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Participatory methods for ICZM implementation

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Resume The aim of this document is to support CASES team in the development of participatory moments for each phase of the ICZM process offering guidelines and a selection of available participatory methods.

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1_Introduction

Public participation is widely recognised as a necessary tool to ensure a successful implementation of environmental policies¹: the Conference on Environment and Development (Earth Summit) in Rio de Janeiro in 1992, Principle 10 (UNCED, 1992a) and Agenda 21 (UNCED, 1992b) both called for increased public participation in environmental decision-making and led to the adoption in Europe of the Aarhus Convention (UN ECE, 1998). Furthermore participation has become a fundamental pillar of environmental processes as described in the Water Framework Directive (2000/60/EC), the 2002 EU Recommendation on ICZM (2002/413/EC) and the Mediterranean Protocol on ICZM (UNEP-MAP, 2008).

Public participation tends to make the planning process more effective, equitable and hence legitimate (Buanes, 2005) promoting democratic values based on subsidiarity principles.

Every environmental policy asks for different participation processes according to the process aim (e.g. gaining information, perspectives, or consensus), the available tools (e.g., decision support systems), the process phase and the level of involvement, interest and knowledge of stakeholders (Hage, 2009).

Accordingly, Integrated Coastal Zone Management (ICZM), dealing with contrasting perspectives and interests in coastal areas, needs to embed participation through the different steps of the development and implementation of its strategy.

Within PEGASO, participation is a cross-cutting issue and the basis for the integration of the tools developed (e.g. scenarios, indicators, LEAC and economic assessment). PEGASO “Collaborative Application SitES” (CASES), with different scales, coastal issues, expertise and experiences, will particularly need to apply participation adapting it to their needs and characteristics.

In order to bridge the gap between science and decision makers at the CASES scales, this document provides a common basis to support teams (in particular participatory facilitators) in the development of participatory moments for each phase of the ICZM offering guidelines and a selection of available participatory methods.

¹ Reed, 2008; Tompkins, 2007; Buanes, 2005; Beierle, 2002

1.1_What is Participation?

Participation can be defined as a process where individuals, groups and organisations choose to take an active role in making decisions that affect them (Reed M. et al, 2009).

Since Rio De Janeiro Conference of 1992, public participation has been recognised as a necessary element of all environmental procedures like environmental assessment, local Agenda 21, and ICZM.

One way of considering participation is offered by the so called “Ladder of participation” (Arnstein, 1969). Table 1 below shows Arnstein’s ladder of citizen participation proposing eight levels, starting from “Manipulation” and ending with “Citizen control”. It shows the different ways in which the organisation responsible for activity (e.g. an authority) can involve participants, in this case citizens. This was the first contribution advancing the idea of establishing a structured framework of engaging a community and using consultation within a participatory framework of decision making.

ARNSTEIN’S LADDER OF CITIZENS PARTICIPATION

Level 1	Manipulation	Assume a passive audience, which is given information that
Level 2	Education	May be partial or constructed
Level 3	Information	Tell people what is going to happen, is happening, or has happened
Level 4	Consultation	People are given a voice, but no power to ensure their views are heeded
Level 5	Involvement	People’s voice has some influence, but institutional power holders still make decisions
Level 6	Partnership	People negotiate with institutional power holders over agreed roles, responsibilities, and levels of control
Level 7	Delegated power	Some power is delegated
Level 8	Citizens control	Full delegation of all decision-making and actions

Table 1 Arnstein’s ladder of citizen participation (Arnstein, 1969)

An effective participation process within environmental management brings several opportunities: it allows to obtain information that would not be available otherwise, it minimizes the uprising of conflicts and it leads to a greater quality and durability of decisions (Santos, 2006; Reed, 2008).

Furthermore, participation benefits include widening the representation of interests involved in decision-making, improving local “ownership” of strategies, having a positive impact on the legitimacy of policies and decision-making, ensuring that projects meet citizen’s needs (Fletcher, 2003).

Notwithstanding, stakeholder participation can also pose challenges. Involving stakeholders can be costly, time-consuming, labour-intensive, confrontational, and can ultimately delay development and implementation of policies. Additionally, if improperly managed, stakeholders participation can create new conflicts or escalate existing ones (NOAA, 2007).

The participatory process has to deal with the existing institutions and mechanisms of governance. Therefore understanding local forms of participation, prevalent democratic traditions and views on citizen participation in politics is crucial to design an effective participation framework. How much the decision making power is devolved to the public must be clearly defined in order to avoid a failure of the process (Albert and Passmore, 2008). Indeed, the lack of transparency regarding the way the result of public debates and dialogues are incorporated in the decision process can lead to a sense of frustration for those who took part in it, weakening the whole process.

The participants power in affecting decisions is crucial for the success of the participatory process (Reed, 2008) but at the same time attention must be paid to avoid participatory process consolidating or enhancing power disparity, related to differences in age, gender, culture and/or socio-economic background. Moreover difficulties in the process can be related to the presence of intransigent, not representatives stakeholders or with an overwhelming power. However the participatory process is never purely consensual: as Billé (2008) argued it is necessary that involved parties become fully aware of the power relationships among stakeholders, also through a conflict phase.

Finally, although challenging, a participatory process offers the opportunity to foster deliberation and to encourage social learning thanks to the interaction of different actors, their representations and perceptions; it allows to create new alternatives (Delli Priscoli, 2003), and to contribute to social consensus building (Newman, 2005).

The following paragraphs present the role of participation in ICZM and describe how to tailor the participatory process within the PEGASO CASES.

1.2_Participation for ICZM

Active public participation is an essential requirement of the ICZM process and should have first priority in the planning and in the review of coastal zone management decisions and actions (UNEP-MAP, 2008; Stojanovic et al., 2004; UNCED, 1992; Edwards et al., 1997).

The need of participation in ICZM arises from the nature of coastal management programmes themselves: coastal resources uses, urbanisation, coastal access, pollution and environmental degradation are all issues conflict-generating.

According to Fletcher (2003) there are at least three practical reasons for public participation in the ICZM process:

1. the value of input of those who rely on the coast can provide insight into the design of the ICZM process;
2. the support of the users for development and implementation of an ICZM programme is crucial for its success;
3. increasingly, governments are required to develop public-private partnerships to fully accomplish resource management goals.

Moreover, as the “IMAGINE” experiences within MAP's CAMPs have shown, participation in ICZM allows:

1. the effective involvement of several stakeholders from various sectors who convene, often for the first time, to address a territorial management issue;
2. a relevant stimulating effect: breaking down barriers between specialisations and/or sectors.

The involvement of local communities and of the different actors in the process can enhance the legitimisation of decisions, it ensures that their needs are met, and that local knowledge is included in the decision-making process.

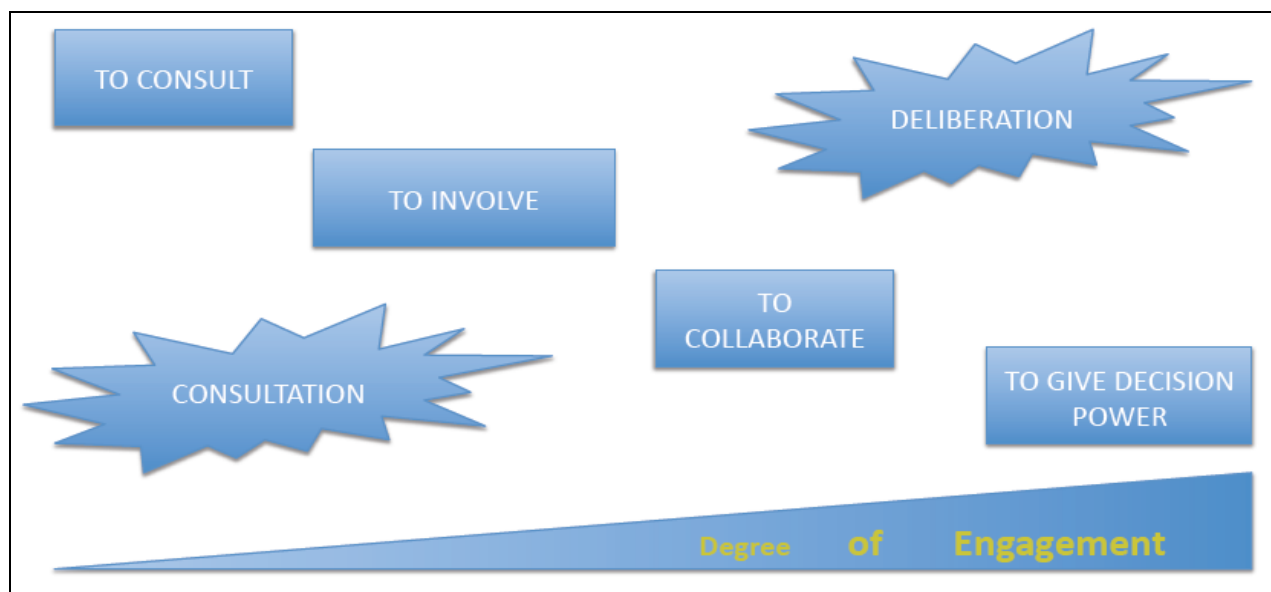


Fig. 1 The relation between participation steps and engagement power.

Although the benefits of such approaches to ICZM are evident, there are some challenges before arriving to the full realisation of participatory planning and management processes. Given the global nature of coastal and marine issues, interests may range from local to national to

international. Furthermore, the scope and the diversity of coastal sectors are broad, therefore trust and cooperation among them can be problematic. Coastal communities and even stakeholder groups are heterogeneous and multi-dimensional and conflicts, divisions and inequalities are likely to exist among them. Therefore, giving everyone the floor to contribute and express themselves is a very crucial point when setting up a participatory process.

The following paragraph aims at helping in understanding what and who are the stakeholders in a ICZM process.

1.3_Who is a stakeholder?

As defined by Freeman (1984) a **stakeholder** is who is affected by the decisions and actions taken by policy makers and who has the power to influence their outcome.

Actually the definition of what a stakeholder is opens broad debates, because strictly seen, everybody can be considered as a potential stakeholder.

Accordingly, understanding who should be involved and on which level within an environmental management process is a complex issue. It is very important to understand how different stakeholders are related to each other and how they are related to the resources to be managed.

The 2008 Protocol on ICZM in the Mediterranean devotes an entire article to the participation specifying who should be included in the participatory process. Article 14 of the Protocol states that:

“the Parties shall take the necessary measures to ensure the appropriate involvement in the phases of the formulation and implementation of coastal and marine strategies, plans and programmes or projects, as well as the issuing of the various authorizations, of the various stakeholders, including:

- the territorial communities and public entities concerned;*
- economic operators;*
- non-governmental organizations;*
- social actors;*
- the public concerned”.*

This Protocol article is meant to be put in practice in the PEGASO project. Participation should be tailored and adapted to the context and objectives of the CASES, and possibly integrated with other tools applied (e.g. indicators, scenarios).

In PEGASO CASES, according to the main coastal issues identified, objectives for the ICZM strategy have to be set. Objectives can be reached through the development of an end product (e.g. an atlas, a model, a plan).

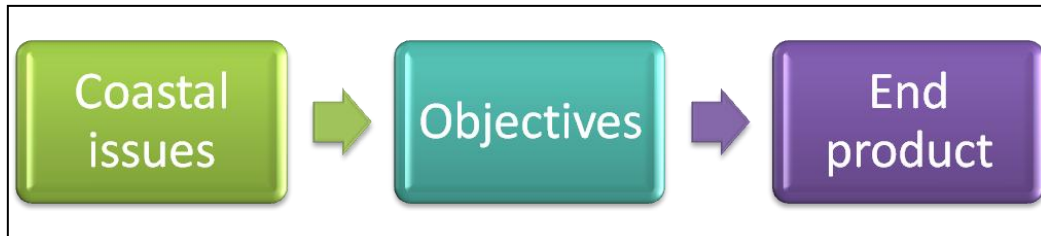


Fig. 2 The relationship between coastal issues, objectives, end products.

In the PEGASO CASES a stakeholder is not only the person or the body who is going to use the end product but also all those who are going to influence or be interested in any way by the End product (in its development and application).

Example

In the North Adriatic Case one of the End products is a Decision support tool for the assessment of the climate change impacts and risks in the coastal zone. The stakeholders were identified among:

- *those one **who could use the tool** in coastal planning (e.g. environmental and planning office at national, regional, province and municipality level; water authorities, river basin authorities);*
- *the ones **who could provide support and/or knowledge** (e.g. Regional Environmental protection agency);*
- *the ones **who could be interested in the output of the end product** (e.g. tourism and fishery category association, environmental associations, general public).*

There are different levels of stakeholders participation in the CASES:

- information (e.g. presentation of results during final workshops)
- consultation (e.g. to have feedback in the CASES work plan)
- involvement (e.g. work on tools during local workshops)

In the next chapter guidelines are offered to guide CASES in an effective implementation of participation through the ICZM phases.

2_The participation within ICZM phases for the CASES

In the PEGASO CASES **participation** is more than just a tool: it is a fundamental pillar of the process of ICZM development as well as a cross-cutting component of the integrated PEGASO tool box (e.g. indicators, scenarios).

A common general participation framework can be proposed to all the CASES. Anyway, the differences in the social, environmental and political context wherein the CASES are developed; the strengths, skills and resources (both human and financial) of the CASES team have to be considered.

Therefore the choice of the particular participatory method to be used will depend on:

- **Project context** (i.e. project goals, objectives and anticipated outcomes).
- **Community context** (the willingness to participate, socio-cultural aspects).
- **Project parameters** (including the project size, budget, timeline and resources allocated).
- **Project team** (i.e. skills of team and availability of the members).

As shown in **Figure 3**, the development of an ICZM plan follows the 5 phases depicted in the following scheme (see Brian Shipman power point presentation of the Alexandria meeting, 06.10.2010). Although the phases of ICZM are presented here as steps it is worth to remind that ICZM is an iterative, continuous, proactive and flexible process.

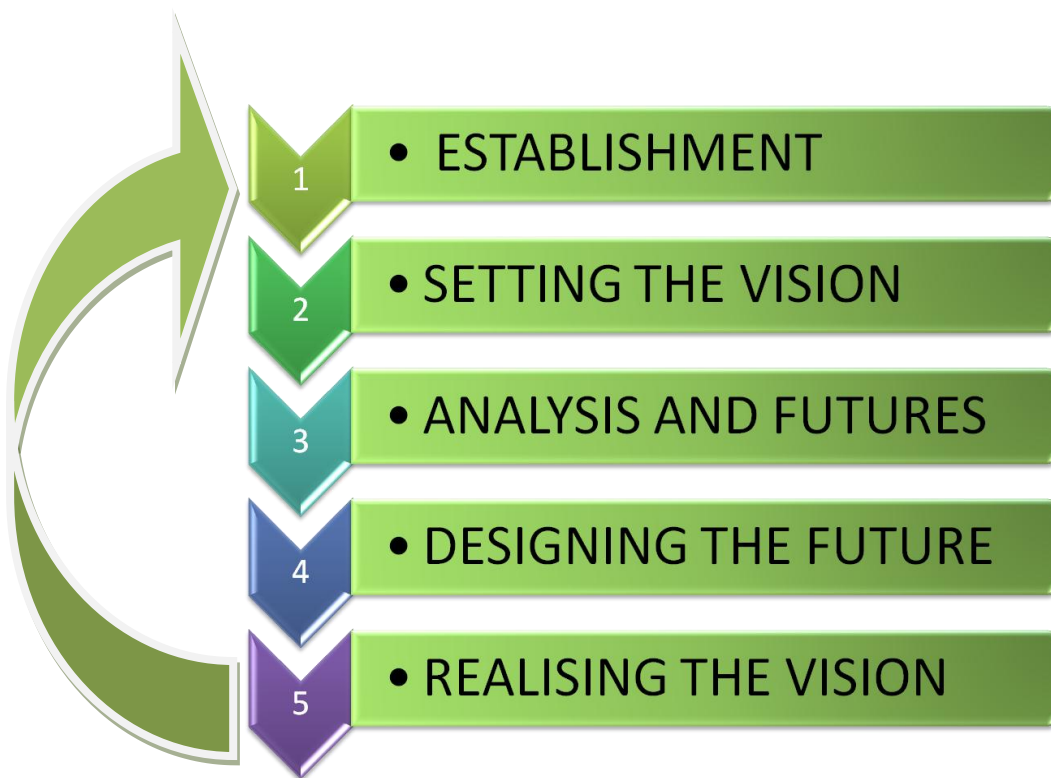


Fig. 3 The ICZM phases

Participation can be implemented by means of approaches, methods and tools.

An **Approach** can be considered as systematic combinations of tools and strategies/concepts, held together by a guiding principle, and serving the achievement of a certain goal (FAO website).

A **method** in this context can be considered as a structured way of realising a particular participatory intervention.

A **tool** can be defined as certain exercises to cultivate and implement collaborative research, analysis, planning and action. Typical tools in this sense are e.g. Mapping, Ranking, Diagrams (FAO website: for example <http://www.fao.org/docrep/x5307e/x5307e00.htm#Contents>).

This document focuses on participatory methods in order to meet the specific needs of the CASES. Some of the methods are taken from Internet sites about participation while other specific methods (workshops) refer to the IMAGINE approach (see Annex 2).

PEGASO CASES are really different one to each other, also regarding to their ICZM starting phase. Moreover due to time constraints the accomplishment of all the ICZM phases is hardly reachable in the majority of the CASES.

This document provides a selection of participatory methods chosen according to the following criteria:

1) **Applicability to PEGASO CASE work:** selected methods should be:

- easily applied in the CASES,
- well-proven (i.e. have already been successfully applied elsewhere) and
- easy-to-learn (i.e. do not need extensive training).

2) **Diversity:** at least 3 methods are presented in each ICZM phase in order to offer a freedom of choice according to the needs of the CASES.

3) **Specificity:** proposed methods should describe a single and concrete intervention.

It is worth to remind that:

- the use of a particular participatory method depends on the context, the skills and the resources (both human and financial) of the CASE team;
- a specific participatory method can be sometimes used in more than just one phase;
- the participatory process is adaptive: a specific suite of methods initially chosen can be changed according to the evolution of the process.

In the following paragraphs, for each ICZM phase the suggested participatory moments needed are described proposing a suite of possible participation methods to fulfil the objectives of each phase.

All the mentioned participatory methods are then resumed in Table 2.

Finally In Annex 1 methods are shortly described presenting some examples (preferably from OURCOAST project database <http://ec.europa.eu/environment/iczm/ourcoast.htm>) and links to detailed descriptions, while IMAGINE methods (workshops) are reported in Annex 2.

2.1 Establishment

Core questions of the ESTABLISHMENT phase

- Have you identified your coastal zone boundaries, drivers and pressures?
- Have you established an ICZM steering group including the main stakeholders of the area?

This is the starting point for the ICZM development: all CASES are at least at this stage since CASES team are aware of the existence of coastal issues that are to be considered and managed throughout an innovative, proactive, forward looking and integrated strategy.

In the *Establishment phase* the main participatory objective is to ensure full engagement of stakeholders and the public in the plan process and its implementation.

It is important to identify a list of stakeholders for every one of the end-product that is going to be developed within the CASE.

In this phase is also important to apply participation in the identification of the coastal zone boundaries and in the analysis of the coastal zone according to the drivers and pressures.

Participatory objective:

- to identify all the stakeholders for every end-product by means of a stakeholder analysis;
- to identify the coastal zone boundaries, drivers and pressures.

Participatory action: the Stakeholder Analysis

In order to understand who are the stakeholders for the CASE there is the need to develop a **stakeholder analysis**: a procedure based on a range of tools for the identification and description of stakeholders, their interrelationship (vertical and horizontal), interests and objectives; additionally it examines the question of how and to what extent stakeholders represent various segments of society (Pomeroy and Douvere, 2008).

There are seven major attributes to take into account regarding the stakeholders analysis in ICZM (adapted from Vierros et al., 2006):

- a. the various stakeholders related to the coastal zone;
- b. the group/coalition which belong to and can reasonably be associated with;
- c. the kind and level of interest (and concerns) they have in the coastal zone;
- d. the importance and the influence that each stakeholder has;

- e. the stakeholders' position towards the development of an integrated management of the coastal zone;
- f. the multiple "hats" they wear;
- g. the network to which they belong.

Suggested participatory methods

In order to carry on a stakeholder analysis² different methods and approaches can be adopted:

Methods:

- **Expert panel**
- **Field trip**
- **Focus group**
- **Mediation and Negotiation**
- **Open space technology**
- **Snowball samplings**

In order to carry on an analysis of the coastal boundaries, the drivers and pressures of the coastal zone the following method can be used:

- **IMAGINE Workshop 1**

² By filling the CASES Identification Document, PEGASO CASES have already carried on a preliminary stakeholder analysis by using a matrix that allows also to assess the importance, power, knowledge and attitude of the stakeholders. However further methods and tools for the stakeholder analysis are here described.

2.2_Setting the Vision

Core questions of SETTING THE VISION phase:

- Have you agreed with stakeholders on a set of ICZM objectives?

In the *Setting the Vision phase* the main participatory objective is to fully engage the stakeholders into the process. In this phase stakeholders should actively contribute to the identification of the coastal issues. This phase is crucial also in knowledge development offering the opportunity to share different perceptions and representations of coastal issues. Within PEGASO the main coastal issues have been already identified by the CASES team, therefore stakeholders should contribute mostly by amending, revising and validating them, furthermore contributing to recognise the priorities to deal with in the CASE.

This mutually supported process should outline the inherent conflicts and synergies between the top-down and bottom-up issues proposed.

Participatory objective:

-to fully engage stakeholders in the definition of the coastal issues and priorities to deal with in the ICZM strategy.

Suggested participatory methods

In order to fully involve stakeholders in the identification of coastal issues and priorities, the following tools, methods and approaches can be adopted:

Methods

- **Brainstorming**
- **European Assessment Scenario Workshop (EASW)**
- **Future search conference**
- **Key stakeholders interviews**
- **Mediation and Negotiation principles**
- **Open Space Technology**
- **IMAGINE Workshop 2**

2.4 Analysis and futures

Core questions of the ANALYSIS AND FUTURES phase:

- Have you developed an analysis process in order to gain objectives of the previous ICZM phase (e.g. maps, indicators)?
- Have you developed potential future situations by means of scenario building?

In the *Analysis and futures* phase the main participatory objective is to integrate in the analysis process and scenarios building all the local values and knowledge of stakeholders.

In the Scenario building phase in particular, participatory process should be maximized in order to provoke debate about common future, expand the range of options, expose existing conflicts and uncertainties; clarify and communicate technical analysis.

Participatory objective:

- to fully engage stakeholders in the discussion of the analysis and scenarios generating process

Suggested participatory methods

In order to fully involve stakeholders in the discussion of the analysis process and in the scenario building phase the following tools, methods and approaches can be adopted:

Methods

- **Backcasting**
- **Future search conference**
- **Open Space Technology**
- **Scenario testing**
- **IMAGINE Workshop 3 and 4**

2.5_Designing the future

Core questions of DESIGNING THE FUTURE phase:

- Have you developed a shared action plan for ICZM implementation?

In the Plan and adoption phase the main participatory objective is to involve stakeholders to review and amend the Plan that would then be adopted.

Participatory objective:

- to fully engage stakeholders in the definition, discussion and the review of the Plan

Suggested participatory methods

In order to fully involve stakeholders in the plan review the following methods and approaches can be adopted:

Methods

- **Focus group**
- **Logical framework matrix**
- **Mediation and Negotiation principles**
- **Open Space Technology**
- **IMAGINE Workshop 5**

2.6_Realising the Vision

Core questions of REALISING THE VISION phase

- Have you realised concrete management actions as a result of an ICZM programme?

In the *Realising the Vision* phase the participation moments could regard the monitoring and evaluation of the results of the strategy adopted.

Suggested participatory methods

In order to fully involve stakeholders in the monitoring and evaluation of the results, the following methods can be adopted:

Methods

- **Citizens monitoring**
- **Field trips**
- **Mediation and Negotiation principles**
- **Open Space Technology**

3_List of participatory methods

METHODS	PAGE	ANNEX
1. Backcasting	II	A.1.1
2. Brainstorming	III	A.1.2
3. Citizens monitoring	IV	A.1.3
4. European Awareness Scenario Workshop (EASW)	V	A.1.4
5. Expert Panel	VI	A.1.5
6. Field trips	VII	A.1.6
7. Focus Group	VIII	A.1.7
8. Future Search Conference	IX	A.1.8
9. Key stakeholder interviews	X	A.1.9
10. Logical Framework Matrix (Logframe)	XI	A.1.10
11. Mediation and Negotiation principles	XII	A.1.11
12. Open Space Technology	XIII	A.1.12
13. Scenario testing	XIV	A.1.13
14. Snowball sampling	XV	A.1.14
15. IMAGINE Workshop 1	XVIII	A.2.1
16. IMAGINE Workshop 2	XIX	A.2.2
17. IMAGINE Workshop 3 and 4	XX	A.2.3
18. IMAGINE Workshop 5	XXI	A.2.4

3.1 Participatory methods and approaches related to ICZM phases

		Participatory method	Objective	Required Skill level of the facilitators 1 to 5 (1 beginners, 5 expert)	ICZM Phase considered				
					1 Establishment	2 Setting the Vision	3 Analysis & Futures	4 Designing the Future	5 Realising the Future
Method	1	Backcasting	Analysis of alternative future options.	4			✓		
	2	Brainstorming	To develop creative solutions to problems.	1		✓			
	3	Citizens monitoring	To track and analyse progress towards jointly agreed results and deciding on corrective action	3					✓
	4	European Awareness Scenario Workshop (EASW)	To develop future strategies.	4		✓			
	5	Expert panel	to hear a variety of informed ('expert') viewpoints	2	✓				
	6	Field trips	To let people to 'see for themselves' the place where a development is proposed to be placed,	1	✓				✓
	7	Focus Group	To discover the key issues of concern for selected groups.	3	✓			✓	
	8	Future Search Conference	To develop a series of options for the future, and agree on a plan of action.	4		✓	✓		
	9	Key stakeholder interviews	To elicit detailed information and opinions on an issue.	3		✓			
	10	Logical Framework Matrix (Logframe)	To set out the logic of an ICZM intervention and to describe the important assumptions and risks that underlie this logic	4				✓	
	11	Mediation and Negotiation principles	To deal with conflict in a creative and positive way, and to find a solution.	5	✓	✓		✓	✓
	12	Open Space Technology	To let discuss stakeholders about topics according to their interest in a prevailing climate characterised by uncertainty, ambiguity and a low level of trust.	3	✓	✓	✓	✓	✓
	13	Scenario testing	To test alternative (hypothetical) futures so as to make better choices today.	4			✓		
	14	Snowball sampling	To identify people with particular knowledge, skills or characteristics that are needed as part of a committee and/or consultative process.	2	✓				
IMAGINE	15	Imagine workshop 1	to study and understand the context, with a holistic vision of the coastal areas: drivers, pressures, and state	4	✓				
	16	Imagine workshop 2	To select indicators.	5		✓			
	17	Imagine workshop 3 and 4	To model and explore the trends and the alternatives regarding the future of the area (scenario building).	5			✓		
	18	Imagine workshop 5	To define an action or a monitoring plan, and publishing the outputs	3				✓	

Table 2: Participatory methods and ICZM phases

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Annex 1: Participatory methods description

A.1.1 Backcasting

Objectives:

Backcasting allows a group of people to weigh up the implications of different future options or policy goals.

Method:

1. Define future goals and objectives, projecting 25-50 years into the future.
2. Specify the scenario by analysing the technological and physical characteristics of a path that would lead towards the specified goals.
3. Evaluate the scenario in terms of physical, technological and socio-economic feasibility and policy implications.
4. Brainstorm ways this desired end-point can be achieved, working backwards to the present.

Example

Guadalenti'n (Spain) and the Vald'Agri (Italy) workshops about the developing of local scenarios.
Kok et al, Multi-scale narratives from an IA perspective: Part II. Participatory local scenario development, Futures 38 (2006) 285–311 (<http://www.ibcperu.org/doc/isis/6964.pdf>)

Source:

<http://www.dse.vic.gov.au/effective-engagement/toolkit/tool-backcasting>

To deepen your knowledge on backcasting:

Quist J., Vergragt P. Past and future of backcasting: The shift to stakeholder participation and a proposal for a methodological framework Futures 38 (2006) 1027–1045

(<http://www.transitiepraktijk.nl/files/2006%20Past%20and%20future%20of%20backcasting%20The%20shif%20to%20stakeholder%20participations%20Vergragt.pdf>)

A.1.2 Brainstorming

Description:

Brainstorming allows to develop creative solutions to problems. It works by focusing on a problem, and then having participants come up with as many deliberately unusual solutions as possible and by pushing the ideas as far as possible.

Method:

1. Select participants from as wide a range of disciplines with as broad a range of experience as possible. This brings many more creative ideas to the session.
2. Select a leader for the session, who can:
 - Outline any criteria that must be met.
 - Keep the session on course.
 - Encourage an enthusiastic, uncritical attitude among brainstormers.
 - Encourage participation by all.
3. Set times for the whole brainstorming session, and for generating ideas.
4. Keep fresh ideas coming, and welcome creativity.
5. Do not allow any one train of thought to dominate for too long.
6. Do not criticise or evaluate during the brainstorming session (criticism stifles creativity and spoils the fun).
7. Record ideas no matter how unrealistic, until there are no more ideas, or the time allocated for generating ideas is up.
8. Record all ideas on a whiteboard or projector so that all participants can see all the ideas.
9. Encourage 'spark off' associations from other people's ideas, or combinations of ideas.
10. Either evaluate solutions at the end of the brainstorming session to agree on the most practical way forward, or record the session either as notes, tape recording or video for later evaluation.

Source

<http://www.dse.vic.gov.au/effective-engagement/toolkit/tool-brainstorming>

A.1.3 Citizen Monitoring

Objective

The aim of citizen monitoring is strengthening primary stakeholders' involvement as active participants to track and analyse progress towards jointly agreed results and deciding on corrective action. Moreover it allows a cyclical learning process to reflect continuously on the effects of the actions and to create conducive conditions for change and action.

Methods / Tools

Steps for citizen monitoring implementation

Building commitment and engagement at the community level;

- Deciding on who participates and how this will evolve;
- During the process:
 - Jointly establishing goals and expectations;
 - Tracking progress and information collection,
 - Joint analysis, sharing results and identifying action points
- Communication and feed-back systems to community; to program, other stakeholders and fora

Tools required:

- Community Score Card (CSC)
- Consulting and Monitoring Groups (CMGs)
- Community-based monitoring (CBMES)

Examples

Database of citizen monitoring projects

http://scienceforcitizens.net/finder/?subject=13&terms=&difficulty=NONE&nearby=&duration_type=NONE&search_button.x=67&search_button.y=3&search_button=Search

<http://www.progettosubambiente.org/>

<http://uwspace.uwaterloo.ca/bitstream/10012/970/1/cahunsbe2004.pdf>

Sources

Goffredo S., Piccinetti C., Zaccanti F. 2004: Volunteers in marine conservation monitoring: Mediterranean Hippocampus Mission, a study on the distribution of seahorses carried out in collaboration with recreational scuba divers. *Conservation Biology* 18: 1492-1503

Hunsberg C., 2004, Exploring links between citizen environmental monitoring and decision making: three canadian case

A.1.4 European Awareness Scenario Workshop (EASW)

Objective:

The European Awareness Scenario Workshop, also known by the acronym EASW is a method of promoting discussion and participation. It is especially effective in local contexts and it is intended to foster debate on issues related to ecology and urban environment and, more generally, to encourage social participation in programs aimed at sustainable development in an area.

Method:

A EASW is built on three main activities:

- a. the development of scenarios
 - b. stakeholder mapping;
 - c. EASW workshop for the development of visions and ideas.
1. Activities a. and b. are preparatory for the workshop and involve a small group of participants (mainly experts) to choose issues to be discussed. In this phase the discussion should be about scenarios considering “how” the issues can be considered and “who” should solve these problems. In this phase the stakeholders participating at the EASW should be identified.
 2. The workshop can last one or more days and need to be coordinated by a specific Facilitators team. The workshop is structured in 2 phases: future visions elaboration and ideas and action development.
 3. In the vision (10 years scenario) elaboration phase, participants, after a brief introductory session, should work divided in 4 groups of interest, according to the same social group (citizens, administrators, economic sector, technicians)
 4. All stakeholders discuss together on the chosen scenarios in order to identify the main emerging issues
 5. Stakeholders are now divided in 4 mixed group in order to identify a maximum of 5 ideas to solve the discussed issues.
 6. All stakeholders meet finally together in order to vote the most significant ideas. Top rated ideas will finally be at the root of the local action plan developed by the participants to solve the problems under discussion.

Example:

EASW was used in the Torre Guaceto MPA within the project Wetland II (Interreg IIIB-CADSES 2000-2006) to elaborate a shared model for the development of the Marine Protected Area (http://www.natreg.eu/uploads/best-practice/val_econ_bertuzzi.pdf)

Source: http://socialni-dialog.si/pdf/easw_en.pdf

<http://cordis.europa.eu/easw/>

A.1.5 Expert panel

Objectives:

Expert panels allow to hear a variety of informed ('expert') viewpoints from which to decide on recommendations or courses of action in relation to an issue or proposal; it is used when highly specialised input and opinion are required for a project.

Method:

1. Select panelists on the basis of expertise, ensuring issues/groups of relevance are represented.
2. Allow time for contacting experts for the panel, and negotiating a mutually suitable time. For very busy people, this can mean planning some months in advance.
3. Employ a skilled and unbiased moderator.
4. Provide background briefing information to panelists.
5. Determine ground rules for the panel.
6. Allow public input if possible and appropriate (see also: Fishbowls).
7. Determine course of action.
8. Present the outcomes of the panel discussions.

Example:

The Case study of Byron Shire Council (BSC) in New South Wales, showcases an excellent example of how a group with a limited budget used Expert Panel method in order to increase community education, inform decision-makers and raise the level of awareness about a particular issue.

(https://app.secure.griffith.edu.au/03/toolbox/casestudy_list.php)

Source:

https://app.secure.griffith.edu.au/03/toolbox/display_tool.php?pk1=39

A.1.6 Field trip

Objectives:

Field trips aim to let people to 'see for themselves' the place where a development is proposed to be placed, or to have a demonstration of a technique.

Method:

1. Publicise the field trip
2. Select times that suit the largest number of participants (e.g. select from after hours for full-time workers, daytime for retirees or parents with small children).
3. Field trips can run from several hours to full days to allow the greatest number of participants to attend (depending on the time participants can spare; distance to be traveled; availability of expertise and/or case studies).
4. Advertise the agenda and times of key presentations in appropriate place, e.g. local media; posters at local stores and libraries. This will allow participants to attend for shorter periods if necessary, and will allow them to choose sessions of interest.
5. Ensure adequate staff on site to provide assistance (e.g. give directions; be available for first-aid; organise food and drink (catering, set-up and clean away), etcetera).
6. Create and display signs that publicise the location of field trip through attachment of maps/directions with a pre-posted agenda.
7. Ensure all publicity (signs, media releases, brochures) provide directions from major routes near the site.
8. Allow time for participants to approach experts for one-to-one discussions.
9. Provide printed public information materials during the field trip for interested participants.
10. Appoint staff to act as note takers during the discussions.
11. Provide feedback forms/survey/response sheets to facilitate public input.
12. Pay attention to duty of care/safety issues. If site is difficult to access or contains elements of risk, make necessary preparations to avoid accidents with an emphasis on participants with disabilities.
13. Organise catering if appropriate
14. Ensure toilets are available

Source:

https://app.secure.griffith.edu.au/03/toolbox/display_tool.php?pk1=42

A.1.7 Focus Groups

Objectives:

Focus groups are a technique used to find out what issues are of most concern for a community or group when little or no information is available.

Method:

1. Randomly select 6-10 people affected by or interested in the community issue to make up the focus group.
2. Book venue and arrange catering if meeting goes across a meal time.
3. Hire a facilitator.
4. Prepare preliminary questions.
5. Send reminders to participant with time, date, venue and questions.
6. Brief participants and the facilitator on the aims and objectives of the session.
7. Establish ground rules: keep focused, maintain momentum, get closure on questions.
8. Encourage shy participants if they feel anxious about revealing their opinions/feelings.
9. Engage a co-facilitator to record issues raised by individuals (may use audio, a/visual, and/or written notes).
10. De-brief the participants and the facilitator.
11. Compile a report of proceedings for the organisers, and offer a copy to the participants.

Example:

Focus groups experience in Estonia, The Netherlands and Sweden.

<http://ec.europa.eu/ourcoast/download.cfm?fileID=814>

Source:

<http://www.dse.vic.gov.au/effective-engagement/toolkit/tool-focus-groups>

A.1.8 Future Search conference

Objective:

A future search conference helps a group of people attempt to create a shared community vision of the future, and agree on a plan of action.

Method:

1. Canvas people to be invited to be part of the future search.
2. Book venue.
3. Hire a facilitator.
4. Advertise event.
5. Brief participants and the facilitator on the aims and objectives of the session.
6. Provide a background briefing for participants if required.
7. Conduct discussion. One methodology for conducting the discussion outlined by Emery identifies five stages to the process:
 - External environment: 'the futures we are currently in' are described by the participants.
 - Desirable futures: groups construct a list of desirable futures that build upon the current situation.
 - Desirable futures are transmitted into more explicit pictures.
 - Testing desirable futures against the reality of the current situation and the criteria generated earlier in the meeting.
 - Discussing the implementation of the desirable future, based on current circumstances and resources.
8. Record issues raised by individuals and report back in the plenary sessions.
9. Compile a report of proceedings.

Source:

<http://www.dse.vic.gov.au/effective-engagement/toolkit/tool-future-search-conference>

A.1.9 Key Stakeholder Interviews

Objectives:

Stakeholder interviews aim to elicit detailed information and opinions on an issue through wide-ranging discussion rather than specific questioning.

Method:

1. Select interviewees according to designated criteria (areas of expertise, representation of groups, complementary of skills for committees).
2. Arrange times and places for interviewing. Better quality information will be forthcoming if the interviewee is in a familiar setting, so it may be easier for the interviewer to go to them.
3. Ensure uninterrupted time for at least one hour.
4. Check all equipment and take spare tapes, batteries, pens, etc. to avoid any interruptions during the interview.
5. Try to transcribe interview notes as soon as possible after the interview, while nuances, body language and asides are still in the interviewer's memory.
6. Prepare a report, including the verbatim interviews, and offer copies to the interviewees.

Source:

<http://www.dse.vic.gov.au/effective-engagement/toolkit/tool-key-stakeholder-interviews>

A Key stakeholder interview guide:

http://www.esf-agentschap.be/uploadedFiles/Voor_ESF_promotoren/Zelfevaluatie_ESF-project/m_e_tool_series_indepth_interviews.pdf

A specific form of stakeholder interviews is semi-structured interviewing (SSI).

Please see the following links for more information on SSI.

http://en.wikipedia.org/wiki/Semi-structured_interview

<http://www.fao.org/docrep/x5307e/x5307e08.htm>

A.1.10 Logical Framework Matrix (Logframe)

Objectives:

The Logical Framework Matrix method aims to set out, by participatory consensus building, the logic of an ICZM intervention and to describe the important assumptions and risks that underlie this logic; moreover this method aims to create the basis for progress monitoring and evaluation by establishing objectively verifiable indicators and sources of verification, agreed by main stakeholders.

Method:

The Logframe is usually established by stakeholder discussions in the context of a workshop set-up. The Logframe is a planning table that consists of 4 lines for Overall Objectives, Project Purpose, Results, and Activities and 4 columns for Project Description, Objectively Verifiable Indicators, Sources of Verification, and Assumptions. The planning table is elaborated in the following way.

1. Complete the first column for the Project Description by ensuring that the logical levels are correct:

Overall Objectives:	the wider sectoral or ICZM objectives to which the intervention is designed to contribute
Project Purpose:	the sustainable benefits to be delivered to the project beneficiaries, institutions or systems.
Results:	the deliverables and services to be provided by the intervention
Activities:	how the deliverables and services will be achieved.
2. Identify external factors which will affect implementation and long-term sustainability but lie outside its control. State these factors as assumptions (i.e. in terms of the desired situation). Assess the relevance of the assumptions and state the relevant assumptions in the last column of the Logframe.
3. Complete the Logframe by stating Objectively Verifiable Indicators and Sources of Verification in the columns 2 and 3 of the matrix.
4. During implementation, use the logframe to monitor indicators and assumptions. React on relevant developments by contacting key stakeholders and by finding agreements on changes to the intervention logic.

Examples:

http://ec.europa.eu/enlargement/fiche_projet/document/Annex%201%20-%20Logframe%20Matrix.pdf

Source:

http://ec.europa.eu/europeaid/how/delivering-aid/project-approach/index_en.htm

http://ec.europa.eu/echo/files/policies/evaluation/watsan2005/annex_files/ECHO/ECHO10%20-%20ECHO%20Project%20Cycle%20Management%20Guideline.pdf

A.1.11 Mediation and Negotiation principles

Objectives:

Negotiation and mediation are methods aiming at dealing with conflict in a creative and positive way, and to find a solution or a way for people to hear and appreciate the differences between their perspectives.

Method:

Negotiation and mediation are highly specialised activities and a simplistic methodology is not available. Specialists are generally required for negotiation and mediation. The following excerpt has been provided as an introduction:

1. Analyse the interest of the parties: this is important to understand the perceptions, the style of negotiation, and the interests and principles of the counterparts, as well as one's own.
2. Plan the negotiation, and determine:
 - What are the expectations from the negotiation?
 - What are the terms of the negotiation?
 - What are the non-negotiable terms and what can be modified?
 - What is the minimum that an agreement can be reached on?
 - What is the negotiation strategy?
 - What are the most important interests of the other parties?
 - How does one interact with or manage people?
3. Select the appropriate negotiation technique from among the following:
 - Spiralling agreements: begin by reaching a minimum agreement, even though it is not related to the objectives, and build, bit by bit, on this first agreement.
 - Changing of position: formulate the proposals in a different way, without changing the final result.
 - Gathering information: ask for information from the other party to clarify their position.
 - Making the cake bigger: offer alternatives that may be agreeable to the other party, without changing the terms.
 - Commitments: formalise agreements orally and in writing before ending the negotiation.
4. Negotiate: be sensitive and quick to adapt to changing situations, but do not lose sight of the objective. Avoid confrontational positions and try to understand the interests of the other party. Some aspects that could interfere with the negotiation are:
 - Personal positions and interests.
 - Psychological and emotional aspects of the persons (place, placement of chairs, body language, gestures, etc.).
 - Difficulties in communication (differences in languages, different meanings of the same words, etc.).

Source

<http://www.dse.vic.gov.au/effective-engagement/toolkit/tool-mediation-and-negotiation>

A.1.12 Open Space Technology

Objectives:

Open space technology aims to provide an event which is relevant, timely, and participatory. Its relevance is determined by the participants, who determine the agenda, the length of the event, and the outcomes.

Method:

1. Determine whether the open space technology process is the most appropriate technique for your situation, considering the people who are likely to take part and their preferences and attitudes, and the venues available to you.
2. Select venue, facilitators and prepare information (open space technology can be successfully used in conjunction with other techniques such as conferences and workshops).
3. Publicise the event.
4. Describe process and rules to the participants, as outlined below:
 - Principles: Whoever comes are the right people: Whatever happens is the only thing that could have: Whenever it starts is the right time: When it's over, it's over.
 - Law of two feet: The law of two feet: people are honour bound to walk away from proceedings and sessions which they believe are irrelevant.
 - Follow due process.
5. One by one, each person who wishes to, steps into the centre of the circle and announces their name and topics they feel passionate enough about to be willing to lead a break out session on that topic.
6. Each passionate person writes the topic on a piece of paper along with time and venue for a discussion.
7. Following announcements of topics by passionate people, the market place becomes open. The marketplace is a wall where all the topics, times and venues are posted to allow participants to decide which session to sign up to.
8. Those who announced the topics facilitate the individual discussions and appoint people to record minutes on provided computers.
9. Reconvene into the larger group and report back, or combine reports into one document and ensure widespread dissemination to all those who took part, and all those likely to make a decision.

Example

The Brisbane (Australia) Social forum (2002 and 2003) and the World Social Forum (2002 and 2003) in Brazil are two cases where OST was successfully applied. These example highlights the capability of the this participatory method to be easily applicable for few participants (20 persons) up to thousands of people. For more information see the link below.

https://app.secure.griffith.edu.au/03/toolbox/casestudy_list.php

Source:

<http://www.dse.vic.gov.au/effective-engagement/toolkit/tool-open-space-technology>

An user's guide

http://www.openspaceworld.com/users_guide.htm

A.1.13. Scenario testing

Objectives:

Scenario testing is a way to test alternative (hypothetical) futures so as to make better choices today. Scenario testing is useful to identify general, broad, driving forces, which are applicable to all scenarios,

Method:

1. Invite participants who have knowledge of, or are affected by, the proposal or issue of interest.
2. Invite participants to identify the underlying paradigms or unwritten laws of change; trends or driving forces and collect into general categories (e.g. economy, socio/political and wildcards or uncertainties).
3. Consider how these might affect a situation, either singly or in combination, using these steps:
 - Review the big picture
 - Review general approaches to future studies
 - Identify what you know and what you don't know
 - Select possible paradigm shifts and use them as an overall guide
 - Cluster trends and see which driving forces are most relevant to your scenario
4. Create alternative scenarios (similar to alternate scenes in a play) by mixing wildcards with trends and driving forces. Keep the number of scenarios small (four is ideal because it avoids the 'either' 'or' choice of two, and the good/bad/medium choice of three).
5. Write a brief report that states assumptions and future framework; provides observations and conclusions, gives a range of possibilities, and focuses on the next steps coming out of this study. Each scenario should be about one page.

Source:

<http://www.dse.vic.gov.au/effective-engagement/toolkit/tool-scenario-testing>

A.1.14 Snowball Sampling

Objectives:

Snowball sampling is designed to identify people with particular knowledge, skills or characteristics that are needed as part of a committee and/or consultative process. Using this approach, a few potential respondents are contacted and asked whether they know of anybody with the characteristics that you are looking for in your research.

Method:

1. Draft up a participation program (likely to be subject to change, but indicative).
2. Approach stakeholders and ask for contacts.
3. Gain contacts and ask them to participate.
4. Community issues groups may emerge that can be included in the participation program.
5. Continue the snowballing with contacts to gain more stakeholders if necessary.
6. Ensure a diversity of contacts by widening the profile of persons involved in the snowballing exercise.

Source:

<http://www.dse.vic.gov.au/DSE/wcmn203.nsf/LinkView/D340630944BB2D51CA25708900062E9838C091705EA81A2FCA257091000F8579>

Annex 2: IMAGINE methods description

“Imagine” – The Systemic and Prospective Sustainability Analysis

Context:

Plan Bleu and Dr Simon Bell (Open Systems Research Group, Open University, UK) have developed, tested and consolidated the “*Imagine*” method which aims at facilitating the shaping of a sustainable development vision and an area project by committing stakeholders within a participatory process.

Originally designed to conduct systemic and prospective sustainability analysis, the “*Imagine*” approach was used in several Coastal Area Management Programs (CAMPs) implemented by the Mediterranean Action Plan (MAP); “*Imagine*” has been successfully used in Malta (2000-2002), Lebanon (2002-2003), Algeria (2003-2004), Slovenia (2005) and Cyprus (2006-2007). In this context, Plan Bleu has supported the work of the local teams to facilitate the implementation of the method and to apply it in the CAMPs. Users of this method have been trained and, in some cases, have encouraged its use in other similar projects.

Description:

By using several tools “*Imagine*” aims at:

- (i) Building a sustainable development vision and an area project by mobilizing actors within a participatory process;
- (ii) Describing, assessing and examining as completely as possible the level of sustainability of a local (eco-socio)system in the past, present and future;
- (iii) setting goals to be achieved and following progress of the system towards sustainable development.

Outputs / Results :

- 1- Supporting a participatory dynamic,
- 2- Building scenarios, exploring the future,
- 3- Defining and selecting a set of indicators to measure the sustainable development of an area in the past, the present and the future,
- 4- Developing and implementing an action plan, and disseminating the outputs.

Method / Approach

“*Imagine*” approach includes 4 stages implemented in 4 or 5 workshops. It is a dynamic process and a lively approach in constant development according to the different frameworks in which it is used. The 4 stages are the followings:

- 1st stage: studying and understanding the system, with a holistic vision of the territories, of the pressures and state. Identification of the main issues and the relevant indicators.
- 2nd stage: connecting and studying. A minimal and maximum value is given to each indicator, between which the criteria for adhering to sustainable development are assessed; this is what is called the Band of Equilibrium.
- 3rd stage: modelling and exploring through scenario method the trends and the alternatives regarding the future of the area. Diagrammatic representation of indicators compared to the band/belt of equilibrium provides a visual image of the “sustainability” of the area and of its possible futures.
- 4th stage: suggesting and acting: definition of an action / monitoring plan.

Source:

<http://www.planbleu.org>

For further information please see the document

“*A practitioner’s guide to “Imagine” – the Systemic and Prospective Sustainability Analysis*” at

<http://www.planbleu.org>

http://www.planbleu.org/publications/cahiers3_imagine_uk.pdf

http://www.planbleu.org/publications/cahiers3_imagine_fre.pdf

A.2.1 Workshop 1 - Understanding the context

The (eco)systemic approach allows to study a (coastal) area as a whole.

Objective

The systemic approach allows studying a (coastal) area as a whole. The “*Imagine*” Workshop 1 allows to studying and understanding the context, with a holistic vision of the territories: drivers, pressures, and state. This allows identifying the main issues (burning threats) and the relevant indicators.

Methods / Tools

- Soft Systems Methodology
- Rich pictures
- Root definitions with six following items CATAOC (customers, actors, transformation, assumption, owner, constraints) or BITAOC (beneficiary, implementer, transformation, assumption, owner, constraints).
- Activity model: the purposeful activities necessary to achieve an agreed transformation.
- Actives listening: to ensure that participants are effectively “hearing” each other
- Logical framework: a four by four matrix for organizing the main themes of a project.

Examples

1. Report from the 1st Workshop in Cyprus, 23th – 24th November, 2006
http://www.planbleu.org/publications/PAC_Cyprus_1st_Workshop.pdf
2. Report on the first SPSA Workshop in Slovenia, 12th – 13th, January 2005
http://www.planbleu.org/publications/pac_slovenie_atelier1.pdf
3. Report on the first SPSA Workshop in Boumerdès, 9th – 10th, February 2003
http://www.planbleu.org/publications/pac_alger_atelier1.pdf
4. Workshop I, 30th September – 1st October, 2002, CAMP Lebanon
http://www.planbleu.org/publications/pac_lib_I_final.pdf
5. Report on the Training Workshop on the Systemic Sustainability Analysis within CAMP « Malta » 27, 28 & 29 March 2000
http://www.planbleu.org/publications/pac_mlt_annex1.pdf

Sources

- “*A practitioner’s guide to “Imagine” – the Systemic and Prospective Sustainability Analysis*” at:
http://www.planbleu.org/publications/cahiers3_imagine_uk.pdf
- *IMAGINE : A set of tools and methods to assist integrated coastal zone management in the Mediterranean*
http://www.planbleu.org/publications/Imagine_VertigoUk.pdf

A.2.2 Workshop 2 - Connecting and investigating

Objective

The sustainability indicators allow positioning the area in the process of sustainable development: agreeing sustainability indicators (SIs) to assess their meaning and agreeing with stakeholders on what is the acceptable / sustainable value. A minimal and maximum value is given to each indicator, between which the criteria for adhering to sustainable development are assessed; this is what is called the Band of Equilibrium.

Methods / Tools

- Sustainability indicators
- Band of equilibrium
- Feasibility analysis
- Matrix development
- Focus group
- Actives listening: to ensure that participants are effectively “hearing” each other
- Logical framework: a four by four matrix for organising the main themes of a project

Examples

1. Report from the 2nd Workshop, 20 – 21 February, 2007
http://www.planbleu.org/publications/PAC_Cyprus_2nd_Workshop.pdf
2. Report on the second SPSA Workshop in Slovenia, 9th – 10th, February 2005
http://www.planbleu.org/publications/pac_slovenie_atelier2.pdf
3. Report on the second SPSA Workshop in Algiers, 10th – 12th, May 2003
http://www.planbleu.org/publications/pac_alger_atelier2.pdf
4. Workshop II, 13th-14th December, 2002, CAMP Lebanon
http://www.planbleu.org/publications/pac_lib_II_final.pdf
5. Report on the Second Training Workshop on the Systemic Sustainability Analysis within CAMP « Malta »
29 – 30 May 2000
http://www.planbleu.org/publications/pac_mlt_annex2.pdf

Sources

- “A practitioner’s guide to “Imagine” – the Systemic and Prospective Sustainability Analysis” at:
http://www.planbleu.org/publications/cahiers3_imagine_uk.pdf
- *IMAGINE : A set of tools and methods to assist integrated coastal zone management in the Mediterranean*
http://www.planbleu.org/publications/Imagine_VertigoUk.pdf

A.2.3 Workshops 3 and 4 - Modelling and exploring

Objective

These workshops aim at “modeling and exploring” (scenario building) the trends and the alternatives regarding the future of the area. The prospective and scenario methods allow to clarifying present actions and building scenarios in the light of the past trends as well as possible alternatives. Diagrammatic representation of indicators compared to the band of equilibrium provides a visual image of the “sustainability” of the area and of its possible futures.

Methods / Tools

- Scenarios making
- Radial diagrams (AMOEBA)
- Prospective analysis
- SWOT and “what if” Analysis
- Actives listening: to ensure that participants are effectively “hearing” each other
- Logical framework: a four by four matrix for organising the main themes of a project

Examples

1. Report from the 3rd Workshop, 3rd April 2007
http://www.planbleu.org/publications/PAC_Cyprus_3rd_Workshop.pdf
2. Report on the 3rd SPSA Workshop in Slovenia, 6th – 7th, April 2005
http://www.planbleu.org/publications/pac_slovenie_atelier3.pdf

Report on the 4th 'Imagine' Workshop, 22nd – 23rd May, 2005
http://www.planbleu.org/publications/pac_slovenie_atelier4.pdf
3. Report on the 3rd SPSA Workshop in Algiers, 12th – 13th, October 2003
http://www.planbleu.org/publications/pac_alger_atelier3.pdf

Report on the 4rd SPSA Workshop in Algiers, 16th – 17th, May 2004
http://www.planbleu.org/publications/pac_alger_atelier3.pdf
4. Workshop III, 28th – 29th May, 2003, CAMP Lebanon
http://www.planbleu.org/publications/pac_lib_III_final.pdf

Workshop IV (Final Workshop), 13th-14th August 2003, CAMP Lebanon
http://www.planbleu.org/publications/pac_lib_IV_final.pdf
5. Report on the 3rd Training Workshop on the Systemic Sustainability Analysis within CAMP « Malta », 2nd – 4th October 2000
http://www.planbleu.org/publications/pac_mlt_annex3.pdf

Report on the Fourth Training Workshop on the Systemic Sustainability Analysis within CAMP « Malta », 5th – 7th February 2001
http://www.planbleu.org/publications/pac_mlt_annex4.pdf

Sources

- “A practitioner’s guide to “Imagine” – the Systemic and Prospective Sustainability Analysis” at:
http://www.planbleu.org/publications/cahiers3_imagine_uk.pdf
- *IMAGINE : A set of tools and methods to assist integrated coastal zone management in the Mediterranean*
http://www.planbleu.org/publications/Imagine_VertigoUk.pdf

A.2.4 Workshop 5 - Suggesting and acting

Objective

This workshop aims at defining an action or a monitoring plan, and publishing the outputs. Based on the expertise of local stakeholders, the participatory process gives them the means to design and control their own management/development.

Methods / Tools

- Brainstorming and / or marketing (forum)
- Actives listening: to ensure that participants are effectively “hearing” each other
- Logical framework: a four by four matrix for organising the main themes of a project

Examples

1. Report on the 5th 'Imagine' Workshop, 22nd – 23rd June, 2005
http://www.planbleu.org/publications/pac_slovenie_atelier5.pdf
2. Report on the 5th SPSA Workshop in Algiers, 5th – 6th, December 2004
http://www.planbleu.org/publications/pac_alger_atelier5.pdf
3. Report on the firth workshop on the systemic sustainability analysis within camp « Malta », 14th–15th May 2001. http://www.planbleu.org/publications/pac_mlt_annex5.pdf

Sources

- “A practitioner’s guide to “Imagine” – the Systemic and Prospective Sustainability Analysis” at:
http://www.planbleu.org/publications/cahiers3_imagine_uk.pdf
- *IMAGINE : A set of tools and methods to assist integrated coastal zone management in the Mediterranean*
http://www.planbleu.org/publications/Imagine_VertigoUk.pdf