to empower others, you open the door to more democratic relationships between different stakeholders.

As power dynamics shift all the time, you should pay continuous attention to them throughout the MSP and update your power analysis and strategies accordingly.

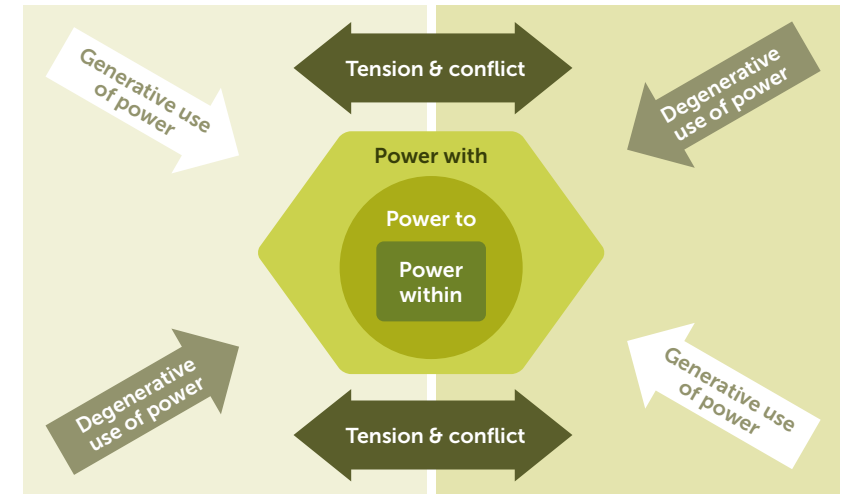
Power analysis should be carried out when designing the initiative as well as when monitoring the process once it is running. It will help us understand how to better address power imbalances and avoid fuelling conflicts due to our own actions. We can do it on our own (our team, allies, the steering committee, etc.), or with others once we have built some trust (powerful actors such as the corporate sector, public authorities, social leaders, etc.).

Learning questions

- How do the main stakeholders understand participation, and what form(s) do they practise?
- How can you nurture more representative and transformative forms of participation through your work as an MSP facilitator? Who can help you?
- How can you push for inclusion of marginalised voices in the negotiation and decision-making?
- How can you get buy-in from more powerful stakeholders? How can you address their needs?
- To what extent might your own behaviour hinder more transformative and democratic ways of participation? What can you do about it?

Exercise of power

Power to empower



Adapted from [Exploring power for change](#) (ppt), John Gaventa (IDS), Novib Workshop, November 2007.

Power over. The ability of the powerful to affect the actions and thought of the powerless

E.g.: municipal regulations about food markets; mass & social media influencing our food habits

Power to. The capacity to act; agency

E.g.: a student demanding better food at school, a community leader motivating neighbours to join a consumer group

Power with. The synergy of collective action, social mobilisation and alliance building

E.g.: a local food council working together with farmers to improve food quality by organising local markets and influencing local food policies

Power within. A sense of self-dignity and self-awareness that enable people to speak up

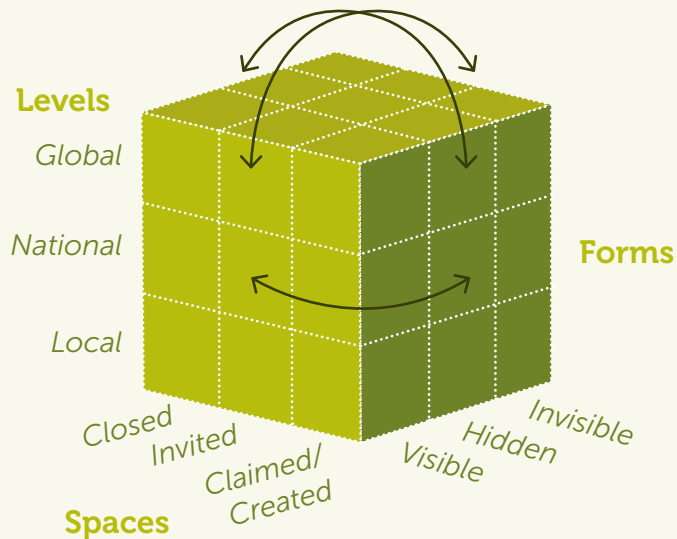
E.g.: an indigenous young woman who is not afraid of speaking out in public

Power to empower. Using our power to empower the powerless

E.g.: an NGO supporting local groups who come together to ask municipal authorities to establish community gardens in the city.



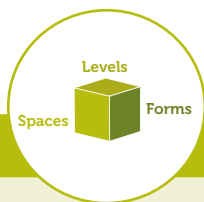
Power cube



- The **levels** dimension refers to the different layers of decision-making and authority shown on a vertical scale, including the **global**, **national** and **local**
- The **forms** dimension refers to the way power manifests itself, including its **visible**, **hidden** and **invisible** form
- The **spaces** dimensions refer to the potential arenas for participation and action, including what are called **closed**, **invited** and **claimed** spaces

Tips to deal with power imbalances

- **Technical assistance to less powerful actors** (youth organisations, local producers' associations, etc.) to strengthen their technical capacity and political representation
- **Supporting access to funding for less powerful and marginalised actors** (small producers, women's associations, small producers' networks, etc.)
- **Supporting innovative legal frameworks** promoting wider and more democratic practices (local food councils, expert consultative bodies, policies supporting local markets or healthy school food systems, citizens' forums on local food policies, etc.)
- **Accompanying and building relationships with powerful actors** to help them shift their mindset and behaviours when participating in a food systems platform
- **Facilitating dialogue spaces and collaboration** between more and less powerful actors (bilateral or multilateral dialogue spaces, joint initiatives, pilot projects, etc.)
- **Promoting learning exchanges with other initiatives** where power imbalances were addressed, considering both successes and failures
- **Supporting social auditing and mobilisation** to counteract abusive behaviours of powerful actors (excessive pricing, unsustainable agricultural practices, unfair policies, corruption in public bids, etc.)
- **Supporting new knowledge and research** about how to deal with power imbalances in food systems (working with universities, research centres and influential think tanks) by including other ways of knowing too (farmers, women, youth, locals, indigenous, etc.)
- **Promoting an MSP governance system** wherein decision-making is more democratic and collaborative (monitoring roles and responsibilities, supporting periodic and participatory monitoring, caring for norms and values that help balance decision-making such as limiting quotas, rotation of decision makers, limited terms for decision-makers, balanced gender representation, etc.)



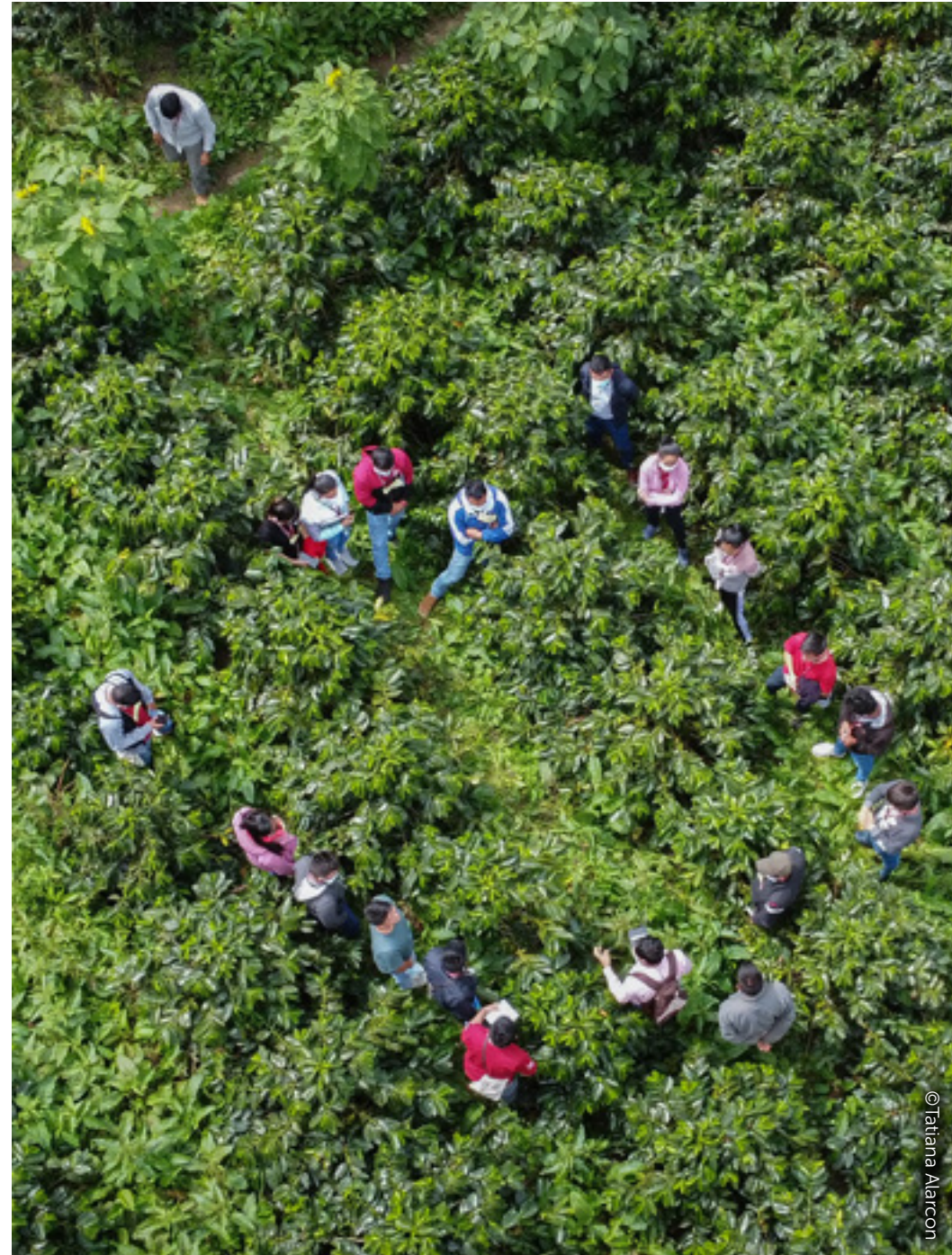
	DEFINITION	STRATEGIES FOR ACTION (EXAMPLES)
LEVELS	<p>GLOBAL</p> <p>International and globalised spaces and dynamics affecting national and local realities (trade agreements, etc.)</p>	<ul style="list-style-type: none"> • Support Global Action Networks and inclusion of marginalised groups in global meetings. • Lobbying private sector organisations and guilds • Produce and disseminate evidence of alternative proposals at global forums
	<p>NATIONAL</p> <p>The level where national policies are decided, and national actors interact across sectors.</p>	<ul style="list-style-type: none"> • Advocacy work with politicians and legislative working commissions • National campaigns to raise awareness about a topic • Dialogue work with private sector organisations
	<p>LOCAL</p> <p>The sub-national level wherein many national policies are implemented and concrete interventions take place</p>	<ul style="list-style-type: none"> • Political empowerment and capacity development of farmers' associations, women's/youth organisations, etc. • Launching of collaborative initiatives between different stakeholders • Supporting an enabling environment for small producers (microcredit, technical assistance, learning exchanges, setting up a business, coaching young entrepreneurs, etc.)
FORMS	<p>VISIBLE</p> <p>It describes the formal rules, structures, authorities, institutions and procedures of political decision-making</p>	<ul style="list-style-type: none"> • Technical support to judiciary organs and legislative commissions and actors • Technical support to CSOs working on law-making and social auditing • National platforms and coalitions to advocate for regulatory changes
	<p>HIDDEN</p> <p>Powerful actors also maintain influence by controlling who gets to the decision-making table and what gets on the agenda.</p>	<ul style="list-style-type: none"> • Promoting debates and dialogue sessions between different stakeholders and perspectives • Support social mobilisation to influence politicians and mass media (opinion formers) • Research and dissemination of underlying interests of powerful stakeholders
	<p>INVISIBLE</p> <p>By influencing how individuals think, this form of power shapes people's beliefs, sense of self and acceptance of the status quo</p>	<ul style="list-style-type: none"> • Collaborative interventions with artists (theatre, film, participatory video, dance, etc.) to address and depict deep-rooted beliefs and prejudices. • Working with schools and universities to improve critical thinking about food systems and consumer habits • Collaborative initiatives with media and public opinion generators (TV, press, celebrities, analysts, local radios, etc.)
SPACES	<p>CLOSED</p> <p>Decisions are made by a set of actors behind closed doors, without any intention of broadening the boundaries for inclusion</p>	<ul style="list-style-type: none"> • Denounce obscure decision-making habits and behaviours • Collaborative initiatives with media and public opinion generators (TV, press, famous people, analysts, local radios, etc.) • Research and dissemination of information about how decisions are made and the influence these decisions have on consumer habits and food distribution
	<p>INVITED</p> <p>Spaces into which people (as users, citizens or beneficiaries) are invited to participate by various kinds of authorities, be they government, supranational agencies or non-governmental organisations</p>	<ul style="list-style-type: none"> • Supporting collaborative initiatives and dialogue between different stakeholders • Supporting the technical secretariat of multistakeholder platforms • Supporting cross-learning among stakeholders (conferences, seminars, learning journeys, creative labs, etc.)
	<p>CLAIMED/AUTONOMOUS</p> <p>Spaces which are created autonomously by less powerful actors away from or against the power holders</p>	<ul style="list-style-type: none"> • Sharing information difficult for local actors to access • Political empowerment of farmers' associations, women's organisations, youth, etc. • Self-organisation of local markets and cooperatives for joint production and marketing (food baskets, consumer groups, etc.)

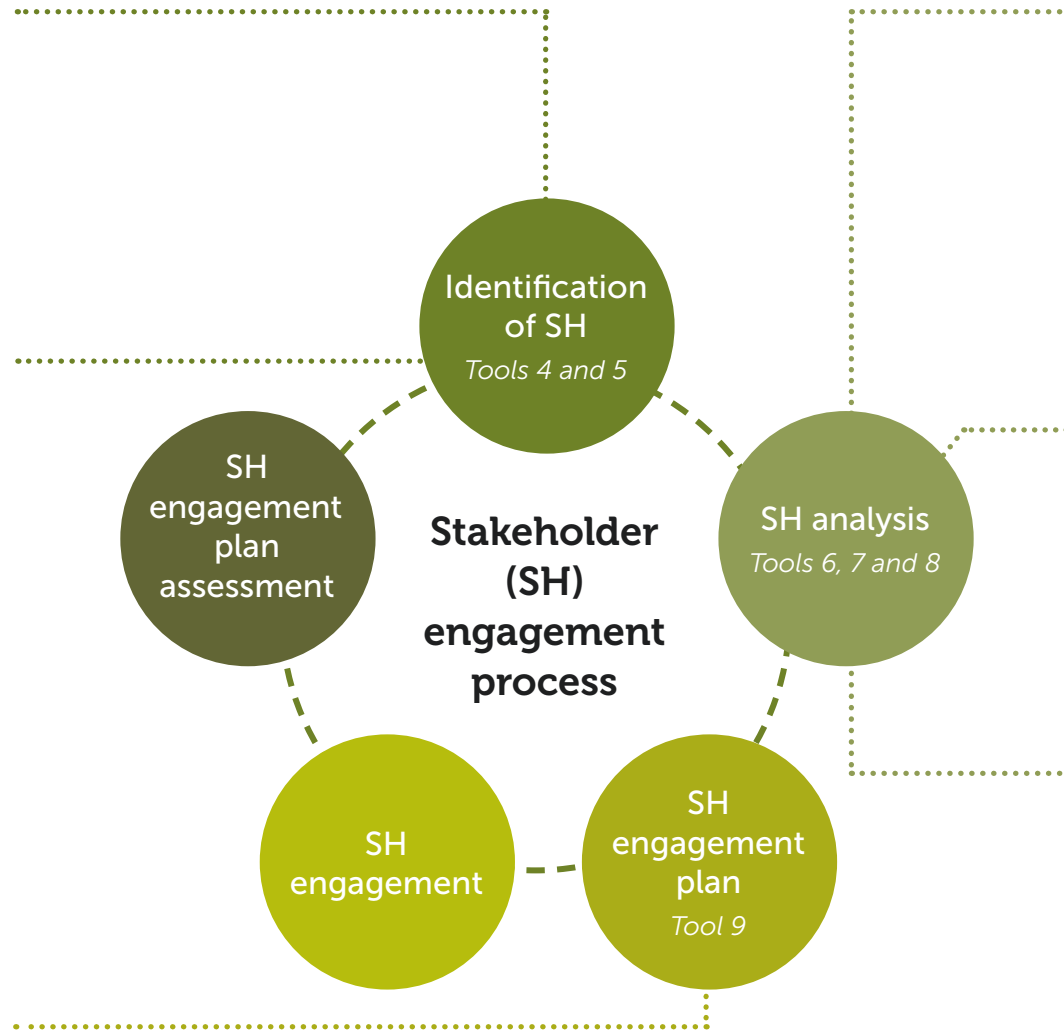
Stakeholder engagement

Tools

The 6 building blocks for fruitful stakeholder engagement:

- **Investing time and resources in trust-building:** informal spaces, cultivating interpersonal relationships/networks, sharing information, (co)funding activities, inviting key stakeholders to project activities, etc.
- **Knowing the stakeholder:** to learn more about stakeholders' interests, needs, concerns, aspirations, knowledge gaps, capacities, incentives, assumptions, monitoring stakeholders, information networks, history, quality of relationships with other stakeholders, etc.
- **Identifying common ground for collaboration:** identify a shared interest or need, develop a common vision (a shared theory of change), facilitation (dialogue and mediation).
- **Creating opportunities for collaboration:** support joint activities, co-funding, co-convening, making the initiative attractive to other stakeholders, action-learning together, knowledge co-creation, an incentive system, etc.
- **Creating a solid container:** having a flexible governance system in place, (seed)funding, access to knowledge, facilitation and mediation, safe space, communication flow, transparency, technical assistance, etc.
- **Modelling the right behaviour:** be the change you want to see, developing the right attitudes for collaboration, being clear about our role, helping others, caring for gender balance, creating space for powerless stakeholders, accompanying the powerful (how to exercise power and rank in a way that empowers others too).







Balancing power and engaging stakeholders for Good Food @ School in Belgium

by Katharina Beelen - Food Smart Cities Programme coordinator in Belgium

Everyone wants healthy meals in school, yet the supply is unbalanced, unhealthy and unsustainable for various reasons. To address this, Rikolto, as 'specialist for healthy sustainable school meals', organised a multi-stakeholder consultation with all relevant actors, which eventually resulted in a charter for healthy, sustainable and balanced school meals. The charter was signed in 2019 by the school caterers, Horeca Vlaanderen, the Union of Belgian caterers (UBC), the school networks, the umbrella organisation for parents' associations, the Minister for Education and the Minister for Health and Welfare. This charter will form the basis for a Flemish Green Deal for healthy, sustainable and affordable school meals, to be launched in 2022.

Strategies for trust building among and with key stakeholders

School caterers felt targeted in the discussions about school meals. However, they carry out what is requested in the tenders. Schools often keep prices down to make meals affordable for families in poverty, at the expense of quality. In order to gain their trust, we talked to each caterer separately to gain insight into the barriers and limitations they experience. School catering is a hugely competitive industry with extremely low profit margins. It is not self-evidently sensible to sit at the table with your competitor. We made company visits where we mapped out and emphasised sustainable efforts of caterers. On the other hand, we also gave them suggestions for possible improvements without obligation. We then organised consultation moments for the caterers, in which we searched for

the shared thresholds and needs: the need for better communication with (potential) customers, the need for better knowledge of tender procedures in schools and local authorities, pressure to lower prices, a shared vision on school meals....

Based on these needs we then had them enter into discussions with the Flemish government (Department of Education, Department of Health and Welfare), who shared their views and experiences and were willing to listen to the caterers.

Strategies to empower marginalised stakeholders

During the discussions, we mainly focused on the problems that all caterers share and less on the differences between them. This created openness, including among the smaller caterers/family businesses, which in the beginning often felt intimidated by international companies. After the conversations, we called these caterers to ask how they had experienced the conversation, whether and to what extent they felt inhibited from speaking. At these times we were also able to provide them with more information, e.g. about sustainable principles and concepts, past initiatives on healthy and sustainable food, etc. so that they could participate more actively and with more self-confidence in subsequent conversations.

Strategies to deal with blockers and powerful stakeholders

In the discussions between caterers and the government, we were able to clearly bring out that

caterers do not bear all the responsibility for the lower quality of the meals. This is a responsibility shared with contracting authorities and schools, and it is mainly the latter that have to provide unambiguous criteria in the tenders that caterers have to meet. However, that does not mean that caterers should do nothing. They can play an important role in establishing a homogeneous conceptual framework and improving communication with schools, parents and children, which can also have a sensitising effect. This observation prompted caterers to confirm their own commitment to healthy sustainable meals in a charter and to invite other actors to join them in this commitment. The other actors immediately accepted this proposal.

Spaces and dynamics to create an enabling environment for greater collaboration among stakeholders

It is important that stakeholders feel part of a group with a shared vision. We took enough time to describe that vision in the charter and made sure that everyone agreed with the final text. Then we organised a press event where we had the ministers and other stakeholders sign the charter one by one.

The event was organised in a school and introduced by the headteacher who testified about the difficulties he faces in implementing a healthy and sustainable food policy, without blaming other stakeholders, and emphasising the need for collaboration. Afterwards, a reception was organised during which the school's pupils served healthy and sustainable snacks.

Stakeholder engagement

Attitudes

Presence

To be aware of our inner condition when relating to stakeholders. To listen deeply and observe ourselves and others interacting. How do we feel when we are with a stakeholder we don't like or agree with? How do we behave with them, and how does that affect our ability to facilitate a multistakeholder initiative?

Eldership

To care for the whole by addressing the needs of all stakeholders involved. To make space for all voices to be heard. To balance power dynamics by empowering the powerless and accompanying the powerful. To be humble and patient with stakeholders.

Letting go

To let go of predispositions or bias we may have towards certain stakeholders. Our own mindset and past experiences in relating to a specific stakeholder may hinder us from engaging in more collaborative ways of relating with non-like-minded actors.

Creativity

To support nontraditional and innovative ways of relating. To create and/or facilitate new platforms and relational dynamics wherein actors can collaborate and find new solutions.

Resilience

To be able to deal with attacks and error in a way that enhances our learning and improves our facilitation. To manage conflicts in an appreciative and compassionate way.

Useful resources

Power Analysis



Read

- [Making Change Happen Series \(JASS\)](#)
- [Pettit J., 2013, Power analysis. A practical guide. Stockholm:SIDA](#)
- [VeneKlasen L., Miller V., 2007, A new weave of power, people & politics: the action guide for advocacy and citizen participation, Just Associates](#)
- [White S., 1996, 'Depoliticising development. The uses and abuses of participation', in Development in Practice](#)



Browse

- [The power cube \(Power Cube Network\)](#)
- [Participatory methods \(IDS\)](#)
- [New waves of power \(Just Associates\)](#)

Stakeholder engagement



Read

- [Stakeholder engagement handbook \(BiodivERSA\)](#)
- [Methodology for stakeholder engagement \(AEBR\)](#)
- [Stakeholder engagement \(a corporate sector perspective\) \(IFC\)](#)
- [Gender in multistakeholder partnerships \(Partnerships 2030\)](#)

A shared vision

Concepts

As you engage with all stakeholders, it is crucial **to build a shared vision for the MSP - a certain future or desired change**. This shared vision will be the common ground for a diverse set of actors to work together and the glue that holds them together when the going gets tough.

It is our task as MSP facilitators to acknowledge diversity and learn about everyone's needs; and to create a space wherein all these different ways of looking at one reality can connect, dialogue, and collaborate with each other in search of a common goal.

A common way to articulate such a shared vision is through a **Theory of Change** (ToC). In its very essence, "a theory of change is an ongoing process of reflection to explore change and how it happens - and what that means for the part we play in a context, sector and/or group of people." (Cathy James) The result of this process is "a semi-structured change map linking our actions to a desired change we want to help happen in our ecosystem." (Iñigo Retolaza)

Working out a ToC promotes making explicit the underlying assumptions that shape the rationale and the action of an MSP. The uncovering of these assumptions may provoke a shift in the way a specific (multi-stakeholder) group or organisation thinks and acts in relation to other actors and the change process they are involved in. Therefore, it is an awareness-raising method that uncovers and articulates underlying assumptions about how we believe change will happen. This may have major implications in relation to how we think and act, and can provide a big boost to reaching the MSP's objectives.



Watch Peter Senge's explanation of Shared Vision

Characteristics of a shared vision

- 1. Joint departure:** It addresses a shared concern and creates a common understanding about the future we want to push for.
- 2. Connecting:** It connects personal and organisational aspirations around a common goal.
- 3. Value-driven:** It is based on a set of values a group of stakeholders agrees upon or shares (un)consciously.
- 4. Engaging:** It mobilises everyone's intentions and actions in a way that the path followed makes sense to everyone involved. After a shared vision there is a coordinated action.
- 5. Inclusive:** It is inclusive and challenging because it demands a coherent articulation of different points of views and mental models, and this is not always easy.
- 6. Inspiring:** It projects a positive and appreciative vision of the future. The shared vision should depict a future that is evocative for everyone involved; it should be aspirational and motivational and look for transformations in the ecosystem.
- 7. Welcoming:** It creates a space for different stakeholders to relate and collaborate in an articulated manner around a common goal.

A shared vision

Tools

Creating a shared vision can be an extensive process and take up a lot of time. That is totally fine, as most of the value of this work lies in the process itself, not only in the result. You can therefore continue working on building a shared vision in parallel with other MSP activities.

As a facilitator, you will go through the following steps with any of the tools you use:

- Individual drafting of the vision based on your understanding so far, making your own assumptions explicit
- Engaging with stakeholders bilaterally and multilaterally to co-create and validate the construction of the shared vision, making each stakeholder's assumptions explicit
- Translating this shared vision into an attractive, appealing and creative visual and narrative that will be used throughout the rest of the MSP
- Updating the shared vision when it becomes clear the current version no longer covers the workload or the shifts in context.



Watch an explanation about the relevance of having a Theory of Change



Learning questions

- **How does (social) change happen?**
What needs to be in place for that change to occur? (Desired Change, Conditions for Change)
- **How do we contribute to that change?**
(Contribution to Change, Pathways of Change, Performative and Relational Strategies)
- **What do others think and do about it?**
(Stakeholder Analysis and Engagement)
- **How do we know how we are contributing to that change?**
(Indicators of Change, Learning oriented M&E)
- **What are the assumptions sustaining our thinking and action?**
(Assumption management)
- **How do we communicate and be accountable to others?**
(MEAL system)



The case for labelled rice in Eastern DR Congo

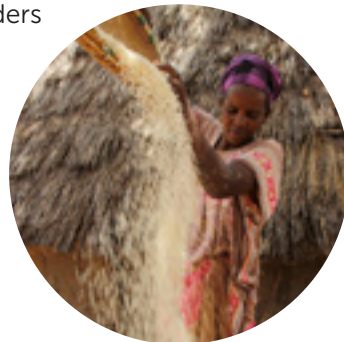
by **Christophe Mugangu** - Specialist in commercialisation and cooperatives in Bukavu

Nyange Nyange is a non-profit organisation that ensures the quality of local rice produced on the Ruzizi plain. This labelled rice also bears the Nyange Nyange brand. The organisation is independent of cooperatives, traders and even the state. Its board includes representatives of NGOs, Rikolto and La Différence, academics and farmers' organisations involved in rice production.

Nyange Nyange was born out of an initiative of Rikolto to promote the consumption of local rice on the urban table market and thus increase farmers' income and make them less dependent on an "oligopolistic" market with Bralima. The idea was shared with other stakeholders including NGOs, the consumer association, traders, representatives of state services, etc.

To strengthen the shared vision, we have created a platform where we meet weekly (online) to discuss challenges related to the functioning of the ASBL, the evolution of the product in the market and the process of seeking credit in order to increase the working capital of the cooperatives with the idea of giving them financial capacity to meet the growing demand. These meetings are tripartite: Rikolto, la Différence and Nyange Nyange (coordination and board). Beyond these meetings, we hold workshops involving all stakeholders, and I, as facilitator of the process, have formal and informal meetings with stakeholders to seek their views and ensure their involvement.

Having such a shared vision ensures that all stakeholders are involved. For example, the traders involved in the process are aware of the difficulties related to the cost of production, know the margin of the cooperatives and therefore agreed to an increase of \$0.50 during the lean season. The shared vision also allows the Consumer Association to give feedback on the appreciation of the product.



A roadmap for Sustainable Indonesian Cocoa

by **Muhammad Ulil Ahsan*** - Coffee Programme Officer in Indonesia

In the last decade there has been a decline of national cocoa productivity in Indonesia. Analysis from various institutions working in the cocoa sector in Indonesia concluded that the decline was caused by the lack of farm maintenance and poor fertiliser application (due to its high price).

To improve cocoa productivity, reduce the production cost and make cocoa a profitable business that attracts the young generation of cocoa farmers, stakeholders from the cocoa sector joined in the Cocoa Sustainability Partnership (CSP) under the auspices of the Ministry of Agriculture.

The challenge was to manage the stakeholders' individual interests and to balance power relations. Resourceful actors were trying to impose their interest issues into the process. That is why the CSP opted for an evidence-based approach, inviting all members to conduct farm trials and studies to foster the platform's dialogue and knowledge exchange during its meetings.

This proved a powerful strategy, strengthening the vision of each member and crystallising a shared vision and strategies to improve cocoa productivity. As CSP members felt the impact of the platform's work in their respective beneficiary areas, their engagement and enthusiasm only increased. This resulted in a 25% increase in productivity between 2018 and 2021.

* With support from Peni Agustijanto, Cocoa Sector Manager in Indonesia.

A shared vision

Attitudes

Creativity

To enrich and amplify our vision by including others in ours. To find ways for all voices to be expressed as a way of including different ways of knowing (indigenous, youth, women, non-western worldviews, local, expert, policymaker, corporate, etc.).

Letting go

To not attach and go beyond our initial and/or predetermined vision and assumptions about our desired change. To put our vision in dialogue with other visions and create a shared vision that was not there before we start interacting.

Eldership

To care for and promote inclusion of all voices and needs, especially those of the powerless, or of those most affected by decisions taken by the powerful. **To help the powerful become aware** of why we need to include the voice and vision of the powerless. To make sure basic human values such as solidarity, equity, collaboration, human rights, etc. are sustaining our shared vision for the future.

Useful resources

Read

- [Theory of change thinking in practice. A stepwise approach \(Hivos\)](#)
- [A handbook on Theory of Change \(Hivos/UNDP\)](#)
- [The Truth of the Work: Theories of Change in a changing world \(CDRA\)](#)
- [Theory of Change. A compass to help you walk the path of social change. A handout \(Retolaza\)](#)
- [The MSP Guide. Designing and facilitating effective multi-stakeholder partnerships \(CDI\)](#)
- [Collaborative Framework for Food Systems Transformation \(One Planet Network\)](#)

Watch

- [A Theory of Social Change \(Ford Foundation\)](#)
- [Theory of Change explained \(CDI\)](#)
- [Using theory of change and impact pathways to leverage results \(ICIMOD\)](#)
- [How to make a Theory of Change \(MDF\)](#)

Browse

- [Actknowledge](#)

Multistakeholder governance

Concepts

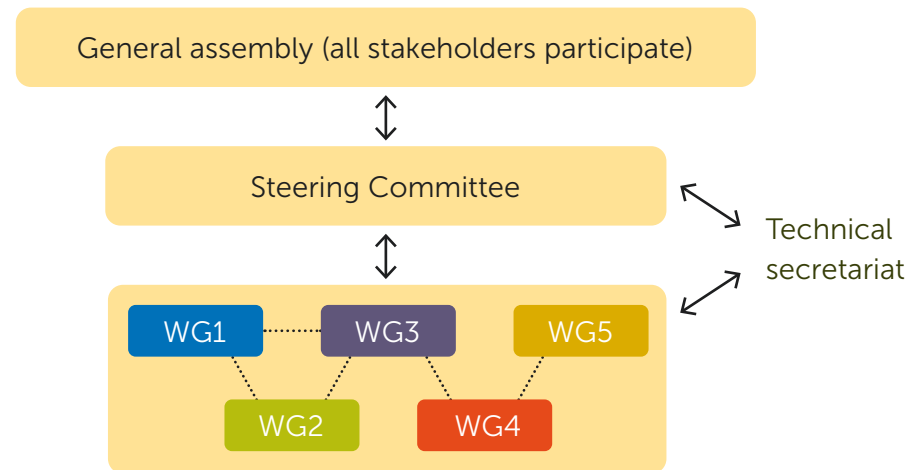
Because so many issues are at stake, a shared vision alone is not enough to make an MSP work efficiently. There need to be **agreements about how to collaborate, who makes decisions and how to deal with conflict**. The governance system is the institutional container that holds the MSP process together.

The governance system is a mixture of predetermined (fixed) and dynamic (emergent) structures and processes of interaction. We start with a certain governance system, and as we move along the process this structure may suffer variations -and we must be open to that as a way of adapting to emergent phenomena.

Throughout the process, an MSP governance system should consider three main actions in its functioning: i) dialogue and decision making, ii) collaborative implementation of activities, iii) participatory monitoring and learning.

The Commission on Global Governance defines **governance** as *“the sum of the many ways individuals and institutions, public and private, manage their common affairs. It is a continuing process through which conflicting or diverse interests may be accommodated and cooperative action may be taken. It includes formal institutions and regimes empowered to enforce compliance, as well as informal arrangements that people and institutions either have agreed to or perceive to be in their interest.”*

A generic example of a governance system with basic governing bodies



Basic principles to consider when designing and implementing a successful multi-stakeholder governance system:

- **Inclusion of main actors affected or affecting the topic** being addressed. Who are the stakeholders we need to engage?
- **Balancing the decision-making process and (asymmetric) power dynamics**. What are the decision-making spaces we need to put in place or influence? How do they relate to each other?
- **Setting a communication system and information flow** considering the different audiences we find in an MSP. What is the communication strategy considering the different stakeholders?
- **Defining roles and responsibilities for mutual accountability** among stakeholders. What are the accountability lines among stakeholders and governing structures?
- **Defining the domains and mechanisms for collaborative work**. What collaborative initiatives do we need to put in place?

Multistakeholder governance

Tools

9 steps to establish the MSP governance system

- 1. Framing the topic.** To understand the ecosystem, we are part of developing a narrative that puts the focus on a specific issue and builds the case for multistakeholder collaboration and interaction.
- 2. Draft a launching strategy** to start involving main stakeholders.
- 3. Identify and contact main stakeholders**, and invite them to be part of the initiative (know their needs, fears, aspirations, potential contributions, interests, hidden agenda, perception about other stakeholders, conflict history, etc.)
- 4. Build initial alliances** with like-minded stakeholders around common interests and needs. Set the ground for new or unusual alliances.
- 5. Make seed funding available** for launching the initiative and motivating stakeholders to join in.
- 6. Design a preliminary governance system** for final co-design -as a result of the initial round of interviews, consultation workshops, surveys, prototypes, etc. This may mean investing time and energy in listening, harvesting ideas/proposals, negotiating, changing, facilitating, mediating, and accommodating everybody's needs and views to the greatest extent possible.
- 7. Support initial establishment of governance structure** considering gender analysis, power asymmetries, intergenerational representation, ethnic representation, territoriality and intersectoral collaboration. These criteria may change depending on topic and context.
- 8. Agreeing on roles and responsibilities** (who is responsible for what and to whom?)

- 9. Develop a communication strategy** considering stakeholders' different information needs and ways of communicating (newsletter, reporting meetings, website, workshops, popular art, etc.)

For a gender analysis in multi-stakeholder governance systems read: [Gender in Multi-Stakeholder Partnerships \(GIZ\)](#)

Considerations for the design of governance systems

- **Power analysis and engagement plan**
- **Spaces:** closed/invited/autonomous, formal/non-formal
- **Multilayered and distributed** (checks and balances between actors, committees and levels of decision-making)
- **Three types of decision-making:** hierarchical, cooperative, autonomous
- **Clear roles, procedures and rules** for each governing body
- **Inclusion** of powerless/marginalised voices
- **Formal and nonformal space** interaction/iteration
- **Defining clear transparency, information and accountability mechanisms**



Striving for coffee excellence in Peru

by Mariela Wismann - Director of the coffee programme in Latin America

The Multi-stakeholder Coffee Platform in Cajamarca, Peru, is a public-private initiative that is aligned with the National Coffee Action Plan and the Regional Technical Commission for Coffee. As a collective they propose to convert the coffee sector of Cajamarca into a national reference. The Cajamarca Coffee Platform is a space to find solutions to common problems and where a vision for the future of the sector can be designed and realised. Seventeen organisations with activities in the region come together in this space, including the Regional Government of Cajamarca, the Regional Technical Coffee Commission, local governments, international NGOs, enterprises and coffee cooperatives.

The governance system supports participatory and inclusive functioning of the Cajamarca Coffee Platform:

- Strategic decisions are made by the Assembly, which is held twice a year; extraordinary assemblies may also be held if necessary.
- Tactical or operational decisions are made by the coordinating committee and reported to the members through different communication channels (e.g., quarterly reports).
- Day-to-day coordination and decisions to execute the strategic decisions are made by the facilitator.

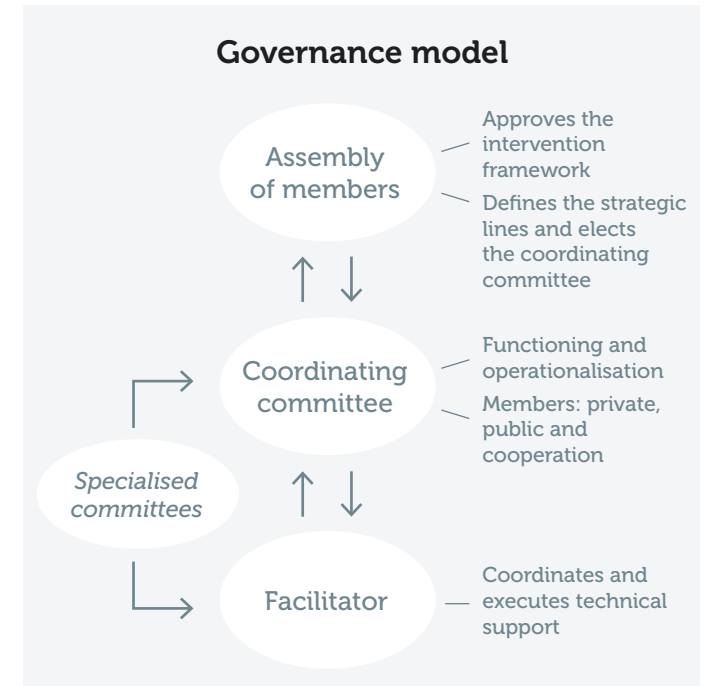
Collaboration among stakeholders is encouraged by the specialised committees, which are aligned with the Platform's Theory of Change. The specialised committees manage a plan of action and the resources to execute them. In addition to financial resources, human resources are provided to train, advise and

accompany the strengthening of the organisations to advance towards the established goals. The responsibilities assumed in the specialised committees are then supervised, and the report of what has been executed allows visualisation and evaluation of the members' performance.

Working together in this way has created the opportunity to generate greater impact in a context where challenges are complex and organisations are specialised. It allows us to recognise each member's value and integrate them in the journey for a common achievement. The intention is to be able to learn from those who have developed more experience - it is a process of learning by doing.

Whereas executing actions is important to move the platform's agenda forward, so is communicating what is being done. This makes the functioning of the different levels of governance more transparent, encourages a collaborative spirit and strengthens the sense of belonging. Extending this engagement to external actors, the platform opens the door for joint actions and enriches the learning process.

One of the greatest lessons we have learnt about our role as facilitator of the platform, is to know or recognise yourself as part of a larger process. It is not about doing what your own agenda warrants, but when managed wisely, your agenda (or part of it) can enrich larger processes and vice versa. We need to continue strengthening a neutral facilitation role, in which all members recognise their differences and are clear



about what unites them and brings them together. We always need to keep in mind the common vision, the reason for which we have come together, and recognise our ability to adapt. There is not only one way of doing things - we learn to flow with others, we are all learning, we are all contributing from what we know and the way we are.

One of the questions that always remains is how to maintain the engagement of different stakeholders in the MSP agenda. Also, how to assess the interest in moving forward, recognising the contributions, dynamics and timing of each member. If we start taking on responsibilities from other members, we may move forward, but we may be limiting the development of other stakeholders and their contributions to the collective space: it will be better to move forward together, encouraging full participation.

Multistakeholder governance

Attitudes

Systems thinking

To see the big picture of the governance system and identifying the interactions (coordination, communication, decision-making, information flow, etc.) between the different governing bodies.

Eldership

To promote inclusive decision-making by creating space for the powerless and marginalised voices. To help powerful actors in using their power to support the collective goal of the initiative.

Creativity

To find ways to integrate different political cultures and ways of organising and knowing (indigenous/non-indigenous, technical/local, youth, women, policy-makers, etc.) into the governance system

Letting go

To go beyond our initial understanding or design to allow a more inclusive and richer governance system. To support consensus building among different stakeholders' views about the governing bodies through dialogue and mediation.

Useful resources



Read

- [National and Sub-National Food Systems Multi-Stakeholder Mechanisms \(One Planet Network\)](#)
- [Case studies of national multi-stakeholder mechanisms for sustainable food systems \(One Planet Network\)](#)
- [Multi-stakeholder Governance: A Brief Guide \(SECO\)](#)
- [A user's guide. Assessing Water Governance \(UNDP\)](#)
- [Food policy councils \(RUAF\)](#)



Watch

- [Governance structures in multi-stakeholder partnerships \(Partnerships 2030\)](#)
- [Multi-Stakeholder Partnerships \(MSP\) 7 principles \(CDI\)](#)



Learning questions

- What forms of participation are present in your MSP?
- How do stakeholders understand participation, and what form(s) do they practice?
- How can you push for inclusion of marginalized voices in the negotiation and decision making?
- How can you get buy-in from more powerful stakeholders?
- To what extent may your own behavior hinder more transformative and democratic ways of participation? What can you do about it?

Learning and change

Concepts

Each MSP walks an untrodden path: various actors decide to collaborate to overcome a common challenge. They come together because the challenge is bigger than the problem-solving capacity of each individual actor. Also, because there is not yet a proven solution.

Action-learning

An MSP facilitator should support reflection and learning between actors involved. This continuous action-learning spiral should prompt them to question the status quo, come up with new solutions and implement them to contribute to systemic change. Action-learning activities could include:

- **Individual level:** nurturing reflective practice through different means such as reading, training, listening, observing everyday reality, critical thinking, inner work, meditation, solo retreats, coaching, mentoring, embodied learning, etc.
- **Group level:** supporting group learning using team coaching, case clinics, learning journeys, training, learning labs, participatory monitoring, collaborative design, prototyping, multi-stakeholder dialogue, etc.
- **Societal level:** facilitating large-scale learning using multi-stakeholder dialogues, policy dialogue, public conferences, mass media, social events, demonstrations, citizen forums, public conversations (open space, world café, others), educational institutions, etc.

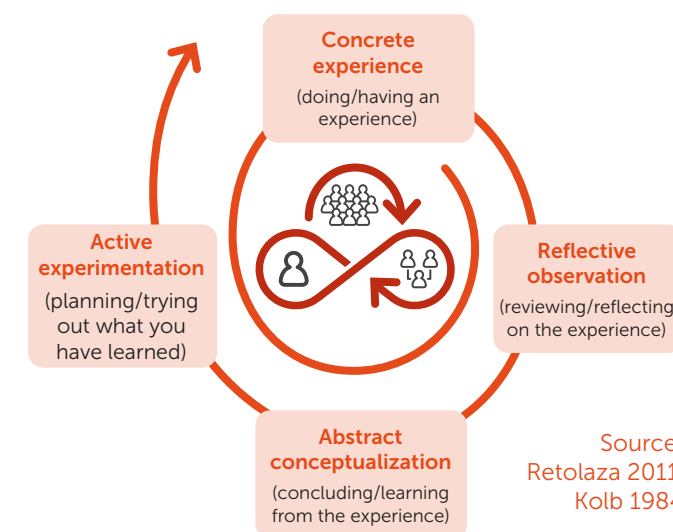
Learning styles	Focus	Learning cycle	Learning activities and inputs
Practical learning	Learning by doing, having an experience	Concrete experience, active experimentation	Practical applications, group exercises in workshops, methodological handbooks, and tools.
Reflective learning	Reflecting on experience, exploring enquiry questions, surfacing assumptions	Reflective observation, abstract conceptualisation	Workshops, analytical frameworks, learning journal, enquiry map, learning groups (peer to peer coaching), individual coaching sessions
Conceptual learning	Using and developing ideas and concepts	Abstract conceptualisation	Reading, videos, conceptual frameworks, mini lectures

Source: authors' own elaboration after Kolb 1984

Learning styles and diversity

When supporting the learning process, an MSP facilitator should keep in mind the different learning styles that each actor has (see table on the left). Moreover, it is also healthy to stimulate each actor to engage in different learning styles, as this will allow new insights and knowledge to emerge. The MSP facilitator must also care to include marginalised actors and bodies of knowledge (women, youth, indigenous, etc.).

The goal here is to complement all actors' learning styles and to open the space for interaction and collective learning, creating a space where every participant can express their ways of knowing (diversity and inclusion).



Learning and change

Tools

Considering the many sides of change

The MSP is a big experiment, both in how it functions (governance) and in what it does (action plan). In such complex situations, the best approach is to monitor closely the MSP functioning and the results of its actions – both positive and negative, intended and unintended.

Making assumptions explicit

Reflecting on the MSP's progress helps to uncover the assumptions of all actors involved and to fine tune the direction of the MSP. If we go a bit deeper, we can **identify and update the paradigms and mental models we use to understand how change happens**, and how our initiative may contribute. For example, the mindset many people have about using agrochemicals as a sign of progress and modernity does not help when we need policies and practices that promote sustainable agricultural practices. One way of changing these outdated mindsets is through collaborative learning.

Learning throughout time

Learning from past and ongoing experience enables new forms of collaboration and more effective actions to emerge. And learning from the future (for example, future scenario-making, shared vision, desired change formulation, prospective analysis, modelling, simulations, etc.) complements and qualifies this learning by providing intention, motivation and direction to stakeholders' contributions.

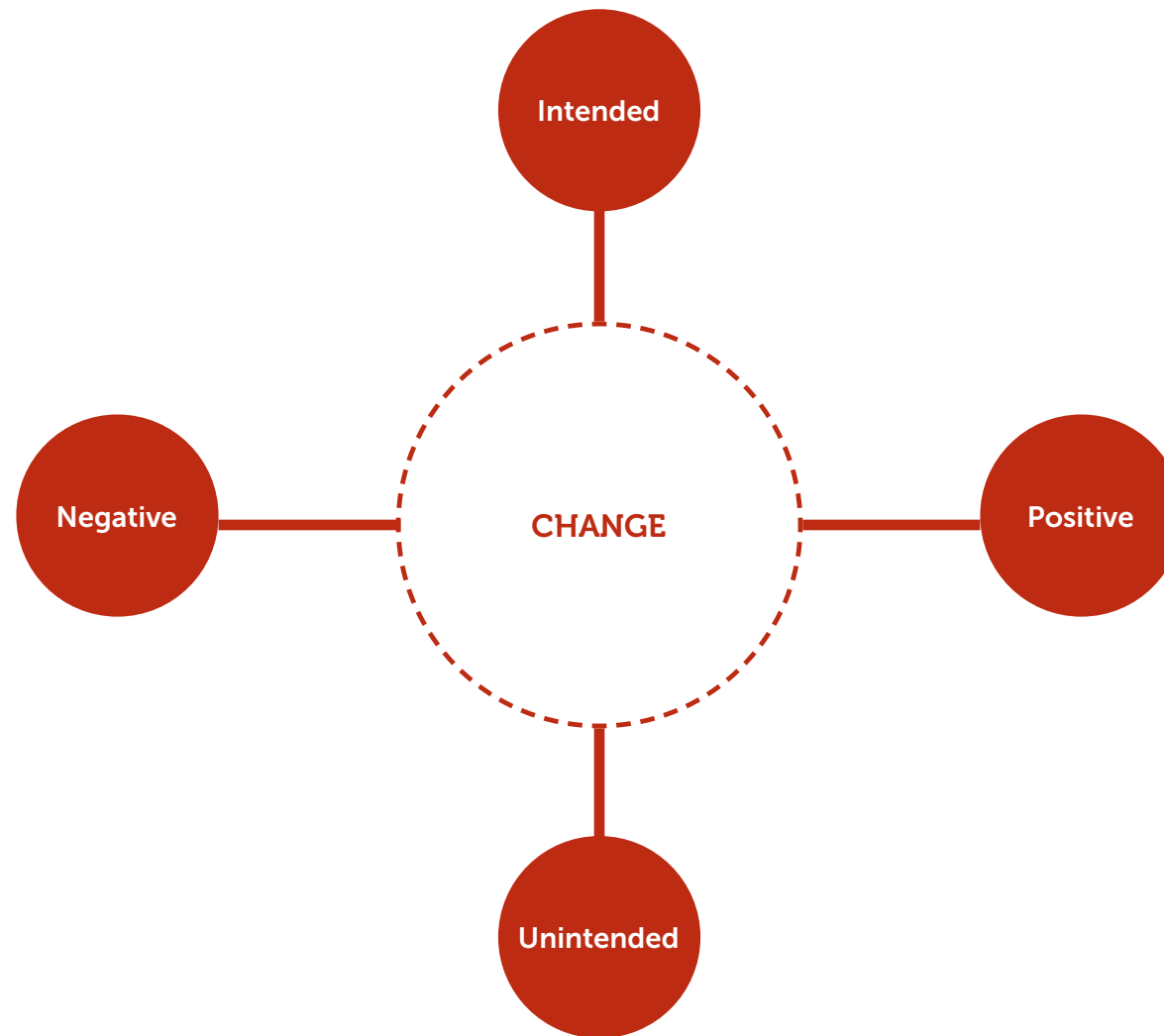


Learning questions

- What has changed and for whom?
- What sort of changes are happening? (negative, positive, intended, unintended)
- In what ways did we contribute to those changes?
- What behavioural changes can we perceive in stakeholders and the overall ecosystem?
- To what extent were our assumptions correct when defining our contributions?

Learning and change

Tools



Source: author's own elaboration



Creating alliances for sustainable cocoa development

by **Ninoska Hurtado** - Project coordinator of the knowledge management project of the cocoa value chain in Central America

In the face of the increasing pressure from international markets and the growing impacts of climate change on cocoa production in Central America and the Dominican Republic, Rikolto has contributed to the creation of a common vision and the regional public-private platform SICACAO.

As there was a lack of shared understanding of the underlying dynamics, root causes and promising solutions, the facilitation of this platform has focused mainly on generating knowledge and using evidence from the ground to rally public and private actors around policies and strategies to increase the competitiveness of the cocoa sector.

Two communities of practice were set up: one focused on climate-smart production models and the other on sector policies. Their members organised activities to facilitate learning, such as webinars, learning journeys, workshops, etc. With the support of a communications facilitator, these working groups documented and disseminated evidence in the form of manuals, case studies, webinars and policy briefs.

Critical in making this learning environment possible was the identification of issues and common interests and situations that affect everyone involved. In so doing, we managed to complement each other, define routes to follow and review what has not worked; then adjust processes to continue and generate new learning and joint actions.

Rikolto's role is to share, collect situations and information and present them for discussion. Then stakeholders come to mutual agreements, make decisions and commit to concrete actions.

Being a facilitator is not to own the answers, but to be able to lead stakeholders to reflect, to identify their paths and to decide together. This requires creating space and openness to reflection, for participants to identify their own challenges and experiences, so they can share among stakeholders and make decisions from there.

Change is a slow process, but the cohesion between stakeholders means that their different levels of involvement in the development of actions lead to that change. Testimony of this dynamic was a recent SICACAO meeting where 4 out of 23 participants were new, yet by the end of the meeting they were all on the same page in the decision-making process. Key to this result was to start the meeting with an exchange of experiences from the host country, followed by a presentation by other participants on their progress and challenges. This put everyone on the same page and in the context of the situation and provided a reflection of each case at the level of their countries, putting them in a position to make engaged decisions that would benefit the platform as a whole.

Knowledge and sharing generates learning and joint decisions, as long as these are related to the topic to be discussed and of interest to stakeholders at the right time and place.

A challenge is to make it all flow and to have the skills to adjust as you go along. It is key that actors share their experiences and mistakes and identify themselves as members of a group with common purposes and challenges. Methodologies, tools and mechanisms become guidelines, but we need to adjust and adapt them at key moments to achieve the desired results.

Learning and change

Attitudes

“If your mind is empty, it is always ready for anything, it is open to everything. In the beginner’s mind there are many possibilities, but in the expert’s mind there are few.”

Shunryu Suzuki

Beginner’s mind

To stay open to new and unusual ideas, even those we think are crazy or nonsense. To suspend our judgement when engaging in collaborative action-learning with those who are different from us.

Creativity

To use a multiplicity of means and channels to boost and enrich the learning process (multichannel learning). **To mix and complement different ways for different people to learn and generate new knowledge** (for example, mixing young consumers with adult producers, distributors and local policy makers in a co-design lab about local food policies).

Presence

To stay alert about new insights as they emerge in those moments of high intensity in the learning process. To be aware of how our inner condition and emotional state affects the way we think and learn.

Resilience

To learn from mistakes so as to improve and adapt further actions and initiatives.

To look at and appreciate mistakes and pitfalls as opportunities for actualising the ideas we use to make sense of our intervention and the role we play. For example, learning from mistakes committed during a pilot project on healthy urban food systems and improving future projects and/or scaling-up.

Eldership

To be humble about what we know and don’t know. We are all experts in our own way. **To acknowledge and celebrate that there are other ways of learning and that we may benefit from mixing them.** Being Ok saying “I don’t know, tell me more about it please”.

Useful resources

Read

- [Multi Stakeholder Platforms as System Change Agents. A guide for assessing effectiveness \(WUR/IDS/TPI\)](#)
- [Multi-actor initiatives in action: Lessons from the Sustainable Diets for All programme \(Hivos/ IIED\)](#)
- [Reflection methods. Practical guide \(CDI\)](#)
- [Learning practices in organisations and social change \(The Barefoot Collective\)](#)
- [A handbook of reflective and experiential learning: Theory and Practice \(Jennifer Moon\)](#)
- [A lay’s person guide to co-operative inquiry \(Heron and Reason\)](#)
- [Leading from the Emerging Future: From Ego-System to Eco-System Economies \(Introduction\)](#)
- [Handbook for facilitators: Learning to learn in practice \(Mark Taylor and Paul Kloosterman\)](#)
- [Designing and facilitating creative conversations and learning activities \(The Barefoot Guide\)](#)

Watch

- [Introduction to organizational learning \(Peter Senge\)](#)
- [Mindfulness as Key for Personal & Organizational Learning \(Peter Senge\)](#)
- [The 4 learning styles \(Peter Senge\)](#)
- [What kind of learner are you?](#)
- [Adult learning cycle \(Kolb\)](#)
- [Theory U \(Systems Innovation Network\)](#)
- [Theory U. Learning from the future as it emerges \(Scharmer\)](#)

Multistakeholder dialogue facilitation

Concepts

Dialogue sits at the core of any MSP. Opening the space for dialogue enables stakeholders to become familiar with each other's perspectives and realities, to uncover assumptions, to find common ground for action and to open the door to unimagined futures.

Facilitating dialogue is an art that requires empathy, compassion and self-knowledge.

Depending on the context, especially when your organisation has an interest in both participating and facilitating an MSP, you can...

- 1. Bring an external facilitator** (hired by you or the multistakeholder partnership)
- 2. Keep a clear separation between roles** by allocating one member of staff as facilitator (focused on process) and another as dialogue group member (focused on content)
- 3. Rotate facilitation role** among MSP members (usually other members from the Steering Committee)
- 4. Leave facilitation role** to another member of the MSP group (usually somebody else from the Steering Committee)
- 5. Co-facilitate** with somebody from another organisation (usually somebody else from the Steering Committee)

Dialogue is a process of genuine interaction through which human beings listen to each other deeply enough that they change as a result of what they learn. Each of them makes a serious effort to consider the concerns of others in their own photograph, even when disagreement persists

Hal Saunders



Facilitating dialogue at the National SRP Chapter in Uganda

by John Ehreng - Rice Director in East Africa

The National Sustainable Rice Platform (SRP) Chapter is a multi-stakeholder initiative that brings together private sector, government (Ministries of Agriculture and Environment), development partners, civil society and research institutes, to develop and coordinate science-based best practices and approaches in sustainable rice cultivation across Uganda.

Considering the diversity of actors and the novelty of this space for dialogue, we have used the following strategies to create rapprochement and build trust:

- Making space for everything stakeholders bring into the space
- Creating intragroup dialogues
- Finding common issues stakeholder representatives can still agree on
- Making sure the right people are at the table, to enable shared solutions to be implemented with clear roles and responsibilities
- Focusing the dialogue at the local level, so that the national dialogue is informed and driven by local realities
- Collaborating with other organisations that already have scalable and replicable solutions
- Focusing on common hopes, fears and approaches, to break stalemates
- Bringing new voices into the debate, especially the marginalised and excluded
- Exposing the stakeholders to each other's realities (through learning and benchmarking visits for example)

Based on the dialogue meeting we have so far facilitated, there is now a consensus among stakeholders that the conventional rice cultivation practices are leading to the degradation of wetlands and land, resulting in loss in ecosystem services. Stakeholders also now agree on the need for a common vision at the sector level, and for closer collaboration with each other.

6 Basic premises for multi-stakeholder dialogue facilitation



Dialogic approach

The dialogic approach is about **suspending the judgment** we may have about a topic/person/idea so we can relate to it in a different way, understanding more than judging, **listening** more than talking, **observing ourselves** when engaged in a conversation, **creating new questions together** instead of defending one-sided arguments, and **being open to surprise** and new learning instead of repeating old formulas which don't work when addressing new challenges.



Divergence-emergence-convergence

We combine these three stages throughout the dialogue process. Divergence is used to **open up and give space** for all diversity in the group, then **we facilitate interaction** among those diverse voices to learn and create new thinking and learning (Emergence), and then we make sense out of it and **come up with some common ground** (key learning, agreement, decision, project design, theory of change, etc. (Convergence)).



Iterative interaction

Iterative interaction **means going back and forth** around the same topic/issue/decision in different moments **using different types of group dynamics, timing and spaces.**



Multichannel learning

We must combine different learning channels such as **visual** (graphs, drawings, symbols, objects, images, pictures, etc.), **auditive** (songs, sounds, voice, etc.), **embodied** (feeling in the body), **kinaesthetic** (walking, body movement, dance, body statues, group mapping, body maps, energisers, etc.).



Whole system in the room

We will try our best to **bring together all the voices concerned**, a microcosmic representation of the ecosystem we are working with. The key here is to acknowledge and bring into dialogue all voices concerned by giving them room to be expressed (even if they are absent from the dialogue space).



Differentiation and integration

Sometimes we must bring together like-minded stakeholders only (Differentiation, separation) and sometimes we need to bring non-like-minded stakeholders together (Integration, mixing). This way, we give room to difference (Differentiation, the parts of the system, analysis) and diversity (Integration, the whole system, synthesis).

Interconnecting dialogue spaces and methods

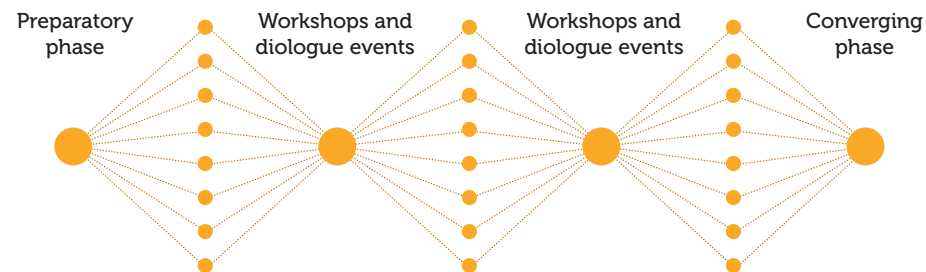
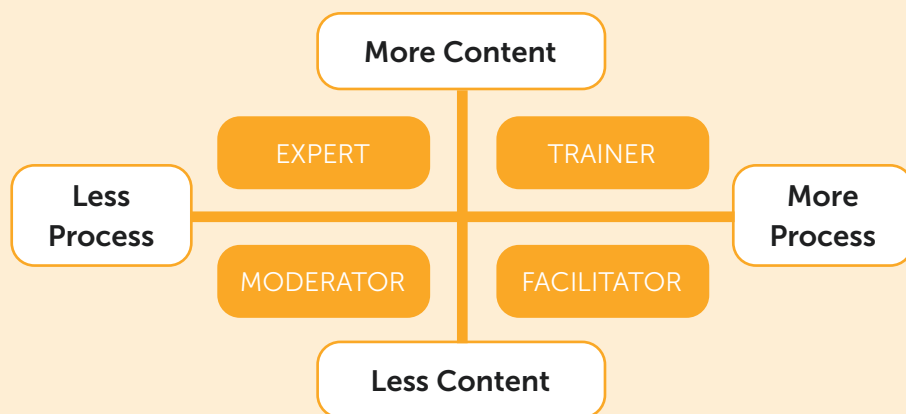
Facilitating an MSP is a process in itself. You need to **constantly diversify** both the types of encounters as well as your role, depending on the needs, opportunities and risks that you face at any given moment in time.

Generically speaking, each MSP flows on the waves of divergence (learning about each other's realities), emergence (what does this situation invite us to do together) and convergence (how can we make this joint action happen).

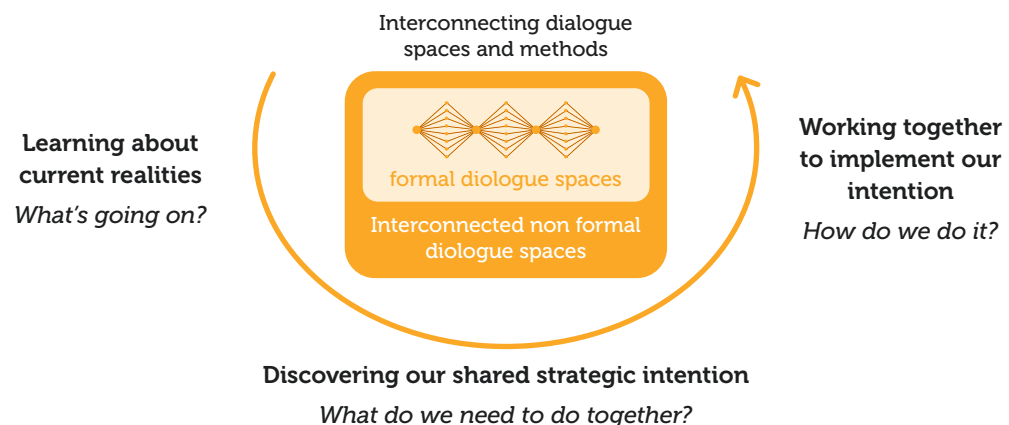
The encounters throughout this process can take place in formal and informal spaces, mixing collective spaces with smaller groups and bilateral workspaces. It is up to the MSP facilitator to experiment, learn by doing what works and dance with the dynamics of each MSP.

For inspiration, you can find two MSP scripts/cases in the annex along with facilitation ideas for a stand-alone multi-stakeholder encounter.

The roles we play when supporting multistakeholder processes



Different dialogue and learning activities for collaborative action-learning



"The objective of the negotiation is to reach agreements between parties that differ. The intention of dialogue is to achieve a new understanding and, in doing so, to form a totally new basis from which to think and act. In dialogue, one not only solves problems, one also dissolves them. It is not that we are trying to reach agreements alone, but that we are trying to create a context from which we can achieve many more agreements. And we try to uncover a shared base of meanings that can go a long way toward coordinating and aligning our actions with our values."

William Isaacs, Dialogue and the art of thinking together

Multistakeholder dialogue facilitation

Tools

CRITERIA	FACILITATION APPROACH	METHODS
Whole system in the room	Map stakeholders and invite a microcosmic representation of our ecosystem (all sectors, marginalised social groups, gender, generation, territoriality, decision-makers, users and consumers, producers, distributors, etc.). Ask key stakeholders and allies for advice in shaping the group	Mapping tools, interviews, concept note, invitation letter, questionnaire, co-design sessions, mindmap , design thinking
Dialogic approach	Use powerful questions for group conversations/work Explore underlying assumptions among different stakeholders (and make them explicit so we can work on them if necessary) Use dialogue methods supporting deep listening	Margolis wheel , fishbowl , walking dialogue, group work, assumption management tools, powerful questions , dialogue methods , breathing exercises, guided meditation, democratic dialogue , non-violent communication , etc.
Differentiation and integration	Give space for differentiation (intrasectoral groups, same social identity, same goal, same organisation, etc.) and integration (intersectoral groups, mixed groups) using groupwork dynamics, panels of experts, etc.	World café , open space , group interactions (D/I), expert panel , circle of chairs, plenary, walking dialogue , focus groups , peer to (non)peer dialogue, dialogue , etc.
Iterative interaction	Periodically revisit our ideas, proposals, contributions, etc. for improving our work as we move along the process (for example giving room to revisit Desired Change/strategic plan/project design and developing different versions of it).	Group interactions, world café, group work, prototyping, walking dialogue, interviews, focus groups, gallery walks, markets, rotating facilitators, rotating groups, learning trips and immersions, Delphi Networks , design thinking , Theory U , etc.
Multichannel learning	Use different methods to incorporate different learning styles and ways of expressing knowledge	Graphs, drawing, visual facilitation , songs, body-based mapping, body movement, theatre, graphic facilitation , mindmaps , flowgrams, guided meditation, breathing, symbolic objects, energisers , clowns/humour, (participatory) video , music, learning trips and immersions , etc.
Divergence-emergence-convergence	Be mindful and inclusive, create space for all voices to be heard (different identities, stakeholders, proposals, perspectives, needs, powerless/powerful, etc.). Put all these voices in interaction using powerful questions and group dynamics. Search for common ground (acknowledging difference and minority) by harvesting and/or agreeing on the topic (action plan, thematic agenda, project design, next steps, etc.).	Divergence: expert panels, master conference, gallery walks , markets, world café, open space, citizen forums , deliberative forums, proposals panels/stations Emergence: world café, open space, group work, powerful questions, walking dialogue, guided meditation, Margolis wheel , fishbowl, Margolis Wheel Convergence: Plenary, voting, questionnaires, prototyping , action plan, next steps, post-it harvesting, graphic facilitation

Multistakeholder dialogue facilitation

Attitudes

Presence

Being present means **being aware of what's going on outside and at the same time being mindful of one's inner condition** (reactions, feelings, etc.). This is a major practice for facilitators. Any continuous awareness-based practice strongly develops this fundamental attitude (sitting or walking meditation, taichi, yoga, nature walks, solo retreats, body sensing, focusing, mindfulness, body movement, embodied learning, coaching, etc.).

Letting go

Non-attaching to predetermined ways of thinking and doing and following the process as it emerges. We may have an initial idea of what needs to occur or be achieved, but if we become aware and let go of initial fixed ideas and (pre)judgments, it will be easier to facilitate collaborative learning.

Resilience

Resilience means **the capacity of a facilitator to overcome stressful moments** that (may) endanger her performance and presence in the group. We as facilitators need to stay put, and recover from attacks and failures as quickly as possible so as to keep supporting all sides that need to be heard.

Creativity

Creativity is about **having the adaptive capacity to address different challenges in different or unusual ways**, to associate ideas in an unexpected way, to achieve the same outcome using different means and methods, to innovate how we deal with recurrent problems, etc.

Eldership

Eldership is the capacity to see and care for the whole beyond our limited and self-interested ego/identity/self. It also means having the attitude of suspending judgment, embracing all emotions and feelings, avoiding one-sidedness, supporting people who are struggling or being judged by others, accompanying the powerful by supporting healthier ways of using rank and privilege, bringing awareness to the group, restoring relationships among parties in conflict, bridging distances between parties, etc.

Beginner's mind

Humility, self-critique, listening with curiosity, (self)doubt, enquiry, avoiding pre-assumptions, and formulating powerful and meaningful questions all help in developing this attitude. We never know enough, we never stop (un)learning. Just stay alert, **ask good questions, and be open to surprise!**

"In working with groups or organisations in serious trouble, either with themselves or with other groups, the decisive factor for the facilitator is not the skills or methods she uses but the attitudes she has toward the group (...) They generate tools for dealing with any situation"

Arnold Mindell

Useful resources

Read

- [The place of dialogue in capacity development \(REOS partners\)](#)
- [Mapping dialogue \(Pioneers of Change\)](#)
- [Democratic dialogue. A handbook for practitioners \(UNDP\)](#)
- [Participatory approaches. A facilitator's guide \(VSO\)](#)
- [Facilitator's guide to participatory decision making \(Sam Kaner with Lenny Lind\)](#)
- [Getting it right. A guide to improve inclusion in multi-stakeholder forums \(CGIAR/CIFOR\)](#)
- [Arts-based methods for transformative engagement. A toolkit \(Pearson, K.R.\)](#)
- [Bringing deep democracy to life \(Mindell\)](#)

Browse

- [The art of hosting](#)
- [REOS partners](#)
- [MSP guide \(CDI\)](#)

Colophon

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A sustainable income for farmers and nutritious, affordable food for everyone: this is what Rikolto works for.

We reach our goals by building bridges between smallholder farmer organisations, companies, authorities and other actors across rural and urban areas worldwide. Together, we find solutions to tackle the interrelated challenges of food insecurity, climate change and economic inequality.

Rikolto is a movement of people wishing to inspire others and reaching for global impact.

Because a better world starts on our plate.

Interested in working with Rikolto on multi-stakeholder dynamics, inclusive business, and sustainable food systems? We can help you! **Rikolto Limited** is a social limited liability enterprise connected to Rikolto International, our non-profit.

Through Rikolto Limited, we offer our knowledge, expertise, tools and methodologies as a **consultancy service**. All of the proceeds are reinvested in the social purpose of Rikolto International.

More information [on our website](#) or contact Charlotte Flechet, Global Programme Director - Food Smart Cities (charlotte.flechet@rikolto.org).

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Multistakeholder process facilitation

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TOOL 1: Systems map

Purpose

To make sense of how the system “works”, its boundaries and how constituent parts relate to each other.

Steps

1. Choose a central topic

What are we talking about? What is the topic we want to focus on?

2. Identify the constituent elements (factors, parts, drivers, conditions, etc.)

- Make a list of the main elements shaping your ecosystem
- Prioritise those that are more relevant to your topic
- Place/write them on the page around the central topic

3. Explore the interactions between the elements

- Look at your elements and see how they are interrelated.
- Draw arrows to make these interconnections explicit. Use different widths to signal different levels of influence, or different colours to differentiate between constructive/enabling and destructive/constraining interactions (in relation to your desired change). You can make your own codes depending on what you want to draw attention to.
- Add a few words close to each arrow to describe the nature of that interaction. For example, in the case of an interaction between funding agencies and local governments, you could add “funding” close to the arrow, or “tied aid”, “limited funding”, etc. You could colour-code that interaction to visualise enabling and constraining interactions (limited funding would be a constraining interaction in red, while adaptive and long-term funding would be an enabling interaction in green).

4. Systems analysis

Once you have drawn the whole system by identifying the main factors and their interactions, we make sense of the big picture.

5. Identify leverage points for strategic action

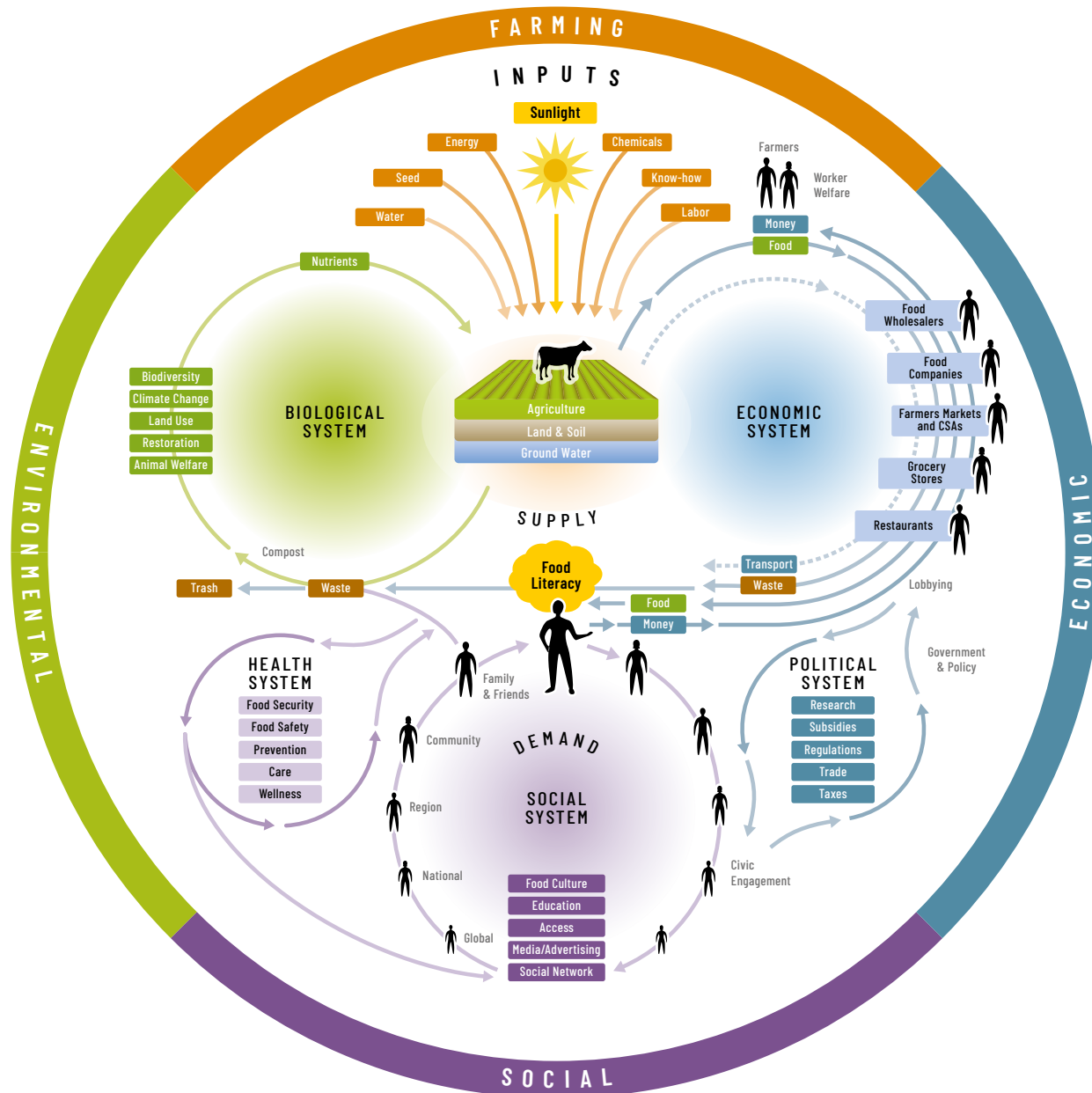
Pay special attention to those elements receiving and sending more arrows than others. This could be a critical factor, one that may create a major shift in the system (leverage point). Not all factors receiving and sending arrows may become a leverage point, but those which are very active in the system will affect it in the short run in more ways than those having a low level of interaction and influence.

“In science, we have been told, things need to be measured and weighed. But relationships cannot be measured and weighed; relationships need to be mapped.”

Fritjof Capra



Food System Map



GUIDING QUESTIONS

- How does the ecosystem look, now that you have drawn the arrows depicting the interactions?
- What does it tell you about the whole system as such? Are there many enabling/constraining interactions? Are there factors which are not interacting now, but for which it is important to build bridges for future interaction (for example, innovative local policies and lack of citizen participation in policymaking)?
- What could happen if we work in a specific factor (following the example, lack of citizen participation in policymaking)?

Source www.nourishlife.org

TOOL 2: Influence matrix

Purpose

To make sense of how factors influence each other, identifying leverage points/critical factors.

Steps

1. Choose a central topic

What are we talking about? What is the topic we want to focus on?

2. Identify the constituent elements (factors, parts, drivers, conditions, etc.)

- Make a list of the main elements shaping your ecosystem
- Prioritise those that are more relevant to your topic

3. Draw a matrix with the same elements written in columns and rows

4. Explore how these factors influence each other

Give a number/value to each of those influences: 1 for low influence, 2 for medium influence, 3 for high influence.

- Active influence (factor A influences factor B, and so on, in rows).
- Passive influence (factor A is influenced by factor B, and so on, in columns).

Don't forget to take notes about the reasons for the score (the rationale behind

the numbers). After some time, in the monitoring stage, we can monitor both punctuation and the reasons/rationale for those numbers.

Following our example:

Active influence (row). To what degree does youth entrepreneurship influence access to finance? **(2)**

Passive influence (column). To what degree is youth entrepreneurship influenced by access to finance? **(3)**

5. Sum-up level of influence

Sum up how much a factor influences other factors (Active influence, AS, row), (example, To what extent does Youth Entrepreneurship influence Access to Finance?) and how much a factor is influenced by other factors (Passive influence, PS, column). For example, To what extent is Youth Entrepreneurship influenced by Access to Finance?)

6. Making sense of level of influence. Critical factors

Look at the final sums (Active Sum/rows, Passive Sum/columns, Total sum active+passive).

7. Graphic representation

Once we have all the sums in the matrix, we can represent those influences in a systems map (Tool 1), giving different width or colour to the arrows depending on the score received (wider arrow for higher score in the table below).

GUIDING QUESTIONS

- What factors are more influential in the system (higher value in active sum)?
- Which are less influential (higher value in passive sum)?
- Which have a higher score (total sum)?
- What does this say about your system and the factors you are working on?
- What strategies can you put in place to support the influence of these critical factors?
- What could happen then?

An example using the constituent elements described in a cocoa system case of Rikolto in Côte d'Ivoire

Active influence (+) Passive influence (-)	YE	SAP	AF	PP	DIG	SCA	SUBTOTAL SUM (ACTIVE)
Youth entrepreneurship (YE)		3 2	2 3	1 2	1 2	2 2	9
Sustainable agricultural practices (SAP)	2 2		2 3	2 1	3 2	3 2	12
Access to finance (AF)	3 2	3 3		3 2	3 3	3 2	15
Public policy on cocoa (PP)	3 1	3 2	3 2		2 1	2 1	13
Diverse income generation (DIG)	2 2	2 3	3 3	2 1		3 1	14
Stakeholder collaboration and alliances (SCA)	2 2	2 2	3 2	2 2	2 3		11
Subtotal sum (passive)	(-) 9	(-) 10	(-) 10	(-) 7	(-) 12	(-) 9	
Total sum (active and passive)	18	22 critical	25 critical	20	26 critical	20	



TOOL 3: Feedback loops

Purpose

To make sense of how the behaviour of a factor affects the behaviour of other factors, and consequently the whole system

Steps

1. Choose a central topic (or desired change)

What are we talking about? What is the topic we want to focus on? (for example, urban food availability)

2. Identify the constituent elements (factors, parts, factors, conditions, etc.)

- Make a list of the main elements shaping your ecosystem
- Prioritise those that are more relevant to your topic

3. Explore the feedback loops between the factors

You may want to focus on how a specific factor affects other factors (focus on feedback loops created by a single factor)

4. Systems view

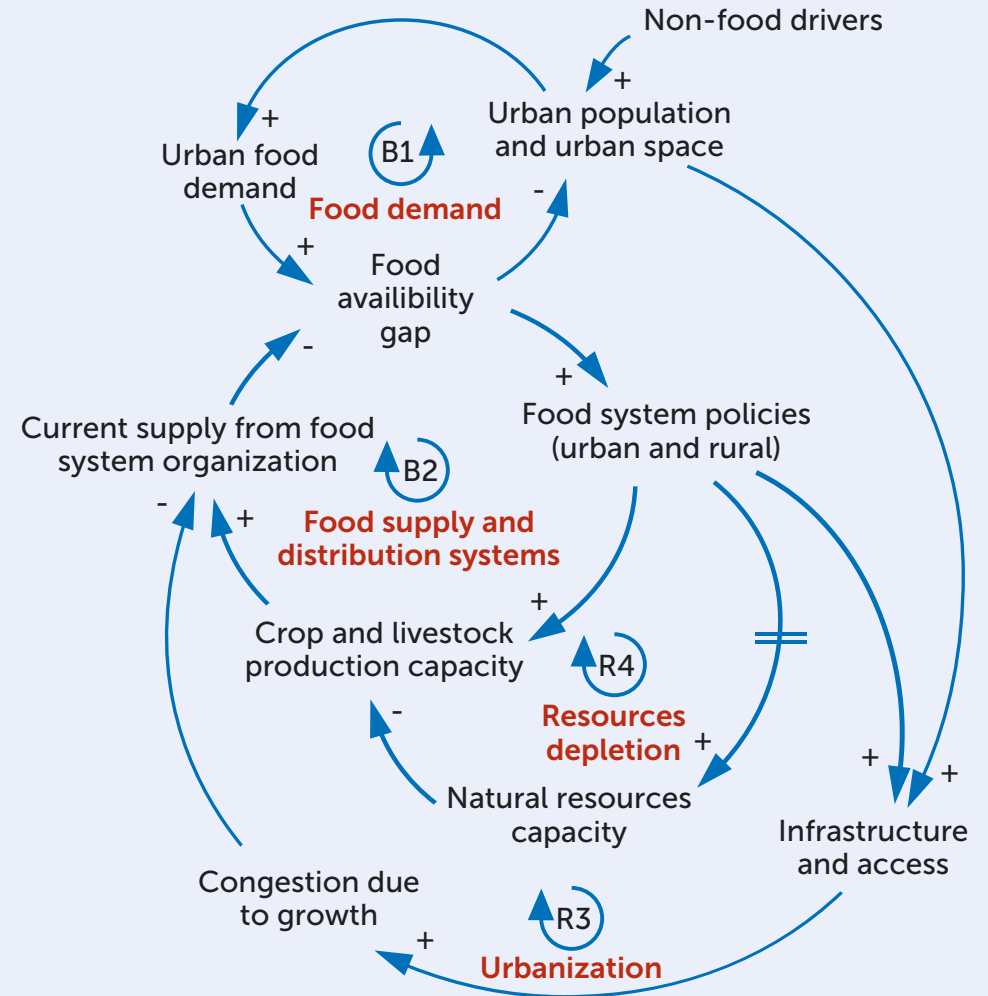
- How does the system look now?
- What can we learn from analysing these feedback loops?
- What are you becoming aware of now?

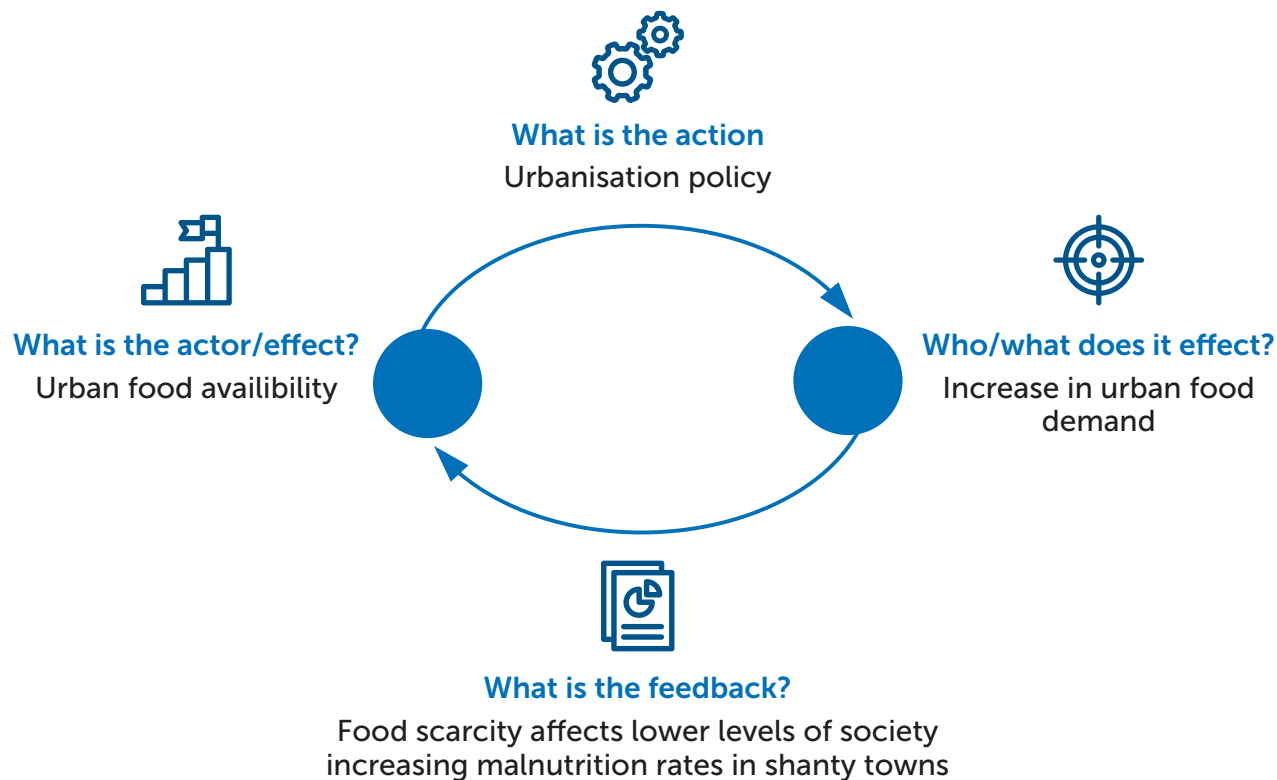
5. Identify feedback loops for strategic action

Based on what you learnt about the feedback an action has on the system and its factors, what strategies can you put in place to reinforce positive feedback loops in the system?

- Synergies: (+) when factor A increases, then factor B increases too.
- Interference: (-) when factor A increases, then factor B decreases.

Example: Urban food system causal loops





GUIDING QUESTIONS

- What is the factor you want to explore? (urban food availability)
- What is the action? (increasing urban population)
- What is the effect of that action? (increase in urban food demand)
- What is the feedback of that action? (urban food availability decreases)
- What is the overall effect on the whole system?
- How does our contribution affect other factors in the system?
- Does our initiative/contribution help in restoring certain balance in the system or does it distort it even more?
- What needs to be done?
- What are the measures we need to take?



References (from Systems Innovation)

Read

- [Feedback loops](#)
- [Leverage points](#)

Watch

- [Systems mapping](#)

TOOL 4: Mapping out stakeholders

Purpose

To depict a quick map of main stakeholders and the categories/sectors they belong to.

Steps

1. **List** stakeholders in the ecosystem
2. **Categorise and group** stakeholders based on context-based criteria starting from the centre (identity, activity, sector, location, etc.) (colour, size, shape)
4. **Position** the other stakeholders based on categories coming from the centre
5. **Sense making** and analysis.



Reference



Watch

- [How to make a mindmap \(Buzan\)](#)



Browse

Online mindmapping tools/software:

- [Coggle](#)
- [Mural](#)
- [Invision](#)
- [Miro](#)

Source: [Go green routes](#)

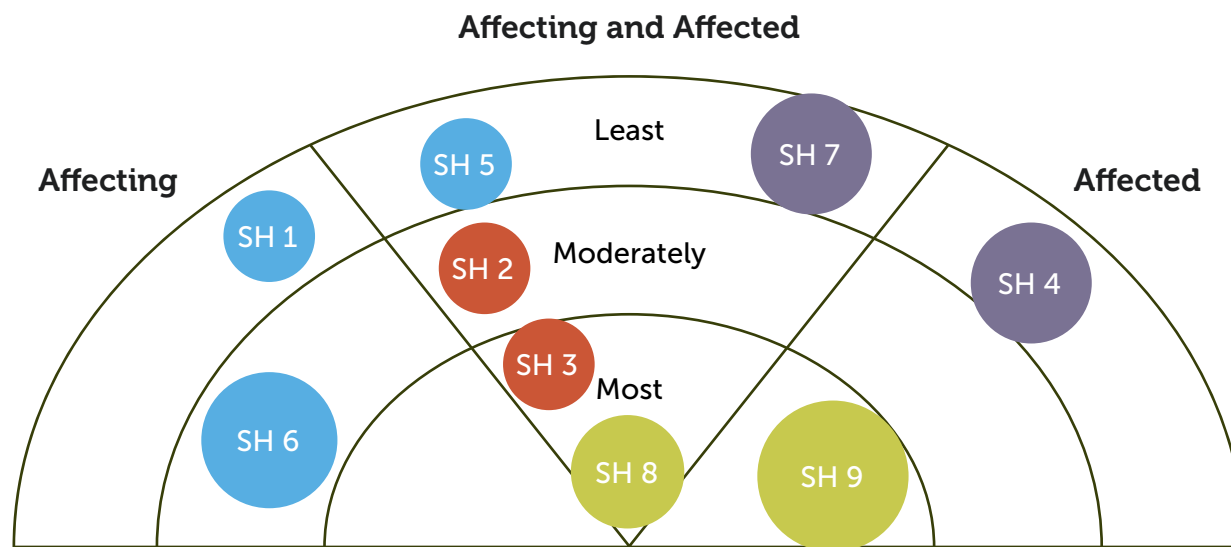
TOOL 5: Categorising stakeholders

Purpose

To map key stakeholders based on how they affect or are affected by our intervention.

Steps

1. **List** stakeholders in the ecosystem
2. **Prioritise and place** key stakeholders based on two criteria (affecting/affected/both, least/moderately/most) (colour, size, shape)
3. **Sense making** and analysis.



GUIDING QUESTIONS

- Who are the most affected stakeholders?
- How can we engage them in the initiative?
- Which stakeholders affect our initiative the most?
- How can they affect our initiative?

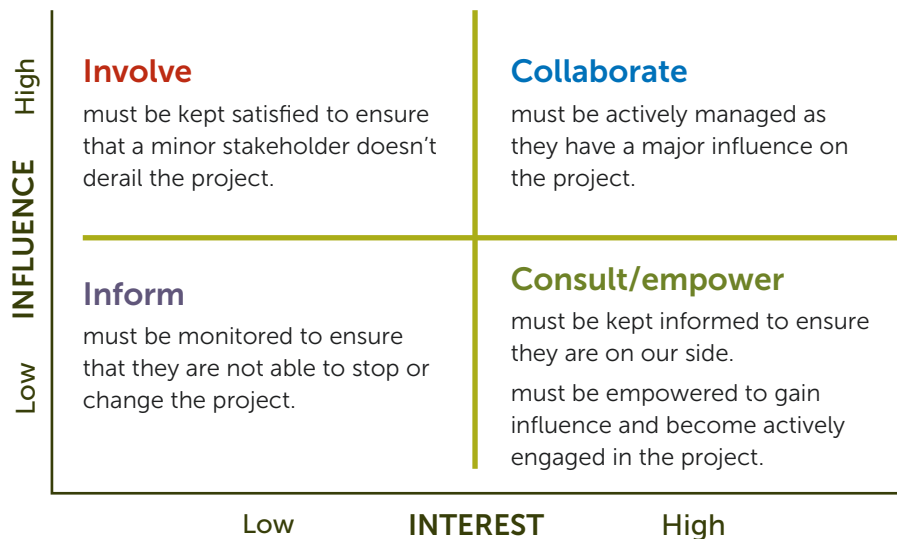
TOOL 6: Stakeholder analysis based on influence and interest

Purpose

To understand the level of influence and interest of key stakeholders.
To make sense of stakeholder dynamics and strategise for higher engagement.

Steps

1. **Map out** stakeholders in the ecosystem
2. **Prioritise** main stakeholders (affecting/affected)
3. **Classify** stakeholders (sector, location, etc.) (colour, size, shape)
4. **Position** stakeholders on map/grids
5. **Sense making** and analysis
6. **Identify key assumptions** you have about stakeholders' influence and interests
7. Develop **a strategy plan** (involve, collaborate, inform, consult/empower).



GUIDING QUESTIONS

- How can we strengthen the dynamics between those actors with high interest and high influence (collaborate)?
- How can we empower those stakeholders with high interest but low influence (consult/empower)?
- What could be the reasons why some stakeholders with high influence, but low interest, may want to hinder our initiative?
- How to deal with them? How to bring them in?

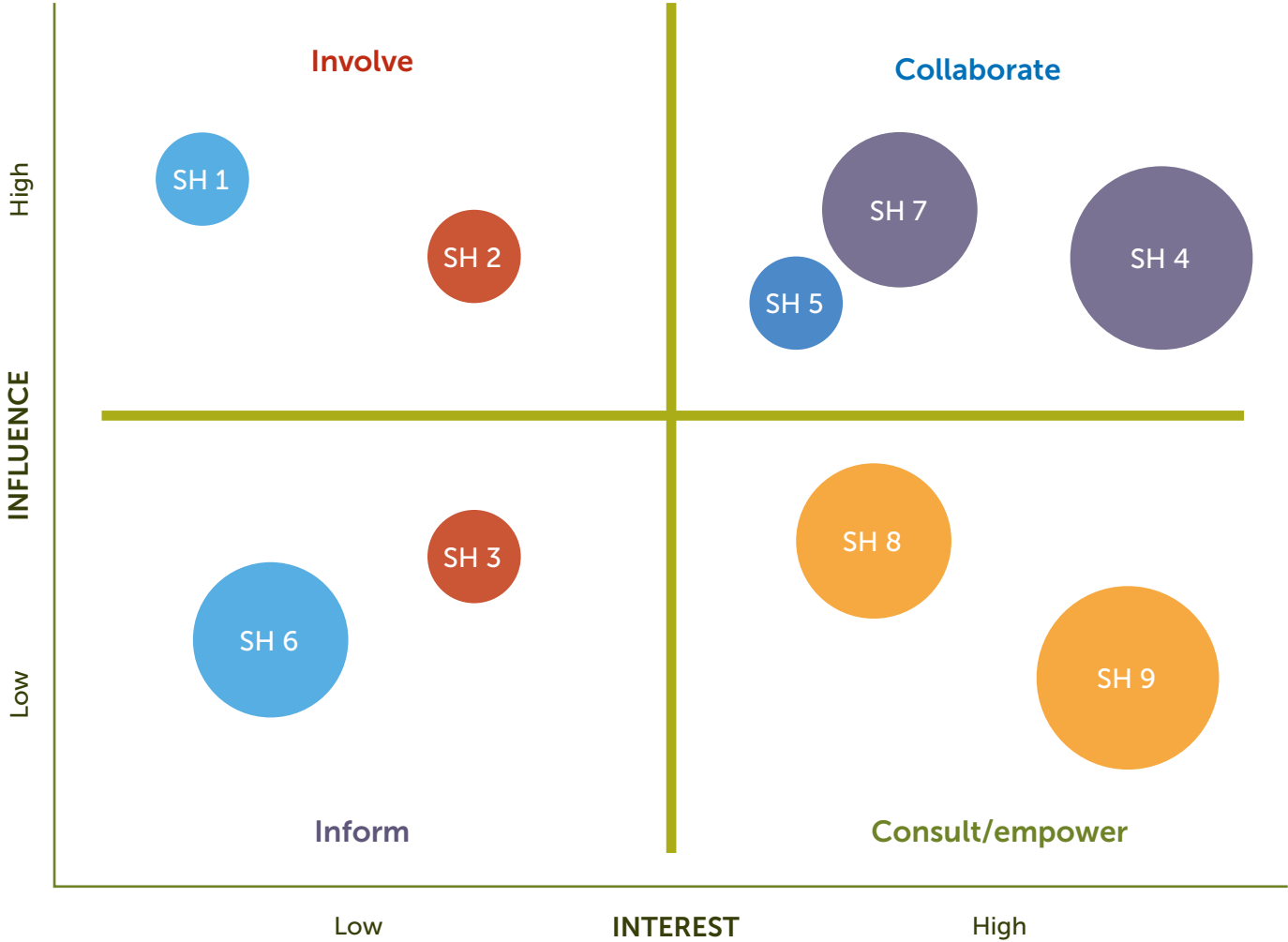
Reference

- 👁️ **Watch**
 - [Stakeholder mapping \(Lauren Kress\)](#)
 - [Stakeholder mapping \(LearnLoads\)](#)

Influence is the ability of the stakeholder to change or stop the project.

Interest is the amount of (potential) involvement the stakeholder may have in the project.

Example - Influence and interest



TOOL 7: Stakeholder analysis based on position and need

Purpose

To know stakeholders' needs and their position in relation to our initiative.
To make sense of stakeholder dynamics and strategise for higher engagement.

Steps

1. **Make a list** of stakeholders in the ecosystem
2. **Prioritise** main stakeholders (affecting/affected)
3. **Classify** stakeholders (sector, activity, identity, location, etc.) (colour, size, shape)
4. **Position** stakeholders on map/circles
5. **Sense making** and analysis
6. **Identify key assumptions** you have about stakeholders' positioning and needs
7. **Develop a strategy** plan

- Aligning **movers** (build up)
- Attracting **floaters** (bring in)
- Dividing **blockers** (break down)



Source: adapted from Retolaza 2011



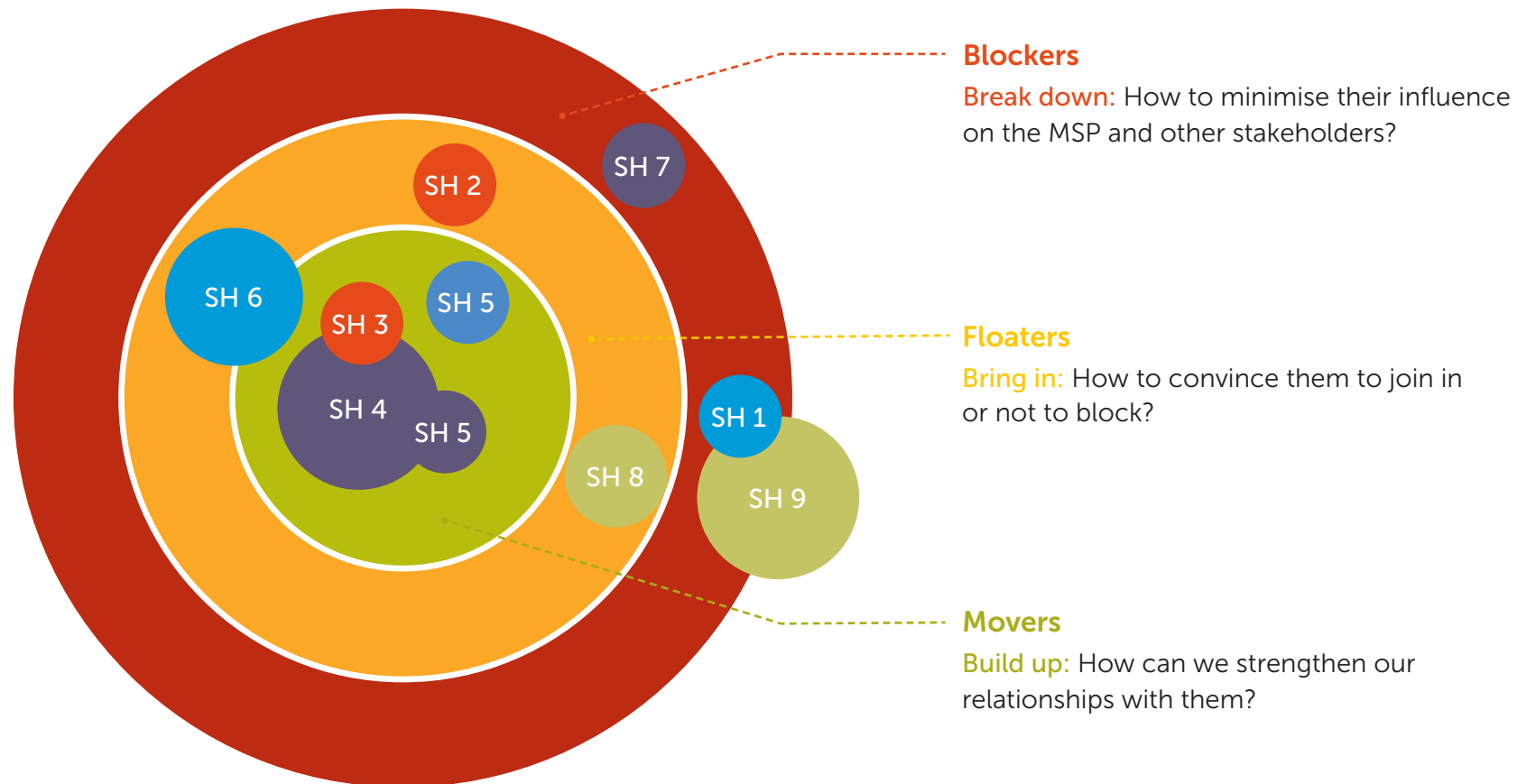
GUIDING QUESTIONS

- What are the needs of stakeholders? How do they position themselves when the initiative meets their needs? And when it doesn't?
- Who are the movers and how can we strengthen our relationships with them?
- What to do when a stakeholder stands in different positions?
- What are the blockers telling us that we don't want to listen to (but need to)?
- How to deal with the needs of powerful floaters or blockers?
- How does our mindset affect the way we perceive and position stakeholders?
- What are those beliefs we have about certain stakeholders that need updating? How to minimise our own bias?

Example - Stakeholder analysis based on Position and Need

Need is something that is essential for the interest of the stakeholder

Position is the stand they take in relation to the initiative and their needs



Source: adapted from Retolaza 2011

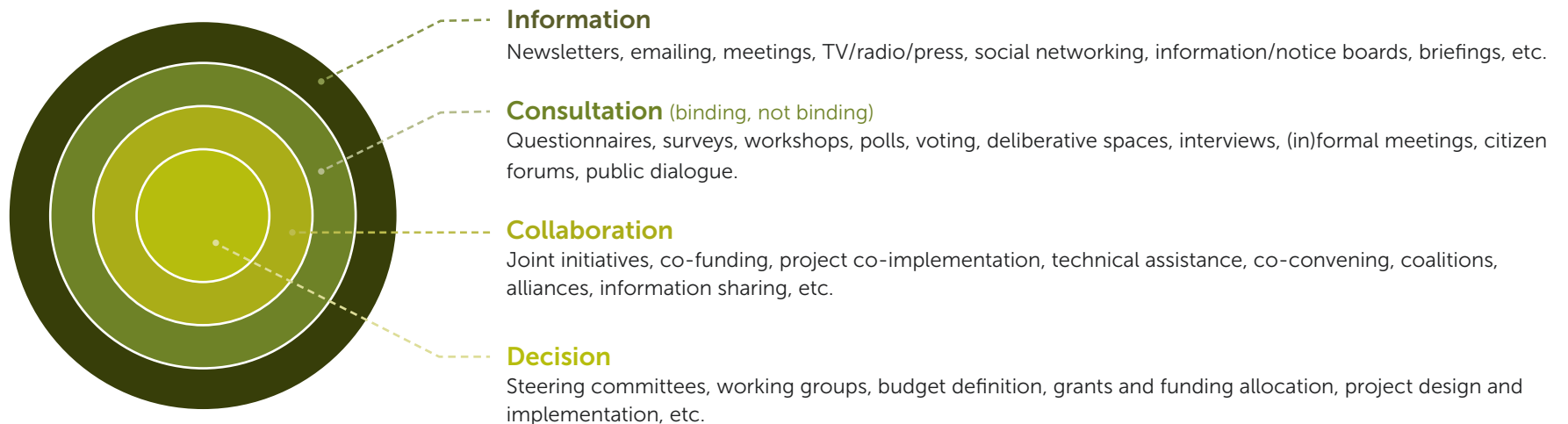
TOOL 8: Levels of participation and quality of engagement

Purpose

To strategise about how to engage stakeholders in different ways at different stages of the initiative.

Steps

- 1. List (and prioritise) the stakeholders** you want to analyse and strategise around.
- 2. Consider at which levels you think the stakeholder could or should be engaged** (Information, Consultation, Collaboration, Decision). Different stakeholders can engage in different ways using a diversity of means. One stakeholder can be active at several levels. Stakeholders may move from one level to another through time based on interest, need, opportunity, relevance, etc.
- 3. Develop strategies and activities for each of the levels.** Different stakeholders may require specific actions.



Source: author's own elaboration

Example of template for quality mapping and stakeholder participation exercise

Stakeholder	Information	Consultation	Collaboration	Decision
Local producer (example)				
Local retailer (example)				
Local authority (example)				
Consumer (example)				



GUIDING QUESTIONS

- What information should we provide to stakeholders? What format and method is best?
- Which aspects of our initiative need to be discussed with stakeholders? Is this a binding or non-binding consultation?
- What activities can we put in place for promoting collaboration and joint action among different stakeholders?
- Who needs to be in the decision-making process and how are decisions taken?

TOOL 9: Stakeholder engagement plan

Inputs

- Research studies and enquiry questions
- Our own reflection and experience (projects, networking and relationships, human resources, financial resources, etc.)
- Consultation with stakeholders (workshops, dialogue, interviews, informal sharing, questionnaire, etc.)
- Stakeholder mapping and strategies for engagement
- Expert and peer advice
- Public policy framework (national, local)
- International agreements (2030 Agenda, trade agreements, food systems, etc.)
- Others

Purpose

To develop a broader and deeper understanding of key stakeholders.

To identify strategies that incentivise a more active and collaborative role of key stakeholders.

Steps

1. **Think of an MSP initiative you are engaged in** where you want to deepen your understanding about how to manage stakeholder relationships better
2. **Revise all the inputs you have about stakeholders.** Is it enough? Do you need more information before designing the engagement plan?
3. **Go through each aspect of the engagement plan.** You can do this on your own, with your team or in consultation with stakeholders or experts.
4. **Identify knowledge gaps** you have about your engagement plan and think of ways you can fill in those gaps (interviews, workshops, studies, surveys, questionnaires, etc.).

GUIDING QUESTIONS

Look into the template for guiding questions on how to fill in the engagement plan

Stakeholder	(Potential) role	Position / Type of engagement	Interest / Need	Fear / Concern	Engagement strategies (incentives)	Indicators of engagement
	What role can this stakeholder play in the initiative?	How does the SH position itself in relation to the initiative? What is the level of engagement?	What is the interest or need this stakeholder has about the initiative? How can the initiative be of benefit to the stakeholder?	What are the concerns and fears the stakeholder has about the initiative? How to deal with them?	How can we motivate the stakeholder to join the initiative? How to keep them engaged? What incentives does the SH need?	How do we know they are engaged? What are the changes we see (attitudes and behaviours)?

Source: author's own elaboration

Strategies for engagement framework - position and interest

Stakeholder	Position	Interest	Strategic approach	Engagement strategies	Who can help us
Government agency	Mover	Policy implementation Citizen participation	Build up	Include in the governance system Budget support/funding Provide technical assistance Dialogue and conflict facilitation	Research centres International experts Other govt agencies
Producer associations	Mover	Income generation Policy influencing	Build up	Provide technical assistance Access to funds/information Networking Dialogue and conflict facilitation	Local NGO Financial agencies Cooperatives Community leaders
Local NGO	Blocker	Project support Policy influencing	Break down	Oversight and complaint Debate forums and sensitisation Social audit by communities Alternative projects/proposals Dialogue and mediation	Donors INGOS Municipal authorities Community leaders
Local retailer	Floater	Income generation Social status	Bring in	Provide technical assistance Access to funding Access to alternative suppliers (cheaper/better) Dialogue and monitoring	Local NGOs Credit cooperatives Suppliers

Source: author's own elaboration

Strategies for engagement framework - influence and interest

Stakeholder	Level of engagement	Interest	Influence	Engagement strategies	Who can help us
Government agency	Involve	Policy implementation	Local policies and authorities	Share information Invite to seminars and workshops	Research centres International experts Other govt agencies
Producer associations	Empower	Income generation	Pressure on local policies Engaging other producers	Provide technical assistance Access to funds/information Networking	Local NGO Financial agencies Cooperatives Community leaders
Local NGO	Collaborate	Project support	Community leaders Local authorities/ policies	Pilot project Core funding Include in governance system (decision-making) Alliances and networking	Donors INGOS Municipal authorities
Local retailer	Inform	Income generation Social status	Big suppliers Private investors	Share information Meetings Invite to project activities	Local NGOs Chamber of Commerce Suppliers

Source: author's own elaboration

TOOL 10: Four dimensions of change

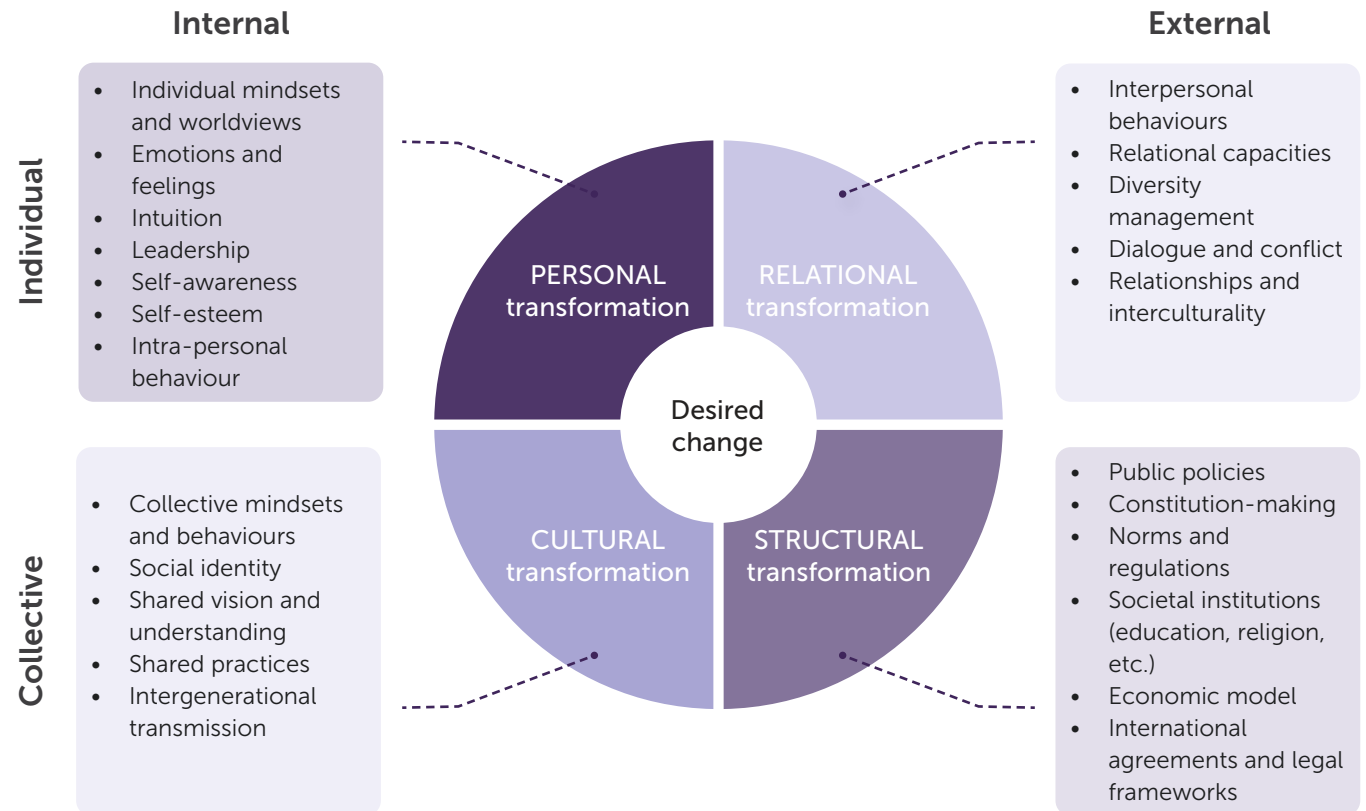
Purpose

To understand and explain how change may happen as a result of our initiative.

To make sense and strategise about ways of promoting interaction between different dimensions to align them towards our objectives and desired change.

Steps

1. **Place our desired change in the middle** of the diagram. This is the major reference for our analysis.
2. **Make sense of these four dimensions individually.** Explore the aspects of each of these dimensions and how they support the desired change by themselves (analysis).
3. **Put the four dimensions into dialogue.** Explore ways in which they interact with each other to understand systemically what the change ecosystem looks like (synthesis). Identify leverage points and possible entry points for our overall strategy.
4. **Develop a narrative using the 4 dimensions** to explain how desired change may happen. Make your assumptions explicit. The narrative could include those interventions carried out by us (e.g. Rikolto, partnership, etc.) as a way of explaining our role in the process.



Source: Retolaza 2011

Reference



Read

- [Theory of change \(DM&E for Peace\)](#)

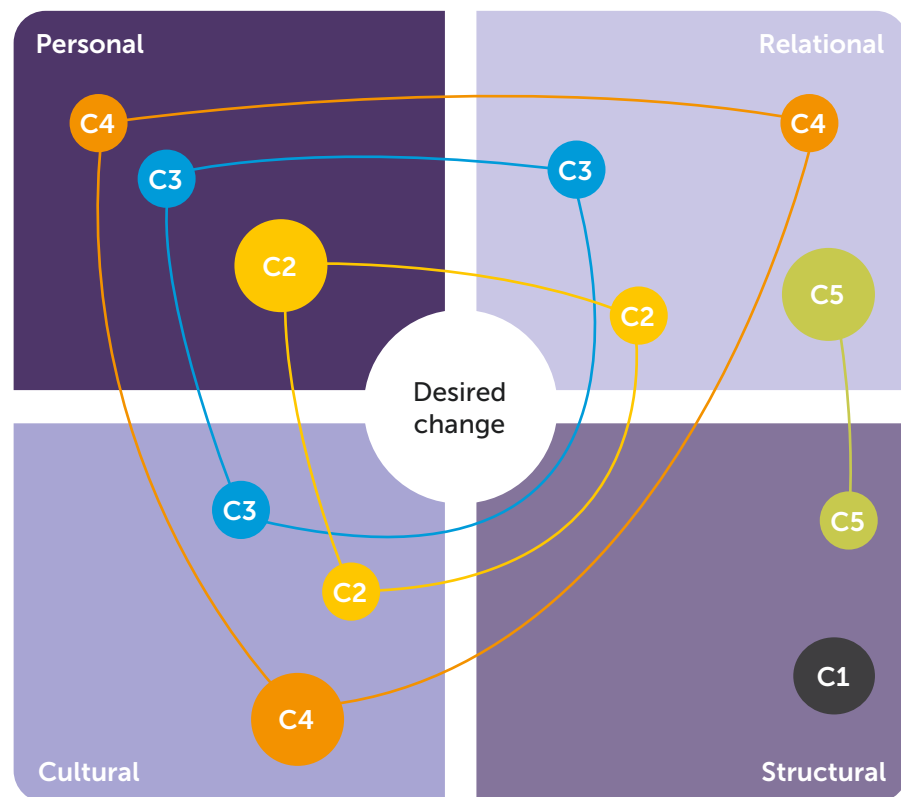


GUIDING QUESTIONS

- What elements of these dimensions are relevant for our initiative?
- How do these dimensions interact with each other in relation to our desired change?
- What is the narrative that explains how change may happen as a result of our contribution (our logic of intervention using these 4 dimensions) ?
- Which dimensions are shaping our ToC the most? Why?
- What are the narratives other stakeholders have? How can we complement/align with these different narratives?
- How important are the personal and relational dimensions when it comes to cultural change?
- What is the relation between structural transformation and cultural change?
- If we look at the Conditions and Contributions of our ToC, in which dimensions are they placed? Is there coherence between how we think change may happen (overall ToC) and what we are doing about it (contributions)?
- What are the assumptions we have about these 4 dimensions and the way they interact in pursue of the desired change?
- What sort of activities can we carry out for each dimension as a way of supporting the desired change?

Desired Change

A sustainable and renewed coffee production and business management system with inclusion of youth in coffee producer organisations in Ecuador.



Depicting the interconnections between conditions and different dimensions of change – when elaborating our theory of change – helps in developing systems thinking applied to food systems work (understanding the complexity of interactions between conditions and dimensions of change, seeing conditions as subsystems) and identifying possible leverage points (for example, capacity development of young producers/C2, changing mindsets of adults/C4, supporting multistakeholder initiatives/C5).

N	Conditions for desired change	Dimension	Strategies for action – examples of possible contributions
C1	Adequate increase of productivity levels	Structural	Rikolto (at the time of the workshop) decided this is a major contribution in the hands mainly of government, and decided to work on other conditions which are more accessible and influential in the shorter term (leverage points)
C2	Attractive sector for youth in rural communities	Personal	Capacity development of individual young entrepreneurs (self-esteem, communication skills, management skills, sustainable agricultural practices/SAP, etc.)
		Relational	Network of like-minded young entrepreneurs (motivation, self-esteem, own agenda setting, training, learning exchange, etc.)
		Cultural	Working with adults to change mindsets about the role of youth in coffee producers' organisations (stereotypes, cultural resistance, willingness to give space to new management styles, etc.)
C3	An inclusive private sector willing to work with young entrepreneurs and sustainable agricultural practices	Cultural	Changing mindsets about the role of the private sector in relation to rural youth and SAP
		Structural	Advocating for legal incentives for the private sector to work with rural/indigenous youth in SAP and new management models
		Relational	Trust-building between innovative companies of the private sector and young producers and their coffee organisations.
C4	A critical mass of coffee producers (leaders and organisations)	Cultural	Changing mindsets and developing capacities for adapting and innovating coffee production and management style according to new trends in the market
		Personal	Accompanying adult leaders to open space for youth in coffee producer organisations
		Relational	Developing networks between like-minded leaders and coffee producer organisations to support a new approach for youth inclusion
C5	Legal framework that promotes public-private dynamics favouring family farming in the coffee sector	Structural	Advocating for legal incentives supporting innovative public-private dynamics favouring family farming and SAP in the coffee sector
		Relational	Supporting multistakeholder initiatives and partnerships that help to create evidence for a favourable environment for desired change

TOOL 11: Theory of Change

Purpose

To develop a Theory of Change that frames our thinking and action as regards our desired change and contribution.

Steps

- 1. Follow the steps.** Develop each step as explained below. You can elaborate the ToC on your own, with your team, or with key allies and stakeholders. You can do it in a single session (lighter version), or you can implement a longer process organising different sessions and stakeholders (more solid and shared version).
- 2. Set up a consultation process.** Now and then check with other stakeholders about your ToC (iterative interaction). Don't wait until you have the whole ToC designed to share it with other stakeholders. We want other stakeholders to recognise themselves in the narrative we are developing in consultation with them.
- 3. Make explicit the assumptions** we are using to sustain our theory of change, our logic of intervention.
- 4. Communicate your ToC.** Write a Concept Note and draw a graph depicting the ToC (for communication purposes).



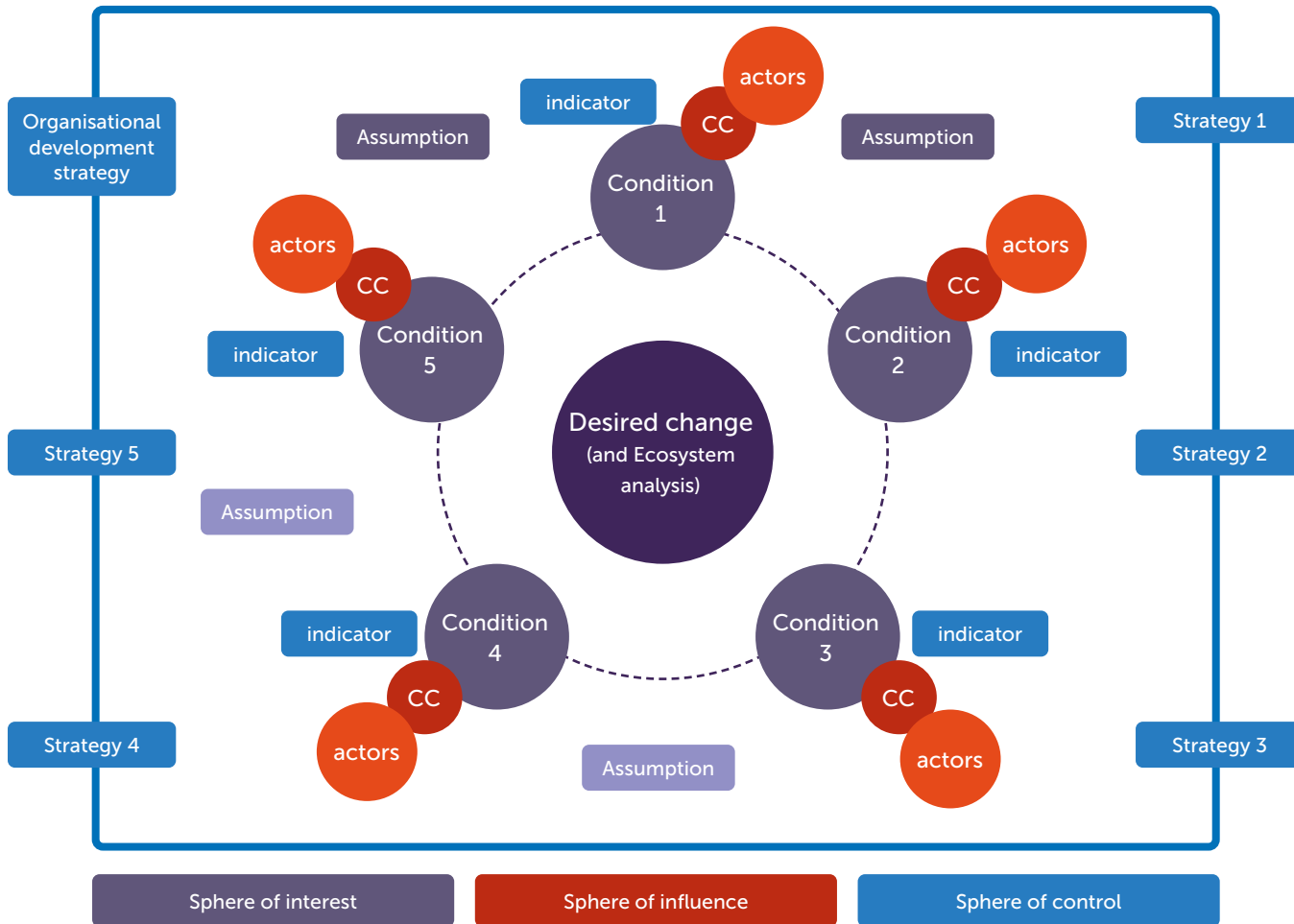
References

Read

- [Theory of change \(DM&E for Peace\)](#)
- [Hivos theory of change](#)

Watch

- [Innovation leadership \(Wageningen Centre for Development Innovation\)](#)



Source: Retolaza 2018

GUIDING QUESTIONS

- Step 1 DESIRED CHANGE
What change do we want to contribute to?
- Step 2 ECOSYSTEM ANALYSIS
How is the ecosystem we want to change?
- Step 3 CONDITIONS FOR CHANGE
What conditions need to be in place for the desired change to happen?
- Step 4 CONTRIBUTION TO CONDITION (CC)
How can we help those conditions take place?
- Step 5 STAKEHOLDER ENGAGEMENT
With whom are we going to work, and how?
- Step 6 INDICATORS OF CHANGE
How do we know our contributions are supporting the desired change?

At all time CHECK UNDERLYING ASSUMPTIONS

- Why do we do what we do?
- Why do we believe this is the right course of action?

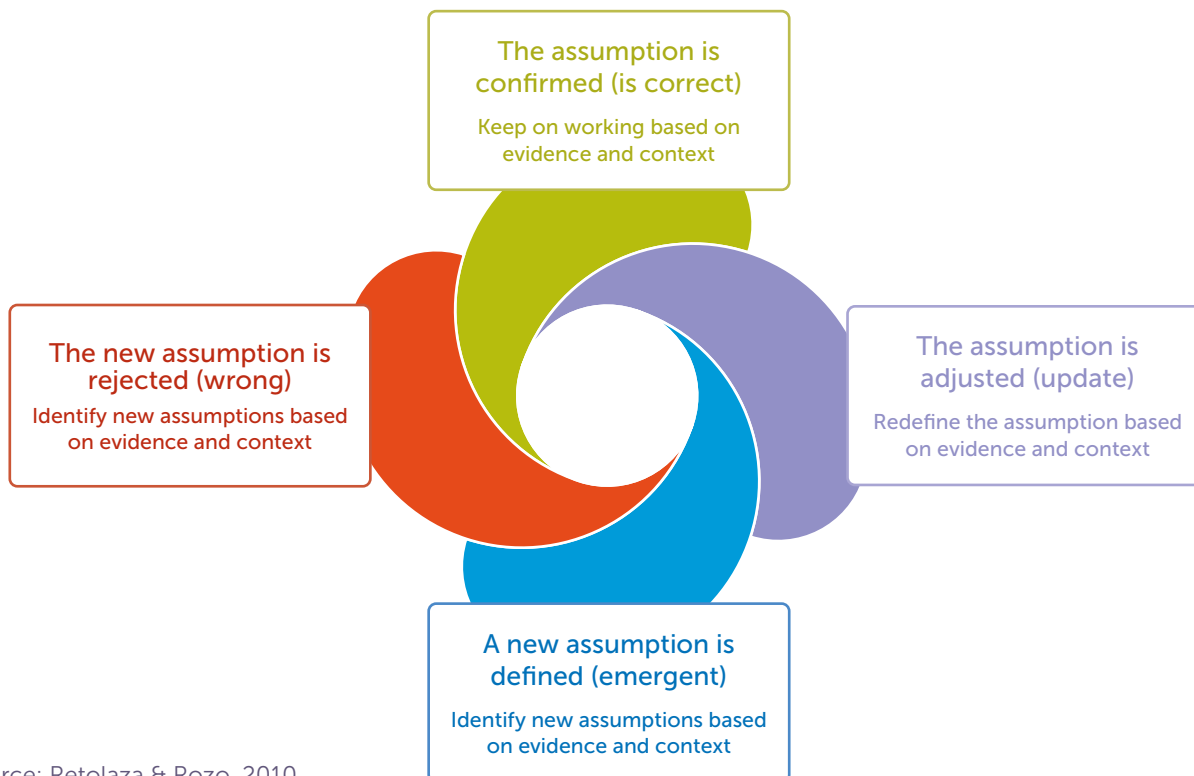
TOOL 12: Assumption analysis

Purpose

To learn about and adjust the assumptions we use to design and implement our initiative.

Steps

1. **List key assumptions** sustaining our Theory of Change
2. **Revisit each assumption.** Some assumptions may have proven to be wrong after some time, some were right, and some need updating based on the context. It may happen that new assumptions are identified as valid and necessary for adjusting the intervention.
3. **Make the necessary adjustments** to our Theory of Change, especially the Contributions.



Source: Retolaza & Rozo, 2010

GUIDING QUESTIONS

- What changes do we want to provoke?
- What is the purpose of the change we want to contribute to?
- What is the story we can tell about the change we want to promote?

Example

We promote new brands of organic coffee through the participation of young producers (contribution) because we believe it will create a space for the young to be able to form and innovate productive managerial and marketing practices (assumption); and by doing so create the conditions for youth to stay in their communities (assumption).

Was this assumption right or wrong? What evidence do we have as a result of our monitoring and learning process? Is there anything that needs to be adjusted as regards our underlying assumptions due to new context/evidence? Are there any other new assumptions we should consider due to the emergent context?

What does this mean in terms of our contribution? Do we need to adjust it or set it aside?

TOOL 13: Assumption risk analysis

Purpose

To assess in advance the consequences our assumptions may have in relation to our intervention (risk analysis)

Steps

1. **Select a critical assumption** that may significantly affect the success of your intervention
2. **Cross-check your assumption** with the 4 quadrants of the matrix. In which quadrant would you locate the assumption?
3. **Adjust or validate the assumption.** This may mean revisiting your contribution in case the assumption turns out to be too risky to sustain a whole intervention on it.
4. **Repeat the process** with other critical assumptions.

Risk of assumption being invalid	Mild consequences	Serious consequences
Probably will prove to be true	Don't worry	Can consequences be mitigated?
Probably will prove not to be true	Can risk be reduced?	Watch out! High risk - rethink design

Source: Guijt, 2013



GUIDING QUESTIONS

- What evidence tells us that we are right/wrong about our assumptions?
- Are these assumptions shared by other stakeholders?

Example of an assumption

(Supporting sustainable coffee production in Ecuador ToC workshop with Rikolto-LA, 2015)

We promote new brands of organic coffee through the participation of young producers (contribution) because we believe it will create a space for the young to be able to form and innovate productive managerial and marketing practices (assumption); and by doing so create the conditions for youth to stay in their communities (assumption).

TOOL 14: Assumption assessment framework

Purpose

To assess the success of our contributions by periodically measuring a set of key assumptions related to our contributions.

Steps

- 1. Identify assumptions in relation to our contributions.** You can do this on your own, with your team, or with other stakeholders involved. But ideally, you should consult with other stakeholders somehow (interviews, questionnaires, workshops, focus groups, informal chats, meetings, etc.).
- 2. Fill in the matrix** with special attention to inquiry questions.
- 3. Periodically monitor the assumptions** for learning and adaptation of your activities and contributions

Contribution	Assumption	Enquiry questions	Methods and tools	Informants
Gender-sensitive teaching methodologies are practised in the education system	<p>A gender-sensitive school is a place where boys and girls learn about democratic behaviours.</p> <p>Gender-sensitive teaching methodologies improve balanced power dynamics between boys and girls in schools</p>	<p>What types of values and social/cultural practices are boys and girls learning at school?</p> <p>To what extent do boys and girls relate to each other in a respectful way?</p> <p>To what extent do you believe that this new methodology has helped ensure a more respectful way of relating between boys and girls?</p>	<p>Participatory Assessments (PLA)</p> <p>Focus groups</p> <p>Dialogue</p> <p>Participatory observation</p> <p>Questionnaires</p> <p>Surveys</p> <p>Reporting cards</p> <p>Reality checks</p>	<p>Boys and Girls</p> <p>Teachers</p> <p>Parents</p> <p>School staff</p>

GUIDING QUESTIONS

- How do we know our assumptions were correct/wrong?
- How can we engage other stakeholders in monitoring these assumptions?
- What are we learning from assessing our assumptions?
- How do our ways of thinking affect the assumptions we use to shape our actions?
- What changes need to be made in our intervention as a result of assessing our assumptions?



TOOL 15: Designing a governance system



Purpose

To promote a relational dynamic and decision-making environment that contributes to a shared vision and coordinated action among stakeholders.

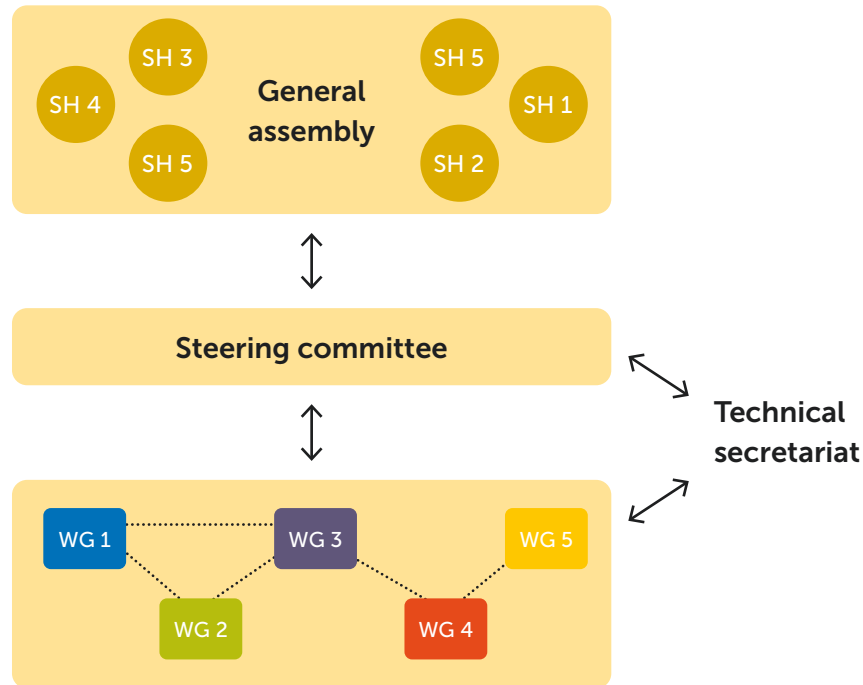
Steps (for a quick design)

1. **Define multilayered governance bodies.** Consider different levels of decision-making and performance
2. **Roles and responsibilities of each governing body.** Be clear about who has to do what to minimise misunderstanding and conflict, and to promote transparency and mutual accountability
3. **Decision-making procedures.**
Define clearly the decision-making procedures of each governing body (rotation, delegation, representation, inclusion, gender balance, etc.). These procedures may change as the process moves on.
4. **Communication flow.** Consider different ways of communicating based on stakeholders' identity and needs (indigenous/non-indigenous, technical/management, local actors/national actors, policymakers/social activists, consumers/producers, youth, etc.)



GUIDING QUESTIONS

- How many governing bodies? Why?
- Who must do what? Who must decide what?
- What are the roles and responsibilities of each governing body?
- What are their internal procedures for decision-making?
- What decisions are taken in which governing body?
- How does information flow between governing bodies?
- What information-sharing mechanisms are ideal for these stakeholders?
- Who informs whom about what?

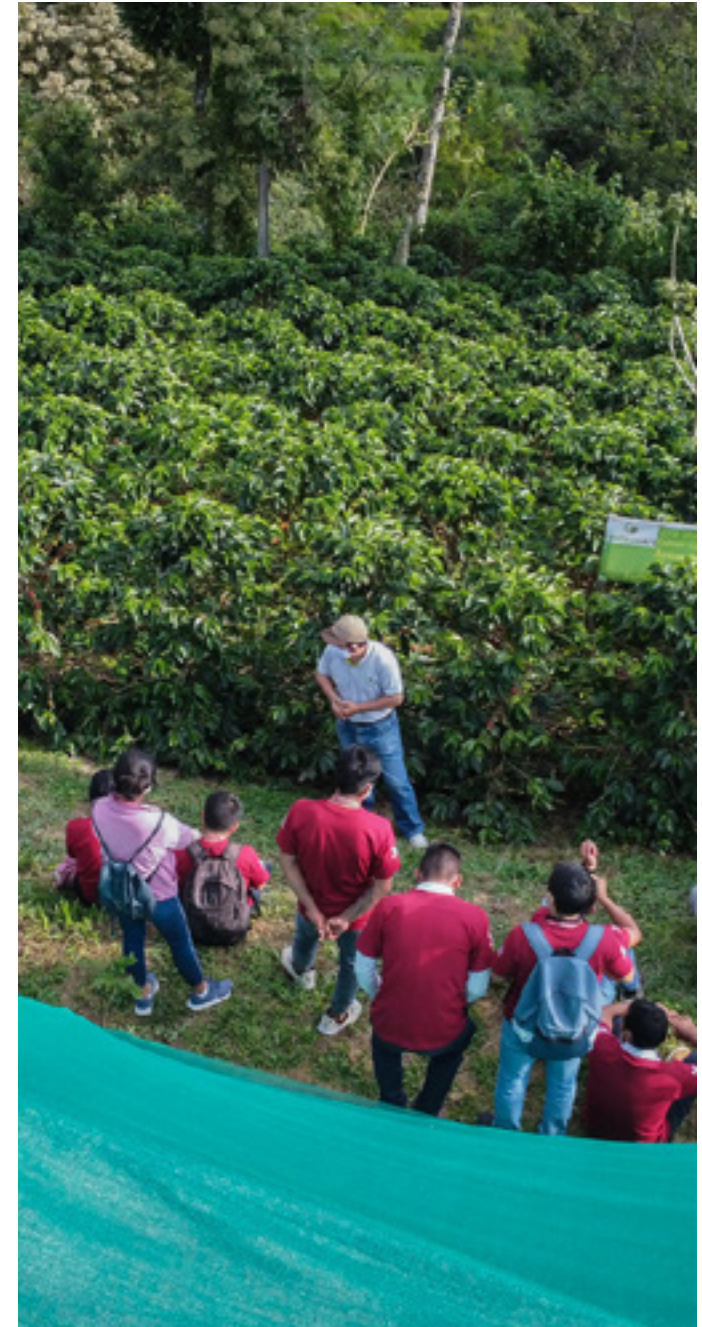


Comment on design process

The design of the governance system can be more or less participatory: a small team, in consultation with other stakeholders, co-design with other stakeholders/experts, imposed by some powerful actor, etc.

One way or the other, it is an open process - we may start with an initial design to attract a set of actors, and then we can adapt as the initiative moves on, changes happen, other actors leave/join, new needs arise, leaderships change, funding, etc.

We can always implement a design process wherein different stakeholders and experts are consulted (dialogue sessions, co-design workshops, academic studies, exchange of experiences, prototyping, etc.)



TOOL 16: Roles and responsibilities for mutual accountability

Purpose

To define roles and responsibilities for each governing body

Steps

- 1. Define the basic governing bodies of your governance system:** agree on different decision-making spaces with concrete tasks and responsibilities.
- 2. Dialogue and agree on the roles and responsibilities of each governing body.** Ideally a set of key stakeholders (e.g. Steering Committee) should agree on major roles and responsibilities for each governing body.
- 3. Share and receive feedback.** Improve and validate “final” definition of roles and responsibilities.



GUIDING QUESTIONS

- Who participates in each of the governing bodies? Who defines that? Are there any criteria?
- How does each governing body account for their roles and responsibilities to other stakeholders in the initiative? What are the spaces for that?
- How can the facilitation team/steering committee support stakeholders in fulfilling their roles and responsibilities? What kind of support do they need?

Governing body	Roles and responsibilities
General Assembly	<ul style="list-style-type: none"> • Define and agree upon the overall long-term objectives or common goal of the multistakeholder initiative • Approve strategic plan proposed by Steering Committee • Approve financial plan and reports presented by Steering Committee • Support the establishment of necessary conditions (resources, time, political will, etc.) • Make sure all stakeholders of the initiative have equal representation and decision-making power
Steering Committee	<ul style="list-style-type: none"> • Co-design and approve strategic plan and financial plan proposed by Technical Secretariat Resource mobilisation • Support a communication channel between Working Groups, Stakeholders and General Assembly • Manage interinstitutional relationships • Support and oversee Technical Secretariat (strategic plan, action plan, financial plan, etc.) Strategic decision-making (mid-term) • Manage conflicts and transactions among stakeholders • Different stakeholders may be part of this structure (by delegation, sector, rotation, positive discrimination, etc.)
Technical Secretariat	<ul style="list-style-type: none"> • Develop action plan for implementation of strategic plan (short-term decision making) • Financial management and resource mobilisation • Support a communication channel between Working Groups, Stakeholders and Steering Committee Promote collaboration and coordination among different working groups • Provide working groups with the means and resources necessary for the implementation of concrete activities and initiatives • Manage interinstitutional relationships Manage conflicts among stakeholders Support collaborative work at all levels • Produce knowledge necessary for implementation of initiatives • Provide information to Steering Committee and Working Groups (on-demand and periodically) Prepare and facilitate the Steering Committee meetings and reporting • Keep all stakeholders periodically informed and motivated • Design and Implement a Monitoring, Evaluation, Accountability and Learning System (MEAL)
Working Groups/ Commissions	<ul style="list-style-type: none"> • Design and implement specific initiatives/projects/programmes based on a specific topic, common goal, and strategic plan • Engage different stakeholders around common initiatives and goals • Resource mobilisation • Manage conflicts among stakeholders Promote collaborative work at all levels • Produce knowledge necessary for implementation of initiatives Engage in cross-learning activities among Working Groups Coordinate with Technical Secretariat (action plan, MEAL, etc.) • One or more stakeholders can be part of one or more Working Groups

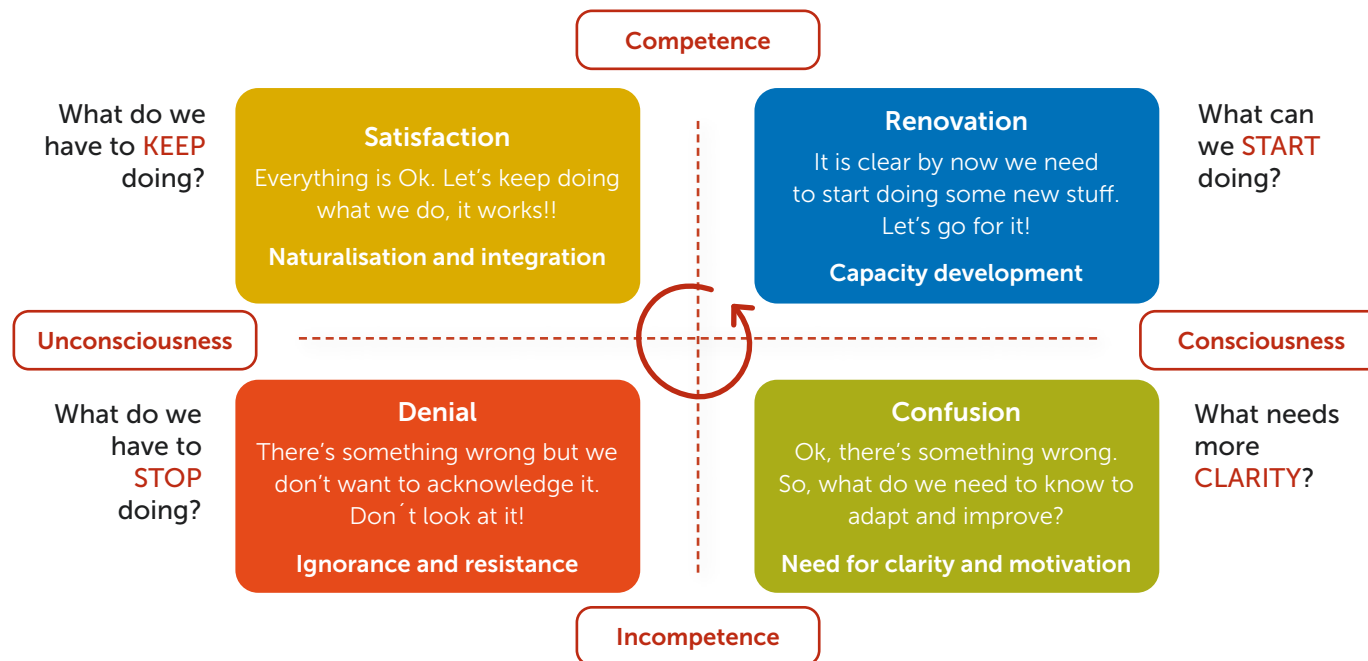
TOOL 17: 4 rooms of change

Purpose

To identify what needs to be improved while undergoing a change-oriented initiative.

Steps

1. **Choose a unit of analysis** (a multistakeholder initiative, a project, an organisation, a platform, a relationship, a team, etc.)
2. **Go through the 4 questions for harvesting new learning** for improvement and adaptation of our work. You can do this on your own, with your team, or with other stakeholders involved. Ideally, you should consult with other stakeholders somehow (interviews, questionnaires, workshops, focus groups, etc.).
3. **Share your insights** with key stakeholders and be open for new feedback and insights.



Source: Retolaza 2011 (after Lucas 2001, Weisbord & Janoff 2007)

GUIDING QUESTIONS

- How can we reinforce and/or expand what works?
- What are the signs telling us there is something wrong going on (early warning system)?
- How do we deal with conflict and confusion? What does that say about us and our organizational ways?
- Where are we getting stuck? Where is the resistance for change?
- How to promote innovation in what we do?
- How can we learn from each other when trying to innovate?
- How does collaborative work help in the renovation stage?

References

Read

- [Understanding Change - Claes Janssen's Four-Roomed Apartment](#)
- [Four rooms of change: managing transition \(PF Media\)](#)

Watch

- Four Rooms of Change: [Part 1](#) / [Part 2](#)

TOOL 18: 4 ways for reflective practice

Purpose

To reflect on our actions and to find ways to improve our professional or organisational performance

Steps

- 1. Think of an initiative you are engaged in** and want to reflect on at personal or organisational level.
- 2. Explore each of the 4 ways** using the guiding questions. You can do this on your own or with peers (they will provide you with good feedback).
- 3. Identify key aspects for your professional or organisational improvement** in each of the 4 ways. Based on the insights you gain, what can do you to improve your performance at personal or organisational level?



GUIDING QUESTIONS

Ways of seeing

- How systemic is your view? What interactions are you missing?
- Whose knowledge is included? Whose is not?
- What can you do about it?
- What disciplines are considered in the way you look at the initiative? (economy, social, political, historic, institutional, etc.) What is missing or needs improvement?

Ways of relating

- What is the quality of the relationships among stakeholders?
- How can they be improved?
- How is power exercised and what can you do about it? How do your ways of relating affect your initiative?
- What do you need to change in how you relate to others?

Ways of thinking

- What ideas and concepts you use to shape the initiative need updating?
- What are the underlying assumptions that need updating in your theory of change?
- How do your mindset and stereotypes affect what you do and with whom you relate?

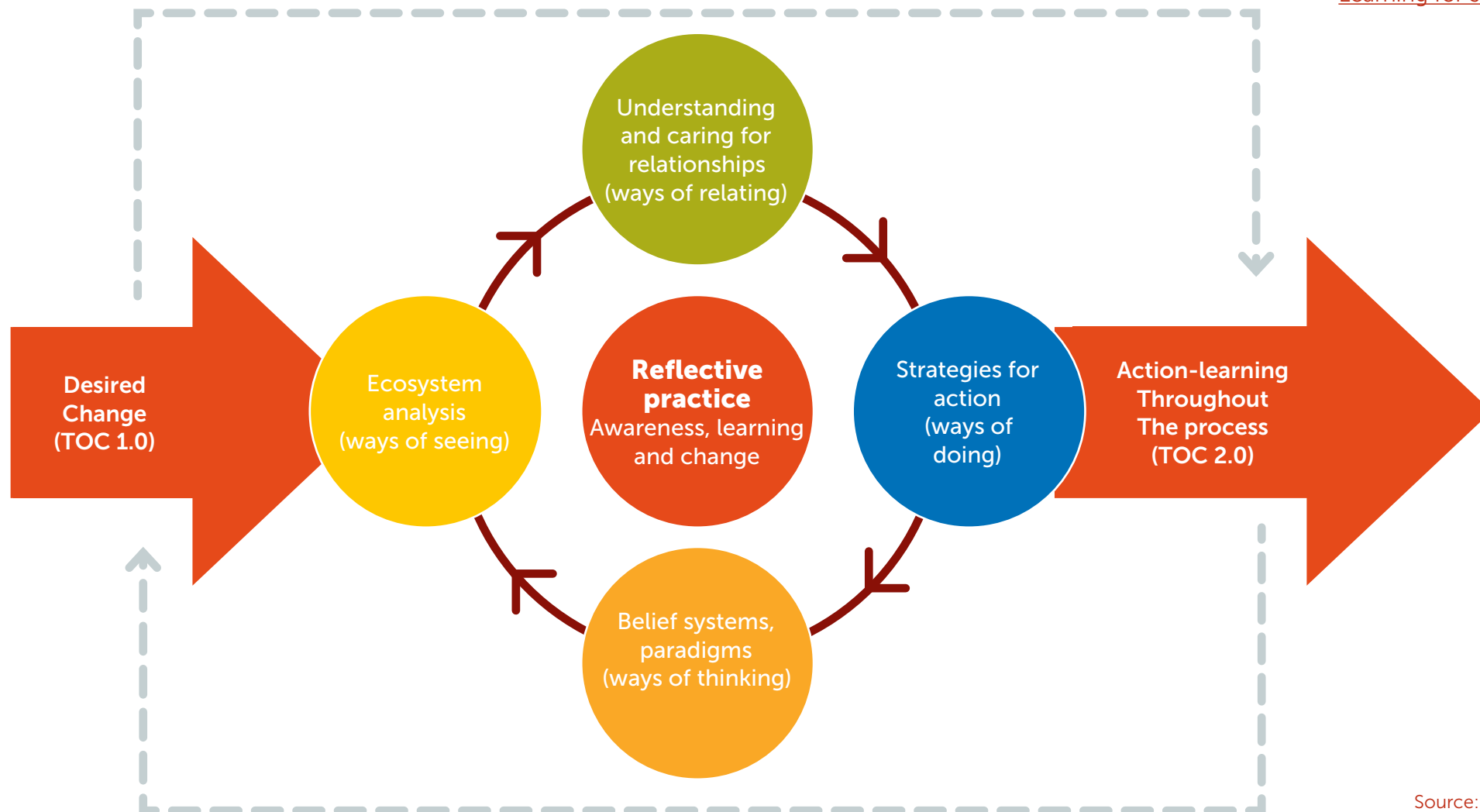
Ways of doing

- What needs to change in terms of the activities you are carrying out within the MSP?
- What needs improvement in terms of how you take decisions, implement activities, communicate, monitor, learn, etc.?
- How can you improve your facilitation skills?

Framing our thinking and actions

“Reflective practice is the capacity to reflect on action so as to engage in a process of continuous learning. In its simplest form it involves thinking about, or reflecting on, what you do. It is closely linked to the concept of learning from experience”.

Learning for sustainability



Source: Retolaza 2011

TOOL 19: Learning and change navigation chart

Purpose

To have an overall understanding about how we can improve our initiative/partnership and adapt it to emerging changes.

Steps

1. **Revise the 4 Ways** and try to focus on some aspects you want to explore more deeply in each of the 4 Ways
2. **Explore each of the 4 Change Questions in each of the Ways.** Try to be concise and specific. You can do this on your own, with your team, or with other stakeholders involved. Ideally, you should consult with other stakeholders somehow (interviews, questionnaires, workshops, focus groups, etc.).
3. Find ways to include the new learning into the **capacity development plan/strategy**
4. **Repeat this exercise periodically** (monitoring exercise)

	What do we have to KEEP doing?	What do we have to STOP doing?	What do we need to CLARIFY?	What do we have to START doing?
Ways of SEEING				
Ways of THINKING				
Ways of RELATING				
Ways of DOING				



GUIDING QUESTIONS

- How does your organisation/partnership learn from what's emerging as you implement the initiative?
- What mechanisms are in place for supporting cooperative learning among stakeholders?



Ways of seeing

- Systemic view (interconnectedness)
- Multidisciplinary perspective (economy, social, political, historic, institutional, etc.)
- Inclusion of different bodies of knowledge (indigenous/ non indigenous, local/expert, youth, women, elders, service users/providers, producers, etc.)
- Methodological approach (participatory/one-sided academic, technical, scientific, etc.)

Ways of relating

- Intrapersonal relationships (self-esteem, multiple identities relating to each other, inner critic, internal contradictions, self-care, trauma, mindset, aspirations, intrinsic motivations, etc.)
- Interpersonal relationships (in-house, project

staff, other stakeholders, formal/informal, on-line/ face2face, etc.)

- Exercise of power (within, to, with, over, empower)
- Cooperation vs competition (teamwork, balancing personal and organisational goals, incentive system for collaborative work and professional development, setting common goals, combining both, etc.)

Ways of thinking

- Worldview (western/non-western, indigenous/non indigenous, etc.)
- Ideology (feminism, religion, environmentalism, capitalism, socialism, liberalism, nationalism, indigenism, etc.)
- Ideas and concepts we use to make sense and interpret reality,

- Underlying assumptions shaping or influencing our theory of change

Ways of doing

- Modes of decision-making (hierarchy, cooperation, autonomy)
- Policy influencing (alone, with others, through policy-makers, social mobilization, streets/desks and corridors, etc.)
- Communication (digital, face2face, written, visual, graphic, topics, messages, intentionality, etc.)
- Learning and change (organisational, social, participatory, et.)
- Operational implementation (projects, teamwork, analysis, implementation, monitoring, participatory/ one-sided, etc.)


TOOL 20: Indicator checklist

Purpose

To check how inclusive and participatory is the M&E system of our initiative.

Steps

1. **Identify the actors** we want to include in our checklist (see an example in table)
2. **Fill in the boxes** commenting on each actor's role
3. **Make sense** of what's emerging and identify ways of improving the M&E system



GUIDING QUESTIONS

- How participatory does our M&E need to be?
- What happens when our indicators are not defined in a participatory manner?
- How do these indicators help us make sense of behavioural changes happening as a result of our intervention?

GUIDING QUESTIONS	WHO PARTICIPATES?				
	Project manager	Project team	Other stakeholders in the MSP partnership	Primary stakeholders (users, consumers, citizens)	Others (experts, etc.)
Who defines the indicators?					
Who is taking part in our monitoring process?					
Who defines the level of participation of our M&E system?					
Who decides what has to be observed in order to determine our outcome or achievement?					
Who analyses the data collected from our monitoring and evaluation system?					
With whom does this evidence need to be shared?					

TOOL 21: Contribution assessment framework


Purpose

To assess the success of our interventions by periodically measuring a set of indicators linked to our contributions

Steps

- 1. Define indicators of change in relation to our contributions.** You can do this on your own, with your team, or with other stakeholders involved. But ideally, you should consult with other stakeholders somehow (interviews, questionnaires, workshops, focus groups, etc.).
- 2. Fill in the matrix** with special attention to enquiry questions.
- 3. Periodically monitor the indicators** for learning and adaptation of our activities and contributions.

Contribution	Indicators of change	Enquiry questions	Methods and tools	Informants
Teachers have acquired and practise gender-sensitive teaching skills	Teachers are treating boys and girls in school equitably Girls and boys in school treat each other with respect	What has changed in the behaviour of how boys and girls treat each other? How are these methods changing how teachers address gender differences in school? What has changed in teachers' mindsets and behaviours by using these methodologies? What is the perception of parents regarding the behaviour of daughters (self-esteem, assertiveness, etc.)?	Focus groups Participatory Appraisals Change stories (Most Significant Change) Interview Dialogues Depth interviews KAB surveys Participatory observation Reality checks	Teachers (she/he) Parents Boys Girls Educational authorities School staff (drivers, cooks, cleaning) NGO workers Our staff



GUIDING QUESTIONS

- How do we know our contributions are successful and relevant?
- How are we planning to engage other stakeholders in monitoring these indicators?
- How can we adapt our M&E system to include indicators of change?

TOOL 22: Multistakeholder Dialogue (MSD)

Outline design

A design equation: $MSD = C + 5P$

Purpose

To design the methodological process to be followed during the dialogue event

Steps

1. Before drafting the outline, sit and **go through the design equation.** You can do this on your own and/or with your team/allies.
2. When designing the event please **review the 6 basic premises** (see section 6)
3. **Visualise the overall process**, define the guiding questions, and choose the methods. You can do this on your own and/or with your team/allies.
4. **Put it all together in an outline.** This outline will be your navigation chart during the event. Remember that things may change once you start the dialogue, so be prepared to change the outline!

ELEMENT	GUIDING QUESTIONS
Context Placing our event in the broader context/process	<ul style="list-style-type: none"> • What is the context in which this event is taking place? • Who is the convener? • What is your role? • Is it part of a broader ongoing (dialogue) process? If so, where does this event fit in the whole process? • What else do we need to know about the context before defining the outline?
Purpose Defining the outcome to be achieved	<ul style="list-style-type: none"> • What do we want to achieve with this event? • What is our goal (come to some agreement, harvest ideas, develop a common proposal, define next steps, create new knowledge, etc.)? • How can we use this event in terms of nurturing trusting relationships among different stakeholders?
People Defining quality and quantity of participants	<ul style="list-style-type: none"> • Who needs to be there? Are they in conflict? • Have they come together in a dialogue before? • Is there a culture of dialogue among stakeholders? • What do we need to do to engage the right stakeholders (whole system approach)? • Is there a balance in the group (gender, generation, sectors, territories, disciplines, etc.)? • How many participants are going to be invited?
Premises Making explicit the premises we use for designing the event	<ul style="list-style-type: none"> • How are we considering the 6 basic premises? • Are there any other relevant premises we want to make explicit and use in our design (inclusiveness, territoriality, representativeness, etc.)?
Process Choosing powerful questions and articulating the different methods in a coherent flow	<ul style="list-style-type: none"> • How long will the event last? • How many modules/phases will it have? • What are the guiding questions we want to explore? • What methods will be used? • How are we going to articulate each phase with the following? • What needs to be done before/during/after the event? What resources do we need?
Product Defining the way to synthesise and disseminate the dialogue process	<ul style="list-style-type: none"> • How are we going to harvest the learning/agreements coming out of the dialogue process? • What shape will the final product take (learning report, a common agenda, a video, an action plan, a shared vision, a policy note, etc.)? • How is it going to be disseminated? • What is the use of the final product? • How does this product add value to the overall process?

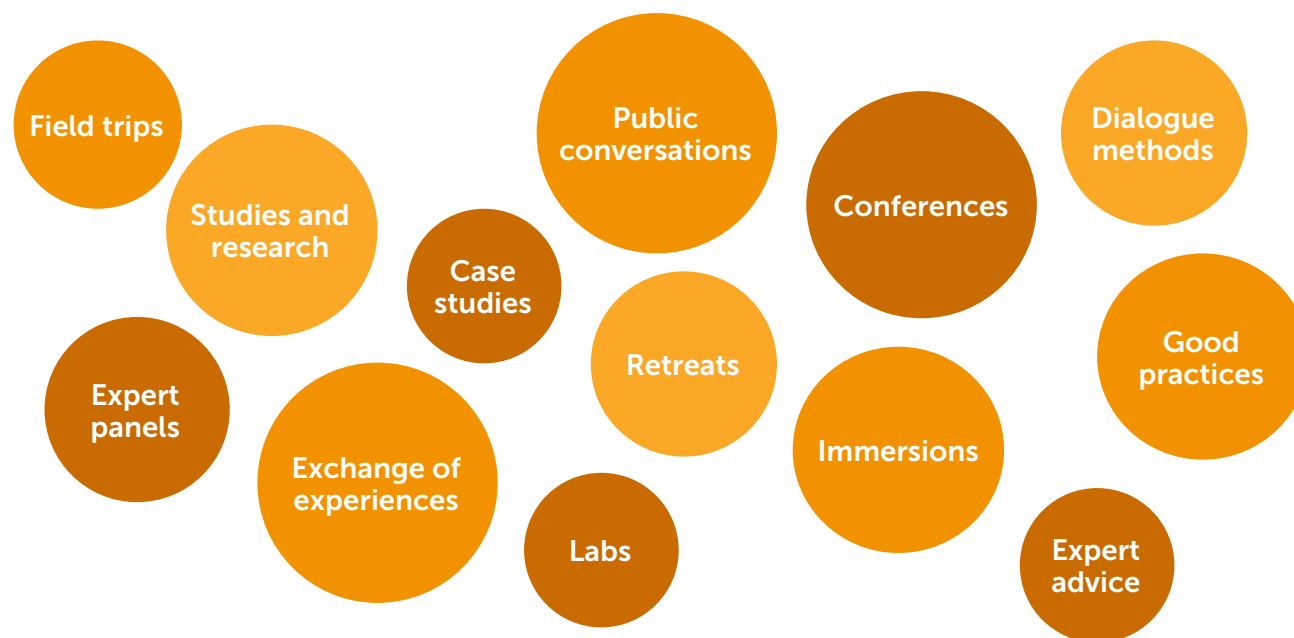
Multistakeholder dialogue facilitation


A menu of methods

- Circle of chairs
- Conference Expert panel
- [Focus groups Fishbowl](#)
- Margolis wheel ([watch](#), [read](#))
- [Open Space](#)
- [World Café](#)
- Group interactions: [energisers](#), plenary, subgroups, trios, pairs, [walking dialogues](#)
- Learning trips and [immersions](#)
- Prototyping and design thinking ([watch](#), [read/browse](#))



A menu for generative dialogue



 Watch video WS3 for thorough explanation of some of these methods

More methods



Read

- [facilitation tips \(University of Missouri\)](#)
- [Facilitation tools for meetings and workshops \(Seeds for Change\)](#)
- [Developing Facilitation Skills \(Combat Poverty Agency\)](#)
- [storytelling \(Narrative Arts\)](#)
- [citizen forums \(PSC\)](#)
- [theatre of the oppressed \(Transition Dialogue\)](#)

Inspiration for multistakeholder dialogue design and facilitation (Stand-alone event)

Before the event

1. Establish a **facilitation team** (on your own or with allies)
2. Make sure the necessary **resources are available or accessible** (political green light from above, funding, facilitators, place, logistics, travel, etc.)
3. Go for a **round of interviews** to share the initial idea and receive feedback from experts and significant actors... and to get possible buy-in from strategic or potential stakeholders
4. Develop a **concept note** with key information about the event, and share it with the steering committee for final adjustment and approval (co-design). Then share it with potential invitees.
5. Prepare all **logistical matters**: place, date, funding, accommodation, travel, materials, communication, publications, flyers, social networking, etc.
6. Design a **methodological outline** to guide you through process facilitation. Check if all 6 criteria are considered when designing the event.

During the event

1. Start **welcoming** all participants and open space for a quick round of presentations (name, job, place, sector, feeling, etc.)
2. Give room for sharing **purpose and working agenda**
3. Start with a **divergent activity** (expert panel with different perspectives/proposals, a master conference with comparative analysis, a world café with open/divergent questions, small group chats, one-sided groups, one-sided prototypes/proposals, expert fishbowl, etc.)
4. Move towards **emergence** by mixing groups/proposals/identities (world café, open space, mixed group conversations, powerful questions, walking dialogue between people who do not know each other, gallery walk, guided meditation, working on different prototypes in mixed groups, etc.)
5. End with a **convergent** move to help the group have a sense of commonality and collective achievement (harvesting ideas with Post-its/cards, voting, expert/key stakeholder fishbowl with final learning and recommendations, wrap-up plenary, action plan, next steps, etc.)

6. Make sure to properly **document** the process (learning note, workshop report, graphic facilitation, pictures, drawings, group reporting in between sessions, participants' testimonials, evaluation form, harvesting questions in flipcharts, video, etc.)

After the event

1. Hold a **post-event evaluation session** (learning oriented) with facilitation team (and special guests if appropriate)
2. Write a **report note** (learning note, workshop report, etc.). We can also use or complement this with graphic recording or video-making (for example, video testimonials)
3. **Share the report note** and receive feedback from strategic stakeholders
4. **Define next steps** and plan for concrete activities, preferably with key allies.

Example: Health and Nutrition Multistakeholder Dialogue (Guatemala, 2006)

This simplified outline refers to one of the dialogue events comprising the MSD on Health and Nutrition

Purpose of the Process:

Dialogue and consensus-building between different actors to improve the effectiveness of social spending in Health and Nutrition General

Objective of the Workshop

Collaboratively analyse bottlenecks and identify innovations and best practices for improving the public policy of human resources in the health sector

A multistakeholder group (30 pp): academia, policymakers, Indigenous women's organizations, local health service providers (municipal, NGOs, Cooperatives), health workers' union, (inter)national experts

MODULE	PROCESS	TIME	LOGISTICS
FRAMING Reconnecting with each other and sharing our enquiry	<ul style="list-style-type: none"> Check-in and presentation of participants. What does the word listen suggest to you? What does the word dialogue suggest to you? Sharing the enquiry map. Each participant defines individually, and then shares with a peer, an enquiry question he/she wants to explore during this event. We place all cards on a flipchart on the wall for further reference. General comments from participants and facilitator. Presentation of working agenda: objectives, workshop methodology, etc. 	8:30 - 10:00	<ul style="list-style-type: none"> Projector Chairs in a circle Cards and markers Flipcharts and stands
SITUATION ANALYSIS Analyse the current situation that the health sector is going through in terms of its financing and budget	Thematic panel to analyse the current situation in which the HR issue of the public health sector finds itself. Speaker 1. HR Policy health sector expert 30 min <ul style="list-style-type: none"> Speaker 2. HR Policy IGSS 15 min Speaker 3. Civil Service Policy ONSEC 15 min Speaker 4. HR Proposal INS 15 min 	10:00 - 11:45	<ul style="list-style-type: none"> Projector 4 chairs in semicircle with small table 2 concentric circles. The speakers inside and the participants outside Cards
	Fishbowl for emergent learning <ol style="list-style-type: none"> Speakers sit in the inner circle, sharing their insights and reactions with other speakers. Participants enter inner circle to share their insights and explore with speakers the enquiry questions they bring. Final open round to harvest more insights coming from outer circle 	11:45 - 12:30	



MODULE	PROCESS	TIME	LOGISTICS
<p>BOTTLENECKS AND THEIR CAUSES Identify and prioritise typical and alternative bottlenecks and their causes</p>	<ul style="list-style-type: none"> • Inter-thematic conversation to identify bottlenecks. After explaining the 3 thematic groups (Maternal and Child Health, AIDS/Tuberculosis, Nutrition), distribute the groups in three tables with thematic groups mixed (people from each thematic group mixed with other people coming from other thematic groups). Before entering the topic comment on active listening: How do we listen? • Phase 1. Identification of bottlenecks Guiding question for mixed group conversations/working groups What is the bottleneck in the financing and budget of the health sector where your work can achieve a change or a significant movement in the health system? • Phase 2. Identification of root causes of bottlenecks What do most people say about the causes of those bottlenecks? We mix groups again, keeping one person in each group, to host newcomers and to share key points from previous group (bottlenecks) 	<p>12:30 - 13:30</p> <p>13:30 - 14:30</p>	<ul style="list-style-type: none"> • Projector • Laptop with all ppt from experts • Cards/Post-its Markers • Flipcharts and stands (4) • Three tables separated from each other
<p>INNOVATIONS AND BEST PRACTICES Identify innovations and best practices to deal with bottlenecks and their causes</p>	<ul style="list-style-type: none"> • World Café on Innovation and Best Practices. The same logic is followed as in the previous session (everyone mixed in different tables with 5 people in each table). This time the group reviews the causes of bottlenecks and generates a conversation (3 rotations of 20 min each) with the following guiding question: What are the ideas, innovations, and best practices you know that could help overcome bottlenecks? • Final harvesting. After 3 rotations are done, we listen to each table and open conversation in plenary. Then, we ask participants to write their ideas, innovations, etc. on Post-its/cards and place them on the stands around the venue. Volunteers look at these stands, categorise the Post-its/cards and report back to plenary the final categories of innovations and best practices identified. 	<p>15:30 - 17:30</p> <p>15:30 - 17:30</p>	<ul style="list-style-type: none"> • Flipcharts • Cards • Markers • Seven tables separated from each other (5 seats at each table)
<p>CLOSING</p>	<ul style="list-style-type: none"> • Check-out • Filling in the evaluation form • 4 learning questions placed on the wall (flipcharts): What do you take from here? What do you leave here? What did you like most? What recommendations do you have for the next dialogue session? 	<p>17:30</p>	<ul style="list-style-type: none"> • Circle of chairs • Evaluation form • Flipcharts • Markers and cards/ Post-its

Example: Health and nutrition multistakeholder dialogue (MSD) Guatemala, 2006

Purpose: Participatory review of public policy on Health and Nutrition. One of the four Dialogue Groups installed during the National Agreement initiative launched by former President Oscar Bergé. A multistakeholder group (30 pp): academia, policymakers, Indigenous women's organisations, local health service providers (municipal, NGOs, Cooperatives), health workers' union, (inter)national experts. Sequence of workshops: every fortnight (1 day), as shown in diagram.

Methods: Policy review, expert advice, working groups, learning trip, self-appointed drafting committee (in-between workshops and final proposal), a combination of dialogue methods used during workshops.

Learning trip: 2-day field trip (local health system, San José Pinula municipality) Duration: 4 months (June-September 2006)

Convener: Government of Guatemala (GoG), Deputy-Minister of Health

Facilitation: UNDP

Governance system of dialogue process



**Learning about current realities
What's going on?**

**Working together to implement
our intention
How do we do it?**



Example: Spain programme 2020, oxfam-intermon (oi). Designing a Theory of Change

Purpose: participatory development of a Theory of Change for new Spain Programme

Steering committee: 2 OI staff, 1 external facilitator

Working Groups: 6 thematic WG with OI staff (approx. 30 people), 1 coordination group with thematic leaders (6 members), 1 gender committee (4 members), 6 external consultation groups (20 members)

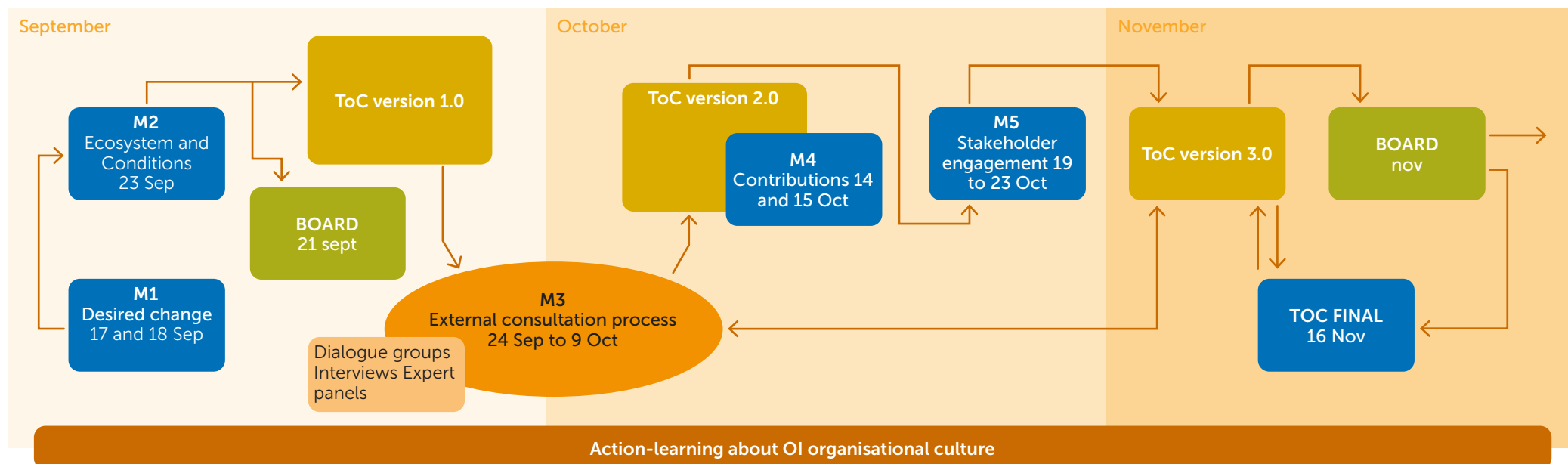
Consultation process: academia, policy-makers, social organisations, (I)NGOs, (inter)national experts, research centres, in-house experts and staff

Sequence: as shown in diagram

Methods: online workshops, dialogue groups, working groups (OI), expert panels, in-depth interviews, questionnaires, personal coaching

Duration: 3 months (September-December 2020)

Theory of Change Spain Programme (Sep-Nov, 2020)



References

TOPIC	READING	VIDEO
Multistakeholder processes	<ul style="list-style-type: none"> • The MSP Guide. Wageningen: Wageningen University and Research/CDI. • SOMO, 2012, Multi-stakeholder initiatives. A strategic guide for civil society organizations. • Coulby H., 2009, A Guide to Multistakeholder Work: Lessons from the Water Dialogues • MSP success factors (Partnership 2030) • A review of evidence in gender equality, women's empowerment, and food systems 7 principles for multistakeholder processes 	<ul style="list-style-type: none"> • 7 Principles of MSP (CDI) • Multistakeholder partnerships (CDI) • Multistakeholder processes
Food systems thinking	<ul style="list-style-type: none"> • Introduction to systems thinking • Capra F., Luisi P.L., 2014, The systems view of life. A unifying vision. Cambridge: Cambridge University Press Urban food systems for better, diet, nutrition, and health (IFPRI) 	<ul style="list-style-type: none"> • Introduction to Systems Thinking (2:20 min) Systems thinking. An overview (5:40 min) Food systems innovation (7:16 min) • The Cynefin framework (8:37 min) What is a complex system? (10:23 min) Lots of videos on systems thinking
Stakeholder engagement	<ul style="list-style-type: none"> • Gaventa J., 2006, Finding the space for change. A power analysis. Brighton: IDS Pettit J., 2013, Power analysis. A practical guide. Stockholm: SIDA • Gender in multistakeholder partnerships (Partnerships 2030) • De Toma C., 2008, Advocacy toolkit. People centred advocacy for a more sustainable food system. The Hague: IIED/Hivos Biodiversa, 2014, Stakeholder engagement handbook, Paris: BIODIVERSA • Community and stakeholder engagement guide Stakeholder engagement (a corporate view) 	
Msp governance	<ul style="list-style-type: none"> • Hemmati M., 2002, Multistakeholder processes for governance and sustainability. London: Earthscan Governance and multistakeholder processes (IISD) • Multi-stakeholder Policy Formulation and Action Planning for Sustainable Urban Agriculture Development (RUAf) 	
Shared vision	<ul style="list-style-type: none"> • Retolaza I., 2012, Theory of Change: A thinking and action approach to navigate in the complexity of social change processes, The Hague: UNDP/Hivos • Theory of change. A stepwise approach (Hivos) Sourcebooks for Facilitators Leading Theory of Change 	
Multistakeholder dialogue facilitation	<ul style="list-style-type: none"> • CIVICUS, Multistakeholder dialogue • UICN, 2012, Collaboration and multi-stakeholder dialogue. A review of literature. Democratic dialogue. A handbook for practitioners (UNDP/OAS) 	<ul style="list-style-type: none"> • Multistakeholder dialogue • The benefits of stakeholder dialogue Multistakeholder dialogue and CSO
Learning and change	<ul style="list-style-type: none"> • Handbook for facilitators: Learning to learn in practice • Designing and facilitating creative conversations and learning activities (The Barefoot Guide) 	