



International Water
Management Institute

Inclusive Landscape Management:

A guide for Project Managers and Process Facilitators



Inclusive Landscape Management:

A guide for Project Managers and Process Facilitators

A practical guide to facilitate the co-development and implementation of community-driven inclusive landscape management plans that support equitable, sustainable and productive use and conservation of water and land resources.

Contributors

Manon Mireille Dohmen – Knowledge & Skills, Accra, Ghana

Gerald Atampugre – International Water Management Institute (IWMI), Accra, Ghana

Sander Zwart – IWMI, Accra, Ghana

Birhanu Zemadim – IWMI, Accra, Ghana

Eric Nartey – IWMI, Accra, Ghana

Mary Hwiyere – SNV Netherlands Development Organisation, Abuja, Nigeria

Illustrations: Klinsman Amissah, IWMI-Consultant

Graphic Designing: Colin Cameron, CMA Konsult

Citation

International Water Management Institute (IWMI). 2025. *Inclusive landscape management: a guide for project managers and process facilitators*. Colombo, Sri Lanka: International Water Management Institute (IWMI). 151p. doi: <https://doi.org/10.5337/2025.251>

Copyright © 2025, by International Water Management Institute (IWMI). All rights reserved. IWMI encourages the use of its material provided that the organization is acknowledged and kept informed in all such instances.

Disclaimer

This publication has been prepared as an output of the Soil Values program and has not been independently peer reviewed. Responsibility for editing, proofreading, and layout, opinions expressed, and any possible errors lies with the authors and not the institutions involved.

Please send inquiries and comments to IWMI-Publications@cgiar.org

For access to all IWMI publications, visit www.iwmi.org/publications

Acknowledgments

We would like to thank the Netherlands Directorate-General for International Cooperation (DGIS) who financed this work through the **Soil Values** program. The authors also acknowledge the contributions of the consortium partners, IFDC, the World Agroforestry Centre (ICRAF), AGRA, the International Institute for Tropical Agriculture (IITA), and especially, SNV, who provided information and actively participated in the co-development of this manual. We also acknowledge that this publication builds on knowledge generated during the CGIAR Initiative on West and Central African Food Systems Transformation, which ended in 2024.



Program

Soil Value, a 10-year program (2024–2034) financed by the Netherlands Directorate-General for International Cooperation (DGIS), is a transformative initiative unfolding across Burkina Faso, Mali, Northern Nigeria, and Niger, where the primary objective is to establish sustainable soil fertility management as a cornerstone within the farming systems of the Sahelian and Guinea Savanna regions. Soil Values is being implemented by IFDC in collaboration with core partners, SNV and Wageningen University and Research (WUR), and various knowledge partners, such as AGRA, ICRAF, IITA, ISRIC – World Soil Information, and the International Water Management Institute (IWMI), and works through existing national projects, programs, policies, and organizations, such as World Bank’s Food Systems Resilience Program (FSRP) and Agro-Climatic Resilience In Semi-Arid Landscapes (ACReSAL).

Collaborators



International Water Management Institute (IWMI), Accra, Ghana



Knowledge & Skills, Accra, Ghana



SNV, The Hague, The Netherlands

Donor



Netherlands Directorate-General for International Cooperation (DGIS)

Contents

- List of Abbreviations** 3
- Executive Summary** 4
- Introduction** 6
 - 1. Purpose of this Document 8
 - 2. Using This Document 9
 - 3. Terminology Used 10
 - 4. Ensuring Gender Equality and Social Inclusion (GESI) 10
 - 5. Milestones and Timeline 12
 - 6. Overview of Templates and Sample Documents. 12
- Phase 0: Preparing the Project** 14
 - Activity 1: Understand the Context 16
 - Activity 2: Select Facilitators 19
 - Activity 3: Prepare Facilitators 22
 - Activity 4: Check If You Are Ready to Start 24
- Phase I: Analyzing the Situation** 26
 - Activity 1: Know What Information is Needed 30
 - Activity 2: Define the Watershed / Landscape 31
 - Activity 3: Prepare Your Community Entry 32
 - Activity 4: Enter the Community 33
 - Activity 5: Collect Information 35
 - Activity 6: Analyze the Situation 38
 - Activity 7: Organize a Validation Multi-Stakeholder Dialogue 41
 - Activity 8: Develop a Situational Analysis Report 43
 - Challenges to Expect for Phase I 44
- Phase II: Developing the ILM Plan** 46
 - Activity 1: Organize a Multi-Stakeholder Workshop 48
 - Activity 2: Write the ILM Plan 49
 - Activity 3: Review and Validate the ILM Plan with the Communities 51
 - Activity 4: Organize a Launching Ceremony 52
 - Activity 5: Develop a Report with the Results of Phase II 52
 - Activity 6: Bridge the Period Until Implementation 49
 - Challenges to Expect for Phase II 54
- Phase III: Facilitating Implementation** 56
 - Activity 1: Develop an Action Plan 58
 - Activity 2: Initiate the Steering Committee 60
 - Activity 3: Develop a Terms of Reference for the Community Committee 61
 - Activity 4: Organize a Stakeholder Meeting 63
 - Activity 5: Get the Committee Ready for Work 65
 - Activity 6: Facilitate an Introductory Meeting Between Contractors
and the Community Committee 67
 - Activity 7: Support Implementation 68
 - Activity 8: Handover Project Results 73
 - Activity 9: Develop an Activity Report with the Results of Phase III 74
 - Activity 10: Develop an End-of-Project Report 75

Facilitation Guidelines 1: Key Informant Interviews	78
Facilitation Guidelines 2: Household Surveys	80
1. Define the purpose.	81
2. Identify who to survey	81
3. Decide on how to sample	81
4. Design the Questionnaire	81
5. Conduct the survey. During interviews:	81
6. Describe this activity and the results and include this in your Phase I report	81
Facilitation Guidelines 3: Focus Group Discussions	82
Facilitation Guidelines 4: Participatory Mapping	86
Facilitation Guidelines 5: Transect Walk	90
Facilitation Guidelines 6: Validation Multi-Stakeholder Dialogue	94
Agenda for the Multi-Stakeholder Dialogue	95
Preparing the Multi-Stakeholder Dialogue	96
Facilitating the Multi-Stakeholder Dialogue	98
Actions After the Multi-Stakeholder Dialogue	101
Facilitation Guidelines 7: Multi-Stakeholder Workshop	102
Agenda for the Multi-Stakeholder Dialogue	103
Preparing the Multi-Stakeholder Dialogue	104
Facilitating the Multi-Stakeholder Dialogue	106
Actions After the Multi-Stakeholder Dialogue	114
Facilitation Guidelines 8: ILMP Review and Validation Meeting	116
<i>Phase II, Activity 3</i>	117
Agenda for the Review and Validation Meeting	118
Actions After the Review and Validation Meeting	119
Facilitation Guidelines 9: ILMP Launching Ceremony	120
Agenda for the ILMP Launching Ceremony	121
Preparing the ILMP Launching Ceremony	121
Facilitating the ILMP Launching Ceremony	123
Actions After the ILMP Launching Ceremony	124
Facilitation Guidelines 10: Stakeholder Meeting	126
Agenda for the Stakeholder Meeting	127
Preparing the Stakeholder Meeting	127
Facilitating the Stakeholder Meeting	128
Actions After the Stakeholder Meeting	129
Annex 1: Using Elements of the RAAKS Methodology	130
Annex 2: Using LandScale	140
Annex 3: Bundling Solutions	142
References	146
Supplementary Reading List	147

List of Abbreviations

ACReSAL	Agro-Climatic Resilience in Semi-Arid Landscapes
DEM	Digital Elevation Model
DPSIR	Drivers, Pressures, State, Impact, Response
FPIC	Free, Prior, and Informed Consent
FSRP	Food Systems Resilience Program
GESI	Gender Equality and Social Inclusion
ILM	Inclusive Landscape Management
ILMP	Inclusive Landscape Management Plan
IWMI	International Water Management Institute
NGO	Non-Governmental Organization
RAAKS	Rapid Appraisal of the Agricultural Knowledge System
ToR	Terms of Reference
WWF	World Wide Fund for Nature

Executive Summary

The Inclusive Landscape Management (ILM) Facilitators' Manual provides a comprehensive guide for practitioners, development partners, and local stakeholders to co-design and implement landscape management processes that are inclusive, participatory, and sustainable. Recognizing the complex interlinkages between ecosystems, livelihoods, and governance, the manual offers both conceptual grounding and practical tools to strengthen collaborative approaches to land and water resource management. This Facilitator's Guide is used by project leads who will guide and support facilitators in facilitating the ILM planning process in a landscape or watershed.

At its core, ILM is a process that brings diverse actors together—farmers, community leaders, traditional authorities, civil society organizations, private sector actors, and government institutions—to negotiate, plan, and act on shared priorities for managing landscapes. The manual positions ILM not as a prescriptive framework, but as a flexible, adaptive process that can be tailored to the needs of different contexts and communities. It builds on lessons from existing initiatives and provides practical guidance to facilitate inclusive dialogue, knowledge exchange, and collective decision-making.

Objectives of the Manual

The manual aims to:

1. Strengthen facilitation capacity for ILM by equipping facilitators with clear step-by-step processes, participatory tools, and adaptable strategies.
2. Promote inclusivity by embedding gender equality, social inclusion, and youth engagement throughout the design and implementation of landscape plans.
3. Institutionalize learning and collaboration by linking ILM processes to formal governance structures, policies, and community-led initiatives.
4. Support sustainability by encouraging adaptive management, knowledge sharing, and the scaling of successful practices across projects and geographies.

Structure and Key Features

The manual is structured into four sequential phases, each with defined activities, milestones, and outputs:

- **Phase 0:** Preparing the Project – Establishes project modalities, secures agreements with donors, selects and trains facilitators, and ensures readiness for implementation.
- **Phase I:** Analyzing the Situation – Involves stakeholder mapping, community entry, data collection, situational analysis, and validation through multi-stakeholder dialogues.
- **Phase II:** Developing the ILM Plan – Guides stakeholders in co-developing, reviewing, and validating an inclusive landscape management plan, followed by its community launch.
- **Phase III:** Facilitating Implementation – Supports the establishment of community and steering committees, development of action plans, coordination with contractors, and oversight of interventions until handover and final reporting.

Each phase is supported by facilitation guidelines, participatory tools, and templates to enable project leads and facilitators to adapt the process to local contexts while upholding ILM principles of inclusivity and sustainability.

Strategic Value of ILM

The manual underscores ILM's strategic role in addressing interconnected challenges of food security, climate resilience, biodiversity conservation, and livelihood improvement. By aligning the interests of multiple stakeholders, ILM creates a platform for negotiated trade-offs, shared responsibilities, and co-investment in sustainable resource use. The approach also complements national policies and international frameworks, including the Sustainable Development Goals (SDGs), the Paris Agreement on climate change, and global biodiversity commitments.

Implementation Challenges and Capacity Needs

The manual highlights critical challenges to effective ILM, including:

- Limited institutional capacity for cross-sector coordination.
- Weak integration of gender and inclusion mechanisms in practice.
- Resource constraints for long-term facilitation and monitoring.
- Difficulty sustaining momentum beyond project cycles.

To address these gaps, the manual emphasizes capacity development, institutional embedding, and partnerships. Facilitators are encouraged to champion inclusive practices, leverage local knowledge, and foster shared ownership of landscape outcomes.

Conclusion

The ILM Facilitators' Manual is both a practical toolkit and a strategic framework for advancing inclusive, sustainable landscape management. By combining participatory approaches with institutional strengthening, it seeks to empower facilitators and stakeholders to co-create resilient landscapes that deliver benefits for people, ecosystems, and economies. It is not merely a manual for facilitation, but a guide to building long-term, inclusive, and adaptive systems for managing landscapes in Africa and beyond.

Introduction

1. Purpose of this Document

This document contains guidelines to facilitate the process of developing an Inclusive Landscape Management (ILM) plan. The purpose of the document is to provide tools to guide stakeholders in a landscape or watershed through the ILM process with as a result an ILM framework for planning, managing, and conserving the natural ecosystem in a sustainable way that can be used to source funding from donors and/or public and private sector to support its implementation.

Purpose of ILM

The purpose of ILM is to create a healthy landscape that is sustainably managed while preserving biodiversity and ecosystem services (1000 Landscapes for 1 Billion People. 2022). The stakeholders will work in partnership with the different users of the natural resources, and natural resources are used responsibly based on equality, equity, and accountability while serving the purpose of the community. The purpose of ILM is not to conduct research. The interventions selected in the ILM plan should be proven and tested.

This document is based on the experiences of IWMI staff in ILM planning in Burundi, Ghana, Nigeria, Rwanda, and other countries (Mali and Ethiopia) that demonstrated a successful delivery of landscape management (Nartey, et al. 2025; Niyuhire, et al. 2024; Igbadun, et al. 2024; Oyawole, et al. 2024; Atampugre, et al, 2023;; Tilahun, et al. 2023)

Target group

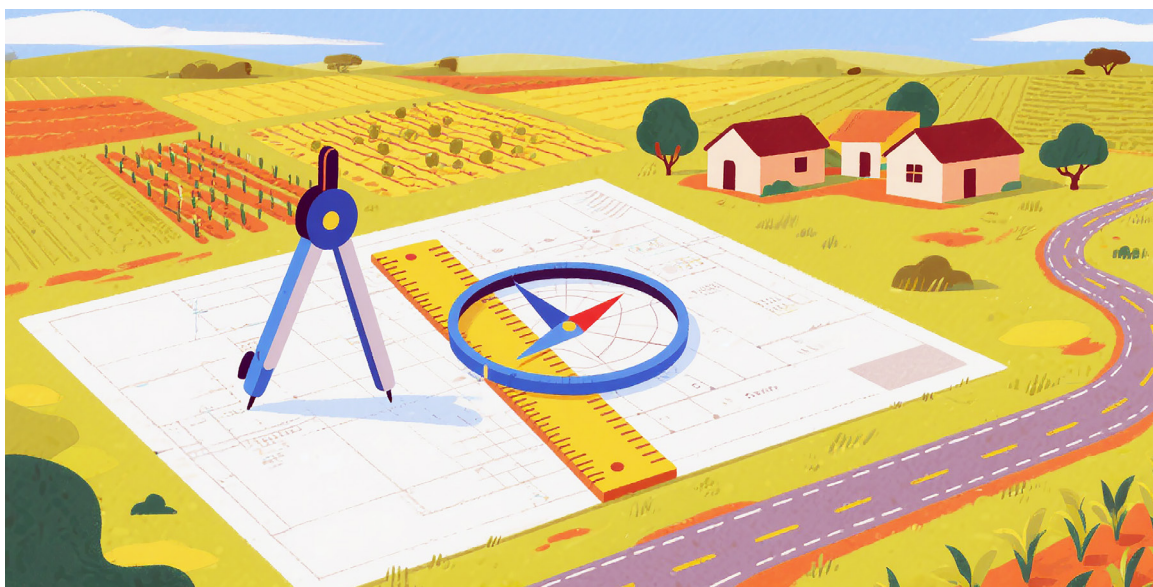
This Facilitator's Guide is used by project leads who will guide and support facilitators in facilitating the ILM planning process in a landscape or watershed. The guide contains all activities that are either facilitated by the project lead or facilitators. Facilitators will have their own guide which only contains the activities they need to facilitate.

Content

This document describes four phases each consisting of several activities. The four phases include:

Phase 0: Preparing the project

This phase is implemented by project staff and is focused on understanding the context, developing budgets, managing perceptions among all parties involved, and selecting and preparing facilitators.



Phase I: Analyzing the situation

In this phase the facilitators analyze secondary data, map stakeholders, analyze power among stakeholders, and collect input and ideas from various stakeholders through interviews. The information is validated in a multi-stakeholder dialogue organized by the facilitator.



Phase II: Developing the ILM plan

In this phase the facilitator guides communities in the process of inclusive co-development and validation of the ILM plan based on input of various stakeholders. It is important to gather input and ideas from diverse stakeholders, thereby systematically considering gender dynamics and inclusion aspects to ensure that all voices are heard and considered in the process.



Phase III: Facilitating the implementation

In this phase, the enabling conditions for the coordinated implementation of selected solutions will be created by setting up the Community Committee, and coordination between beneficiaries and contractors. Emphasis should be placed on addressing the specific needs of women, youth, people with disabilities, and other vulnerable groups, as well as on integrating their perspectives to promote equality and inclusion throughout the process. The plan should also include concrete actions to overcome structural and societal barriers that limit these groups' access to resources and opportunities. The facilitator must be involved in the implementation of this phase, although the project leader might take the lead.



Several activities in this manual refer to facilitation guidelines for information collection and workshops. These facilitation guidelines are provided at the end of this document. You are expected to follow these guidelines as they are part of the unique approach described in this manual. In the Annexes you will find additional information that will give you background information on some of the activities. In addition, reference is made to templates and sample documents. An overview of these can be found in section 6 of this chapter.

2. Using This Document

You, the project lead, will use this document to manage an ILM project. Some of the activities, mainly in phase 0, will be implemented by you. Most activities in phases I and II will be implemented by facilitators. Phase III can be (partly) implemented by facilitators or by the project lead. For each activity it is indicated who should implement the activity. In case you as project lead should implement the activity, you should follow the steps as described. In case the activity is implemented by facilitators, your task is to guide facilitators during the implementation process. The facilitators have their own guidebook in which only the activities they need to implement are described.

To use this document:

1. Look at the **workplan** on the next page to get an idea of the phases and activities for each phase and the timeline.
2. **Review all activities** before starting your project, so you know what to expect. The results of several activities will be used during other activities, so it is useful to know how activities are linked.
3. **Adapt activities** to the local context and ensure they are inclusive and considerate of the needs of marginalized and vulnerable groups, while adhering to ILM principles.
4. Look at the **templates** that are available and adapt any to the local context, if necessary.
5. Once the project starts, **keep reviewing the steps** and adapt to any Gender Equality and Social Inclusion (GESI) dynamics, if necessary. Keep in mind that activities and procedures described in the facilitator's manual are not static; it is possible for example to add stakeholders to the stakeholder map at any time.

Share your experience

Keep notes of changes or adaptations and challenges that you encounter and share them with Project Lead/Team or the project implementation institution. Your experiences to improve this document for future use.

3. Terminology Used

The following terminology is used in the document.

Beneficiaries	Stakeholders who benefit from the interventions implemented in their landscape or watershed.
Community Committee	Selected stakeholders in a landscape or watershed who will oversee the implementation of selected interventions.
Interventions	Solutions to address challenges identified by stakeholders in their landscape or watershed.
Landscape	The visible features of an area of land encompassing natural and human-modified ecosystems, managed as an integrated system to balance interactions among ecological, economic, and social needs.
Party	An organization or person with an interest in the ILM project. In phase I activity 1 you will find a description of the different parties involved in an ILM project.
Project	We will use the term 'project' to describe all activities to develop and implement an ILM plan.
Stakeholders	Persons or parties interested in or could influence outputs/outcomes of ILM activities in a selected landscape or watershed.
Watershed	A drainage basin (geographical area) of land that drains all the rainfall and surface water (streams, rivers, and runoff) into a specific location or body of water, like a lake, river, estuary, wetland, or ocean.

4. Ensuring Gender Equality and Social Inclusion (GESI)

Including marginalized groups is essential for equity, legitimacy, and better outcomes. But real inclusion goes beyond just inviting marginalized groups to meetings and ensuring that one member of the Community Committee is a woman. It's about creating space, support, and safety for their voices to be heard and respected.

In Document 1 you will find a checklist for inclusive participant selection during ILM development. You should use the checklist during several phases, including when developing the stakeholder map or selecting participants for a program.

Access this document using the QR code on page 13

You can do the following:

- 1. Identify marginalized and vulnerable groups.** This is part of your stakeholder map (see Phase I, activity 3). Keep in mind that marginalized and vulnerable groups often exist within larger groups. For example, maize farmers consist of men and women, young and old farmers, sharecroppers or tenants and landowners, subsistence farmers and those who sell their crops, indigenous people and migrants, etc.
- 2. Involve them early.** Do not wait until the multi-stakeholder meeting (see phase I, activity 7) to engage with them.
 - *Hold pre-meetings or focus group discussions* to build confidence, gather their views, and prepare them.

- *Ask someone they trust to join you during meetings.* This can be a social worker, an extension officer, or your contact person.

3. **Invite marginalized groups to meetings and programs.** You can consider quotas for minority or disadvantaged groups e.g. herders, women, youth, persons with disabilities, widows etc., but more importantly, people should be well represented. Your identification of marginalized and vulnerable groups is essential for this.

4. **Remove practical barriers.**

- *Consider the venue* for meetings or activities. Vulnerable groups often have fewer possibilities to travel so consider the distance to the venue. Use facilities that are easily accessible for the physically challenged.
- *Consider the timing* for meetings or activities to avoid conflict with household chores, caregiving, or other activities.
- *Organize translation*, if necessary. Do not assume that everyone speaks the same language. Provide relevant translators for visually or hearing impaired.
- *Consider literacy levels:* Use simple languages and visual tools such as pictures where possible.
- *Do no harm*, which means that your activities should not worsen a situation for individuals or groups. Consider the social and cultural context when inviting certain people for meetings.

5. **Use inclusive facilitation methods during multi-stakeholder meetings.**

- *Use buzz groups* (2-3 people per group) in which you group marginalized and vulnerable people. Because the groups are small and groups are homogenous, people will feel at ease to speak.
- *Do not mix groups and do not use larger groups*, because more vocal participants will dominate the conversation.
- *Use paraphrasing* to help people share their ideas and thoughts.
- *Do not use plenary sessions to collect ideas.* Collect ideas using small, homogenous groups in which ideas are added anonymously.
- *Do not try to have everyone agree on everything.* The reality is that different ideas and views exist. It is better to find a solution that considers these different ideas and views instead of forcing an "agreement" with winners and losers.
- *Do not put people or groups on the spot.* For example, by pointing to someone and asking what they think or saying that "the migrants in this group think"

6. **Set inclusive criteria when selecting challenges or solutions.** For example, challenges that affect women, youth, migrants, sharecroppers/tenants, etc.

7. **Develop inclusive indicators to monitor and evaluate the impacts** of landscape management interventions on gender equality and social inclusion.

- Go beyond the "number of females" or "number of youths".
- Look at change of perceptions and feedback on whether people feel heard and respected, inclusion in activities and decision-making, etc.

8. Keep them involved

- Do not make it a one-time, tick-the-box exercise but keep channels open.
- Invite them to join working groups, feedback loops, or decision-making processes going forward.
- Include issues affecting marginalized and vulnerable groups in the meeting agenda with action points.
- Set up working groups related to issues affecting marginalized and vulnerable groups.

The Soil Values GESI analysis report has detailed GESI context for the 4 target countries using USAID's Integrating Gender Equality and Women's Empowerment program cycle framework. Using 6 domains of analysis: 1) Laws, Policies, Regulations, and Institutional Practices; (2) Social Norms and Beliefs; (3) Gender Roles, Responsibilities, and Time Use; (4) Access to and Control over Assets and Resources; (5) Patterns of Power and Decision-making; and (6) Personal Safety and Security. It also details recommendations for program implementation.

5. Milestones and Timeline

The table below provides an overview of the four phases and the milestones and timeline for each phase.

Phase 0 Preparing the project	Phase I Analyzing the situation	Phase II Developing the ILM plan	Phase III Facilitating the implementation
Milestones <ul style="list-style-type: none"> - Modalities of project implementation are agreed with donor. - Facilitators are selected and trained. 	Milestones <ul style="list-style-type: none"> - Stakeholders are mapped. - Situation analyses performed with input from stakeholders and validated. 	Milestones <ul style="list-style-type: none"> - ILM plan has been developed. - ILM plan has been launched in the communities. 	Milestones <ul style="list-style-type: none"> - Community committees and Steering Committees set up and functioning. - Selected interventions are implemented. - Project results are handed over to the communities.
Timeline 1 month	Timeline 6 months	Timeline 2 months	Timeline 3 months before implementation starts

6. Overview of Templates and Sample Documents

This facilitator guide refers to templates and sample documents that can assist the project lead and facilitators in implementing the activities described in this document. The templates and sample documents are not included in this document, but are provided as separate files for ease of use. In the table below, an overview of all templates and samples documents is provided.



Scan this QR Code to access the templates and examples

Document number	Activity number	Title of document	Format of document
1		Checklist for inclusive participant selection during ILM development	Word
Phase 0: Preparing the project			
2	Activity 1, action point 3	Example budget for a landscape situational analysis	Word
3	Activity 1, action point 3	Document 3 Example budget for ILM codesign and validation (phase II and III)	Word
4a	Activity 2, action point 1	Example Terms of Reference for facilitators for co-design of ILM plan	Word
4b	Activity 2, action point 1	Example Terms of Reference for facilitators for landscape situational analysis	Word
5	Activity 3, action point 4	Example evaluation form facilitators training	Word
6	Activity 3, action point 5	Template training report	Word
Phase I: Analyzing the situation			
7	Activity 1, 5 and 6	Template DPSIR framework	Word
8	Activity 3, action point 1	Example Free, Prior, and Informed Consent (FPIC) Protocol	Word
9a and 9b	Activity 3, action point 6		
Activity 5, action point 4	Example consent form	Word	
10a	Activity 5, method B	Example of household survey	Word
10b	Activity 5, method B	Example of household survey	PDF
11	Activity 6	Examples of stakeholder maps	Word
12	Activity 6	WWF cross cutting tool stakeholder analysis	PDF
13	Activity 8	Table of content landscape situational analysis report	Word
Phase II: Developing the ILM plan			
14	Activity 2	Template ILM Plan	Word
Phase III: Facilitating the implementation			
15	Activity 1	Template Action Plan	Word
16	Activity 3	Example Terms of Reference Community Committee	Word

Phase 0:

Preparing the Project

Phase 0: Preparing the Project

To be implemented by Project Team

Purpose

The purpose of phase zero is to prepare the project before starting any activity. This phase will be carried out by the project lead and the team. It includes the following activities:

1. Understand the context.
2. Select facilitators.
3. Prepare facilitators.
4. Check if you are ready to start.

Timeline

Activity	Weeks					
	1	2	3	4	5	6
1. Understand the context						
2. Select facilitators						
3. Prepare facilitators						
4. Check if you are ready to start						

Deliverables

- Terms of Reference or contract with the donor who has given the assignment and will cover the costs to facilitate the process and to execute the selected interventions. In case there are multiple donors, you need contracts with each of them.
- Modalities on procurement of materials and services to implement selected interventions.
- Terms of Reference to select the organization or individuals (facilitators) that will facilitate the process.
- Signed contract with the organization or individuals (facilitators) that will facilitate the process.
- Action plans for all facilitators.
- Training report of training course for facilitators.

Available Templates and Examples

Access these templates and examples using the QR code on page 13

- Document 2: Example budget for a landscape situational analysis (see activity 1.2).
- Document 3: Example budget for ILM codesign and validation (see activity 1.3).
- Document 4a: Example Terms of Reference for facilitators for co-design of ILM plan (see activity 2.1).
- Document 4b: Example Terms of Reference for facilitators for landscape situational analysis (see activity 2.1).
- Document 5: Example evaluation form facilitators training (see activity 3.4).
- Document 6: Template for the training report (see activity 3.5).

Activity 1: Understand the Context



Parties Involved

Several parties are involved in the project, each with a specific role. Sometimes one party will play more than one role. In general, the following parties are involved in the project:

- The party that **gives the assignment**. This is often a donor or project.
- The party that will **cover all costs**, including the facilitation of the process and the selected interventions. This is often a donor or project, for example the Food System Resilience Program (FSRP) of the World Bank. This could be the party that also gives the assignment but not always.
- The party that **manages the ILM project** and provides **technical backstopping** during all four phases. This can be IWMI or another party specialized in ILM.
- The party that will **facilitate the process**. This could be a non-governmental organization (NGO), a consultant, a consultancy firm, staff of universities, technical staff of projects, etc.
- The party that **develops and owns the ILM plan**. This is/are the involved community/ies by default.
- The party that **owns the results** when the project is completed and the selected interventions of the ILM plan have been implemented. For example, if a dam is built, who owns the structure, and who is responsible for its maintenance? This is often a governmental agency, but it can also be the involved community/ies.
- The party that is responsible for the **procurement of materials and services** to implement the interventions. This can be the party that gives the assignment, covers all costs, facilitates the process, or IWMI.
- The party that will **implement the selected intervention(s)**. This can be the community/ies, but it can also be companies, especially when specific knowledge and/or equipment is needed to implement the interventions.

Keep in mind that during the project, each role needs to be covered. The first four roles need to be clear before you start the second phase of the project, while the other roles will become clearer once the project starts.

Actions

1. **Check the project document.** The project document contains the details of the assignment.
 - o Check the details of the assignment, such as the goal or focus of the project (sustainable and equitable use of land and water resources, soil health and fertility, nature conservation, etc.), key objectives, targets, key activities, milestones, deliverables, intervention area, level of intervention (communities, watershed, landscape, etc.), project duration, specific challenges to be addressed, donors and stakeholders to be involved, etc.
 - o If the details of the assignment are not (clearly) written down, the project lead should write list the details of the assignment.
2. **Discuss the modalities of the project with the party that has given the assignment**
 - o Discuss the details of the assignment with the party that has given the assignment to avoid wrong expectations and miscommunication during the project.
 - o Inform the party how you are going to carry out the assignment. Put this in writing and have them formally agree to the process.
 - o Agree on the terms and format of reporting.
 - o Agree on timelines for implementation.
 - o Manage expectations by agreeing on what is and is not included in the project.
3. **Develop budgets.**
 - o Develop per watershed/landscape a **budget for phase I** (Analyzing the situation). See Document 2 for an example budget. Include the costs for:
 - Community entry (phase I, activity 4).
 - Data collection (phase I activity 5, including field visits, workshops, focus group discussions, soil or water analysis, etc.).
 - Multi-stakeholder dialogue (phase I, activity 7).
 - Fees for the facilitator and enumerators for the data collection and all workshops, analyze the results (phase I, activity 6), and write the report (phase I, activity 8).
 - Travel costs for the facilitator(s) and enumerators, including transport.
 - The operating costs of a Community Committee (see phase III, activity 3).
 - o Develop per watershed/landscape a **budget for the costs of facilitating the process for phase II**. See Document 3 for an example budget. Include the costs for:
 - Fees for the facilitator(s).
 - Travel costs for the facilitator(s), including transport, accommodation, and meals.
 - Costs of meetings and workshops, including venue, refreshments, and accommodation for some participants.

- Consider budgets for caregivers of persons with disability who may need to accompany them to activities, and cost for interpreters e.g., sign language translator, etc.
- o Develop per watershed/landscape **a budget for the costs of facilitating the process for phase III**. See Document 3 for an example budget. Even if you do not know yet the interventions to implement, you can estimate the following costs:
 - Fees for the facilitator(s).
 - Travel costs for the facilitator(s), including transport, accommodation, and meals.
 - Costs of meetings and workshops, including venue, refreshments, and accommodation for some participants.

The budget to implement the ILM plan will only be developed in phase II, activity 2 once interventions are selected.

4. Discuss the modalities of the project with the party that will cover the costs of the selected interventions.

The goal, thematic focus, and limits of the project should be clear in advance. In addition, it should be clear who will provide the funds to implement selected interventions, as this will set the boundaries for interventions. Because interventions will only be selected in phase III, it is not possible to develop a budget in advance.

- o Agree with the party on the goal of the project and the thematic focus.
- o Agree with the party on what type of interventions they are willing to cover and what type of interventions they are certainly not willing to cover.
- o Check if there is a maximum amount the party is willing to spend.
- o Inform the party how you are going to carry out the assignment. Put this in writing and have them formally agree to the process. It should include the process of agreeing on which intervention will be funded.
- o Agree on the terms and format of reporting and accounting.
- o Manage expectations by agreeing which costs are covered, and which are not.

5. Discuss the modalities of the project with the party that will cover the costs of facilitating the process.

It should also be clear who will cover the costs of facilitating the process. This will probably be the same party that will cover the costs of the selected interventions. Be aware that donors often do not realize that facilitating the process is not only necessary but also costs money.

- o Have the party formally agree to the budget.
- o Agree on the modalities of payment: will you receive an advance or will you get your costs reimbursed.
- o Agree on the terms and format of reporting and accounting.
- o Manage expectations by agreeing about which costs are covered, and which are not.

6. **Agree with all parties who is responsible for the procurement of materials and services to implement the interventions.**
 - o Ensure that all procurement modalities are clearly put into writing.

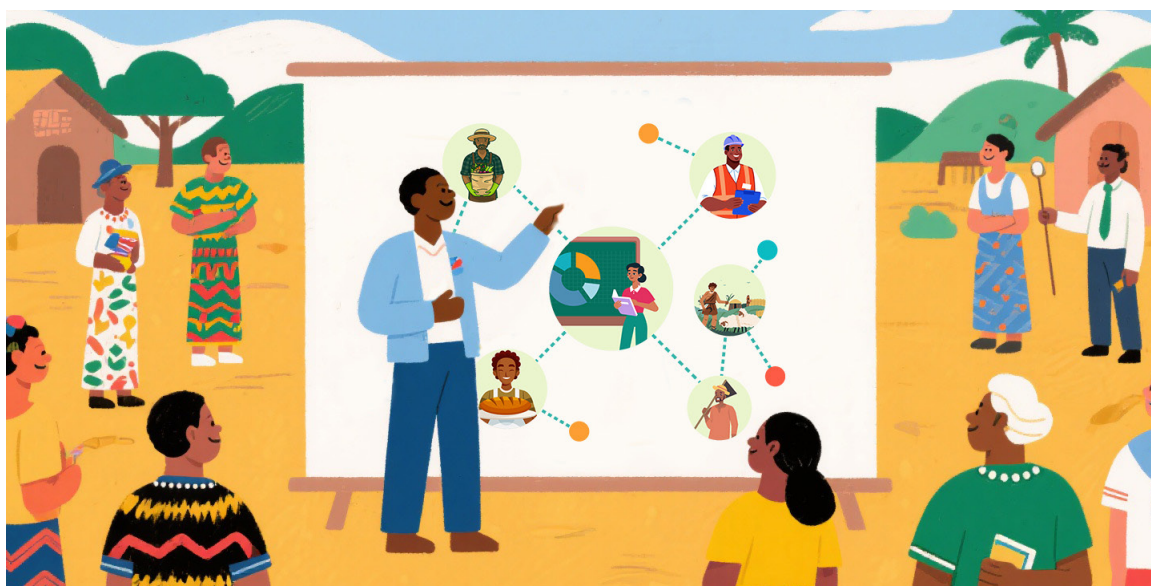
Expected Challenges

- **It is not clear yet who will cover all costs.** Solution: Do not start any project activities until this is clear. Starting the process means that costs will be made, and expectations will be raised. You want to avoid at any time that the community/ies has selected interventions and there are no funds to implement them.
- **The party that will cover the costs of the selected interventions is not willing to bear the costs of facilitating the process or wants to cut back on this.** Solution: Clearly explain what the process entails and what the positive results are. Also explain the risks of not facilitating the process and/or cutting back on facilitation. Create a budget that matches the process, so that the party has insight into the costs involved.

Gender Equality and Social Inclusion when understanding the context

Ensure that context analysis includes a GESI lens by identifying how gender, age, ethnicity, disability, and socio-economic status influence access to and control over natural resources. Collect sex-, age-, and diversity-disaggregated data, engage marginalized groups (e.g., women, youth, persons with disabilities, minority groups) in participatory mapping and stakeholder consultations, and analyze power dynamics, land tenure systems, and decision-making roles in the landscape. This will inform inclusive planning and ensure that interventions do not reinforce existing inequalities.

Activity 2: Select Facilitators



Profile of a Facilitator

IWMI will not facilitate the ILM process but will use external facilitators. They will receive specific facilitation guidelines based on this facilitator's manual which only contains the activities implemented by the facilitators. For each project, you have to select the facilitators.

Lessons learned

IWMI has good experience with private consultants, because you can discuss directly with the facilitators what needs to be done and how it should be done. With NGOs, the discussions are always with the project leader and not with the facilitators, so you never know for sure whether the facilitators are capable and willing. Consider gender equality when selecting facilitators. During the ILM process, inclusion of marginalized and vulnerable groups is important. As project, you should practice what you preach.

Facilitators should:

- Not be a stakeholder. Local government and local leaders are stakeholders and should therefore be excluded as facilitators. They can play a role in bringing stakeholders together. In some countries, such as Ethiopia, the local government has to be involved as facilitator because outsiders are not allowed to work directly with and in communities.
- Have facilitation skills and experience as a facilitator and are willing and eager to improve and learn new facilitation skills. The person should be available and willing to follow the facilitation skills training offered by IWMI.
- Be willing to follow the facilitation guidelines as described by the project (which are in line with this facilitator's manual).
- Be unbiased, meaning that the facilitator should have no vested interest in the decisions made by the communities.
- Have integrity and do not favor one stakeholder or actor over the other.
- Have authority and respect. This does not automatically mean that a facilitator needs to be an older (male) person. Authority and respect are also gained by being skilled in facilitation.
- Be analytical and discuss facts and information in a way that is easy to understand.
- Have basic knowledge of natural resource management and its social aspects, biodiversity, and ecosystems.

Using the Rapid Appraisal of the Agricultural Knowledge System (RAAKS) Method

The facilitators conduct a situational analysis in the communities in Phase I and develop the ILM plan in Phase II. Although the situational analysis and the ILM plan are based on the input of different stakeholders, it is the facilitator who takes the lead in all activities.

The Rapid Appraisal of the Agricultural Knowledge System (RAAKS) is a **participatory, action-oriented methodology** designed to help stakeholders in agriculture and rural development **analyze and improve communication and knowledge flows** within their systems. Activities 1 to 7 in Phase I and activities 1 to 4 in Phase II can be facilitated using RAAKS elements. RAAKS specifically focuses on communication and knowledge flows, but elements can easily be adapted to focus on inclusive landscape management.

Using RAAKS elements, the situational analysis and the ILM plan are developed by stakeholders, while the facilitator facilitates the process. Because stakeholders collect and analyze data and

consult other stakeholders during the process, it increases ownership and acceptance of results. It also improves awareness and understanding on issues. The word “rapid” in RAAKS refers to the short time span required, namely 2 months.

In Annex 1 you will find a description of RAAKS activities. If you want to use RAAKS elements, you must train facilitators in these elements as part of their preparations (see activity 3).

Actions

1. **Develop a Terms of Reference (ToR)** that includes the goal or focus of the project, key objectives, targets, key activities, milestones, deliverables, intervention area, level of intervention, project duration, specific challenges to be addressed, donors and stakeholders to be involved, use of the facilitation guidelines as described in the project, accounting and reporting modalities, etc. See Document 4a and 4b for an example ToR.
2. **Advertise the call** on social media or in the newspaper, and distribute it in your and IMWI’s network.
3. **Select facilitators during the first round** based on the ToR.
4. **Select facilitators during a second round** based on their facilitation skills and ILM knowledge.
 - o Use the assignment as described below for the facilitation skills. The assignment will take place during the job interview.
 - o Develop a test with questions about ILM and have each candidate take the (oral) test during the job interview.

Assignment to test facilitation skills

Say that the interview team will play community leaders. They need to decide whether to spend money on road maintenance, construction of market stalls, or teaching aids for the primary school. Ask the candidate to facilitate this process.

Let the candidate facilitate for 10-15 minutes. You will probably know within a few minutes whether the candidate has experience in facilitating and whether he or she has good facilitation skills or not. Those who suggest to vote without any discussion, can be eliminated immediately.

5. **Develop contracts with facilitators that include the Scope of Work.** You can use the Terms of Reference for input (see Documents 4a and 4b). The contract should include:
 - o A summary of the goal or focus of the project, key objectives, targets, key activities, milestones, deliverables, intervention area, level of intervention, project duration, specific challenges to be addressed, donors and stakeholders to be involved, etc.
 - o Description of key activities, targets, deliverables, and time frame per facilitator.
 - o Use of the facilitation guidelines as described in this document.
 - o Accounting and reporting modalities.
 - o Evaluation criteria for the implementation of the work to be done.

Expected Challenges

- **It is difficult to find facilitators who are knowledgeable about ILM.** Solution: Use the results of the test to develop your training program for facilitators (see phase 0, activity 3). In case the level of knowledge is low, check for online materials that facilitators need to read before attending the training program.
- **It is difficult to find facilitators with proper facilitation skills.** Solution: Do not be discouraged. People with experience in the field know the dynamics in communities, which is a good basis for this work. As long as they are enthusiastic and willing to learn, the training course for facilitators (see phase 0, activity 3) can help to improve their facilitation skills.

Gender Equality and Social Inclusion when selecting facilitators

When selecting facilitators, ensure gender balance and social diversity by including women, youth, persons with disabilities, and representatives from marginalized groups. Facilitators should be trained in gender-sensitive facilitation techniques, understand local power dynamics, and be able to create inclusive and safe spaces for participation. Consider linguistic, cultural, and literacy factors to ensure facilitators can effectively engage all community members, particularly those who are often excluded from decision-making processes.

Activity 3: Prepare Facilitators



Most likely you can find facilitators who have experience in facilitating processes. To ensure that all facilitators can use the facilitation guidelines and facilitate the various methods described in the guidelines, IWMI must prepare the facilitators for the task at hand.

Actions to Prepare Facilitators

1. **Organize a training program** for the facilitators. The duration of the program depends on the existing level of ILM knowledge and facilitation skills of the selected facilitators. Cover the following topics:

- o Understanding the background of the project, including all aspects mentioned in the Scope of Work.
 - o Using the facilitator's guide, including facilitation skills.
 - o Understanding ILM and its importance, possible interventions, and what types of interventions are not included.
 - o Being able to carry out the administrative side of the work, including modalities for implementing activities, reporting, accounting, etc.
 - o Take trainers through the formats for reporting. The better they use the format, the easier it will be for you to develop a report for the various parties.
2. **Have each facilitator facilitate a session using the facilitation guidelines.** This can be part of the training program. Give everyone a session from the manual and let them facilitate it with the rest of the group playing members of a community. This practical activity is to check if facilitators are ready to start project activities.
 3. **Have each facilitator develop a detailed action plan,** including deadlines and deliverables. You will use these plans to monitor progress. This can be part of the training program.
 4. **Have facilitators evaluate the training course.** The evaluation should also include a self-evaluation of facilitators in which they can rate their capacity and confidence to facilitate the ILM process. See Document 5 for an example of an evaluation form.
 5. **Write a training report** which includes an assessment of all facilitators. See Document 6 for a template for a training report.

Actions to Ensure Proper Reporting

1. **Train facilitators on reporting.** This can be done during the training program as described above.
 - a. Walk them through the reporting format.
 - b. Have them work with one format that includes all activities different phases.
 - c. Have them submit an updated version of their report after each activity or once a month so you can check the quality, ask for missing information and give feedback on how to improve. This will save you a lot of time when you need to compile everything in one report.
 - d. Agree on the dates they should submit updated versions.
2. **Coach facilitators on reporting during phase I, II, and III.**
 - Do not assume that everyone can write a report.
 - Have facilitators submit an updated version of their report after each activity.
 - Give feedback within one or two days and discuss the feedback with the facilitator.
 - Keep repeating that an activity is not completed if it is not reported.
3. **Be strict on deadlines.** Add to the contract that no payments will be made until reporting has been done and/or apply penalties for late submission.

Expected Challenges

- **Selected facilitators are reluctant to attend the course** because they think they already know everything. Solution: Make the course part of the contract, which means all facilitators must attend the course. Start your course with a facilitation exercise that immediately shows that they still have a lot to learn.

Gender Equality and Social Inclusion when preparing facilitators

Facilitator preparation should include training on gender equality, social inclusion, and unconscious bias to equip them with skills to recognize and address exclusionary dynamics during implementation. Ensure facilitators are prepared to use inclusive communication methods, manage power imbalances in group settings, and adapt tools and approaches to be accessible for diverse participants, including those with low literacy, disabilities, or from marginalized groups. Encourage self-reflection on facilitators' own positionality and its potential impact on participant engagement.

Activity 4: Check If You Are Ready to Start



Check that all points on the checklist below have been completed.

Checklist

- All modalities of the project, including targets and deliverables, are discussed and agreed upon with the party giving the assignment.
- It is clear who will cover all costs of selected interventions and modalities are agreed upon with the party.
- It is clear who will cover all costs of facilitating the process and modalities are agreed with the party.
- It is clear who is responsible for the procurement of materials and services to implement selected interventions, and all modalities are discussed and agreed upon with all involved parties.

- Facilitators have signed contracts.
- The facilitators have the necessary ILM knowledge and facilitation skills to carry out all project activities.
- Each facilitator has a personal action plan detailing all activities to be carried out, including reporting and accounting.

Expected Challenges

- **Facilitators are late in submitting their reports.** Solution: Check after each activity if reporting was done and have them share an updated version after each activity. If one person is consistently late, discuss what the problem is and how you can help them fix it.
- **Facilitators use their own format for reporting.** Solution: Explain during the training of the facilitators (see phase 0, activity 3) the importance of using your format and explain how it works. Coach facilitators in using the format.
- **The reports are too bulky.** Solution: Check for repetition and put information in tables rather than in a description. Read the report again from the point of view of your reader and focus on what they want and need to read. Delete information that might be important for you but not for your reader.

Phase 1:

Analyzing the situation

Phase I: Analyzing the Situation

To be implemented by Facilitator

Purpose

The purpose of the first phase is to know and understand the intervention area emphasizing inclusivity and equity. This includes:

- To **know who is there**, who is involved in what, what are roles and responsibilities, power, influence, and mandates, who decides over the land, the water, forest, etc. Any dynamics in favor of or detrimental to marginalized groups (e.g., women, youth, indigenous communities). How characteristics such as age, gender, disability, ethnicity, class, etc. can influence power.
- **Identifying issues or challenges** with landscape management related to the project goals. Depending on the focus of the project, this can be aimed at water, soil, land, trees, etc. Integrating local and scientific knowledge at this stage is important.
- **To ensure free, prior, and informed consent** (FPIC) and conflict-sensitive engagement to avoid exacerbating tensions. FPIC is a principle that recognizes the right of indigenous peoples to give or withhold their consent for any action that would affect their lands, territories, or rights, ensuring that such actions are undertaken with their free, prior, and informed consent.

The situational analysis includes the following collaborative activities:

1. Know what information is needed.
2. Define the extent of the watershed/landscape.
3. Prepare your community entry.
4. Enter the community.
5. Collect information.
6. Analyze the situation.
7. Organize a validation multi-stakeholder dialogue.
8. Develop a situational analysis report.

All activities are executed by the facilitators. Although the activities are presented as a linear approach, it is possible that new insights are developed throughout the process and facilitators will return to certain activities. For example, mapping of stakeholders (activity) will be done throughout this phase and even during phase II and III new actors can be added.

Using the DPSIR/SES Assessment Framework

The DPSIR-SEL Assessment Framework is a tool to develop a relatively comprehensive framework to understand the driving forces and pressures that are underpinning changes in the state of Social-Ecological Landscapes (SEL), as well as their implications for human well-being, ecosystems services and sustainable landscape management in general. You use the tool to determine what type of information and data to collect (phase I, activity 1 and 5) and to analyze the situation (phase I, activity 6).

DPSIR stands for:

- **Driver:** Underlying human activities or trends that drive change. For example, industrial development and population growth.
- **Pressure:** Direct pressures on the environment (e.g. pollution, land use). For example, discharge of untreated wastewater into the river
- **State:** The current condition of the environment. For example, water quality decreases (e.g., oxygen levels drop).
- **Impact:** The effects on ecosystems, human health, economy, etc. For example, fish die, people get sick, livelihoods affected.
- **Response:** Actions taken by society to address or manage the issue. For example, communities agree on wastewater treatment rules.

Check Document 7 for a detailed description of the DPSIR-SEL Assessment Framework.

Be aware

Keep in mind that the purpose of ILM is to create a healthy landscape that is sustainably and equally managed while preserving biodiversity and ecosystem services, with stakeholders working in partnership. This means that your situation analysis should focus on this and that you should detect problems that stand in the way of this goal.

Timeline

Activity	Weeks					
	1	2	3	4	5	6
1. Know what information is needed						
2. Define the extent of the watershed/landscape						
3. Prepare your community entry						
4. Enter the community						
5. Collect information						
6. Analyze the situation						
7. Organize a validation multi-stakeholder dialogue						
8. Develop a situational analysis report						

Visiting the communities, talking to the right people, collecting and analyzing all information, and revisiting communities to validate information will take time. This is because people or information might not be available, and stakeholders are scattered, so it takes time to physically visit them. In addition, you must consider the agricultural season because people might not be available because of planting, harvesting or other practices. However, it is important to allocate enough time. If you take shortcuts, you may miss the real problems that need solving. You may miss key stakeholders or not get the right people.

For example, the GESI analysis in Nigeria shows that the project target locations are conservative and the cultural-religious practices of kulle (lock in the house) and ba shiga (no entry) reflect particularly restrictive norms for women, particularly for activities outside the household. It is crucial to work with community gatekeepers and relevant women groups to ensure such women are captured in project activities.

Deliverables

- Stakeholder map.
- Database of stakeholders.
- Validated situational analysis report.

Available Templates and Examples

Access these templates and examples using the QR code on page 13

- Document 7: Template DPSIR framework (see activity 1, 5 and 6)
- Document 8: Example for a Free, Prior, and Informed Consent (FPIC) protocol (see activity 3).
- Document 9a and 9b: Example of consent forms (see activity 3).
- Document 10a and 10b: Examples of household survey (see activity 5)
- Document 11: WWF cross cutting tool stakeholder analysis (see activity 6).
- Document 12: Examples of stakeholder maps (see activity 6).
- Document 13: Table of content landscape situational analysis report (see activity 8).

Tips for easy reporting

Phase II includes many activities, each of which generates a lot of information. In order to be able to analyze the situation (see activity 6) and write a final report (see activity 8), you should work out your notes immediately after each activity, so that the information is still fresh in your mind. You should also write the description of that activity in your final report immediately. This means that you should plan time for your report between activities.

If you leave the report after you have executed all the activities, it will take you days to put all the information together. Make it a rule for yourself that **an activity is not completed if your notes are not worked out and if you have not included the activity in the final report.**

Manage Expectations

At any time, manage expectations of all stakeholders.

- Mention what the project can do in which time frame.
- Mention what the project cannot do.
- Emphasize transparency through regular community briefings and adaptive feedback loops.

Activity 1: Know What Information is Needed



Actions

1. **Check the following documents and templates** to get an idea of what information you need to collect to analyze the situation.
 - o The modalities of the assignment, including focus and scope of work (see phase 0, activity 1)
 - o The template of the ILM framework that will be developed in phase III, so you know the final result you want to achieve.
 - o The data collection approach you will use (see phase I, activity 5). Ensure that your approach will capture input of vulnerable and marginalized groups.
 - o The template for the report with the results of the analysis (see phase I, activity 8).
2. Check Document 7 on the **DPSIR-SEL Assessment Framework** and the example at the end of the document to know what indicators for data collection to use. For DPSIR, you need to collect the following data:
 - Drivers (D): socio-economic data (e.g., population growth, policies)
 - Pressures (P): stressors (e.g., pollution, habitat loss)
 - State (S): environmental metrics (e.g., biodiversity, water quality)
 - Impacts (I): consequences (e.g., health issues, ecosystem loss)
 - Responses (R): existing actions (e.g., policies, community efforts)
3. **Decide what method** you will use to map all stakeholders and collect information.
4. **Review regularly** what information you need to collect and what methods to use throughout this phase, because each time you talk to someone or collect information in another way your perspective might change.

Activity 2: Define the Watershed / Landscape



Sometimes the watershed or landscape is defined by the party that commissioned or pays for selected interventions. If this is not the case, you need to define the watershed or landscape. You can do this by following the actions below.

Actions

1. **Indicate what specific requirements watersheds** or landscapes must have to align with the purpose and focus of the project.
2. **Check the intervention areas** (countries, regions, districts) as stated by the party that commissioned the project, if applicable.
3. **Select watersheds or landscapes** based on the specific requirements and/or community interests using Google Earth. Alternatively, you can use participatory mapping methods in which you consult communities to define borders, shared resources, etc.
4. **Take GPS coordinates.** You can use a GPS for validation. The initial demarcation can be done with Google Earth or Digital Elevation Mode (DEM), hydrologically corrected.
5. **Get a map of the area** through Google Earth.
6. **List the communities** in the watershed/landscape.
7. **Describe this activity and the results and include this in your situational analysis report** (see activity 8). Include the selection criteria that were used and a map of the watershed or landscape.

DEM is a 3D representation of the “bare earth” surface, excluding trees, buildings, and other objects, showing topographic features like hills, valleys, and slopes. “Hydrologically corrected” or “hydrologically conditioned” refers to the modification of a Digital Elevation Model (DEM) to better represent the movement of water across a landscape by addressing issues like spurious depressions, blocked flow paths (like bridges and roadbeds), and enforcing drainage connections.

Expected Challenges

- It is difficult to identify a watershed or landscape that is in line with the purpose and focus of the project. Solution: Contact the party that gave the assignment to discuss this. Propose an alternative.

Activity 3: Prepare Your Community Entry



Your main objectives of entering the community are to get approval and endorsement by the formal decision maker(s) and (in)formal influencer(s) for the project in the intervention area. It is important to approach the right people, because if you leave out an influential stakeholder, it can jeopardize the entire project. It is possible that you need more than one visit.

Actions

1. Check the **free, prior, and informed consent (FPIC)** protocol. See Document 8 for an example. This will help you to formalize consent processes with traditional leaders and local governments.
2. **Identify which stakeholder(s) will be your entry point to the landscape/watershed.** The public sector is always your first entry point.
3. **Identify other stakeholders you would like to visit.** Depending on the situation, you involve other stakeholders.
4. **Check the security situation** in the areas you are going to visit.
 - Be aware of crime levels, terrorism threats, civil unrest, local laws, and health and natural hazards.
 - Check local news and media.
 - Monitor social media.
 - Ask local contacts or organizations, such as local government and NGOs.
 - Have a back-up plan, if you're visiting remote or politically unstable areas. Keep emergency contacts, know the location of the nearest hospital and police department, and know the different routes to leave the community.

5. **Be aware of the cultural context** in the communities you will visit to ensure that you will follow the local customs when speaking to people.
6. **Make enough copies of the consent form.** This is a form that everyone you talk to will sign to give you consent to use their information (see activity 5, action point 4). See Document 9a and 9b for example forms.

Activity 4: Enter the Community



Actions

1. **Meet with the formal decision maker(s).** Often this will be the local government at mid-level, for example district / woreda / Local Governance Area (LGA). It should be a higher-level officer who can take decisions.
2. **Meet with (in)formal influencer(s),** such as traditional leaders, leaders of farmers' groups, etc.
3. **Engage women's groups and youth representatives** early to ensure their perspectives shape project design.
4. **Discuss the following** when meeting with the selected stakeholders:
 - **Explain:**
 - o What ILM and natural resource management is and its purpose.
 - o The background of the project.
 - o The key activities and a time frame for implementation.
 - o What they can expect and what they should not expect.
 - o What is expected from them, for example support for project activities or introducing you to other stakeholders.
 - **Manage expectations.** Talk about ownership of the ILM plan and how they can use the plan to approach donors to request funding to implement interventions. Details about which donors they can approach, the requirements for approaching them and the type of interventions supported should be clear.

- **Discuss natural resources.** Ask about:
 - o Existence of natural resources.
 - o Issues concerning natural resources, for example floodings, conflicts between crop farmers and herders, illegal mining, bush fires, etc.
 - o Natural resource management, for example, how natural resources are managed, who is responsible, what are challenges, etc.
 - **Discuss other stakeholders:**
 - o Check the information from your stakeholder map.
 - o Ask for other stakeholders and add them to your stakeholder map.
 - When talking to the public sector representative, ask for a **representative of the district to enter communities** for the first time. This representative should have the approval of his/her supervisor and should know the communities.
 - Ask how they would prefer to be **informed about progress** and who your main contact person will be.
 - Clearly **explain the next activity** including a time frame.
 - **Request permission** to start activities in the area and ask for their endorsement. Even if it is an informal influencer, this shows that you respect the person and appreciate their role in the area.
5. **Follow up** after the meeting.
- a. **Send a message or e-mail to all participants** thanking for the meeting and summarizing the key points discussed and agreed upon. Send the summary to stakeholders who were not able to participate.
 - b. **Write formal letters**, if necessary, to obtain official approval to commence activities.
6. **Keep the stakeholders informed**, as agreed during the meeting.
7. **Describe this activity and the results and include this in your final report** (see activity 8).

Expected Challenges

- **You are not sure about your entry point to the landscape/watershed.** Solution: The public sector is always your first entry point. During your meeting with them, ask for other stakeholders that you should meet before starting any project activities.

Gender Equality and Social Inclusion when entering the community

Community entry processes must be inclusive, respectful, and culturally sensitive, ensuring that women, youth, persons with disabilities, and marginalized groups are engaged from the outset and not just traditional leaders or dominant voices. Use gender-sensitive messaging, consider appropriate timing and venues to enable broad participation, and involve local GESI champions where possible. Establish trust-building mechanisms that acknowledge existing inequalities and promote safe spaces for all.

Activity 5: Collect Information



Collecting information is not a one-time activity. You will collect information, analyze the information, and go back to the communities to collect additional information or to verify information.

Types of data/Information

You can collect information in the following domains:

- **Natural resources**, including type of resources, management, ownership, use, quality, etc.
- **Production**, including type of production (crop, livestock, agroforestry), use of natural resources for production, changes over the years.
- **Social aspects**, including household dynamics in terms of labor, decision making to implement innovations, sharing of benefits, social norms and beliefs, gender roles and responsibilities.
- **Economic aspects**, including livelihood, cost of production, profit from surplus production (if any), determination of market price, etc.
- **Human aspects** related to food security and nutrition.
- **Institutions**, including policies and regulations, linkages with the national plan, policy practices, etc.
- **Social cohesion** including gender relations, minority groups, herdsman/women, inclusivity, etc.

Information on Stakeholders

You also need to collect information on **stakeholders**. You need to collect:

- Contact details.
- The role or interest of each stakeholder.

We distinguish the following categories of stakeholders:

1. Primary stakeholders

- **Users of natural resources.** This group is very heterogeneous, for example, you cannot consider farmers, herders or pastoralists as one group of stakeholders. You can consider:
 - o those using natural resources (land, water, forest) to make a living, including farmers' groups or cooperatives.
 - o those who use resources to live, meaning everyone who lives in the landscape or watershed.
- **Managers of the natural resources,** often local government, for example forest guards, extension officers, etc.

2. Secondary stakeholders, including:

- Policymakers at different levels, such as national, regional, and district levels. Policymakers can include those in charge of natural resources, including minerals, forest, water, land, etc.
- Researchers and research institutes concerned with natural resource management.
- Market/industry agents, i.e. companies buying natural resources.
- Processing companies of natural resources.
- Technical partners, including NGOs or projects concerned with natural resource management.
- Private sector actors that offer services or technologies to use and manage natural resources.
- Market associations and cooperatives that bring together people within a profession or crop.

Actions

1. Review and finalize the list of required information you developed in Activity 1.

- a. Keep the focus and scope of the work in mind and ensure that you do not deviate from what the party who commissioned the work wants.
- b. Check Document 7 for information to collect for the DPSIR-SEL Assessment Framework.

2. Check which information is already available. You can check:

- The latest population and household census executed by the government.
- Surveys performed by NGOs, projects, local government agencies, etc.
- Large cooperatives and/or crop buying companies because they collect data from members. Especially if cooperatives are certified (organic, UTZ/RA, Fairtrade) they have an extensive database.
- Existing maps of the area with rainfall patterns, erosion, soil types, land cover maps, spatial data, demo sensitive data, etc. See Annex 2 on the use of LandScale for ideas. Check:
 - o The internet for existing maps.
 - o The local government. Check the date the maps were made, as they are often out of date.
 - o Large cooperatives and/or crop buying companies, because they often have mapped farms and their surroundings, especially those involved in export of produce.

3. **Decide how to collect information.** For different types of information, select the best method to collect the information (see below for different methods). For example, to get information about the water quality, you should take a water samples, you can check with the local government if they have results of samples taking over the past few years, and you can talk to people in the community to check how they perceive the quality of the water.
4. **Use ethical practices:**
 - Obtain informed consent by having everyone you talk to sign a consent form (see Document 9a and 9b for example forms). When dealing with illiterate people, ensure to read the form out loud and use thumbprints to sign the form.
 - Ensure anonymity. Try to avoid using names in your final report.
 - Share findings with participants. You will do this during the multi-stakeholder dialogue).
5. **Collect the information.** See below for each method of information collection, which steps to take.

Methods to Collect Data/Information

You should use different methods to collect information including:

- A. **Key informant interviews** in which you interview different people, often one-on-one. See Facilitation guidelines 1 on how to facilitate key information interviews.
- B. **Household surveys** to gather information about characteristics, behaviors, and experiences of individual households. See Facilitation guidelines 2 on how to facilitate household surveys and Document 10a and 10b for examples of a household survey.
- C. **Focus group discussions** in which you bring together representatives from one type of stakeholder. See Facilitation guidelines 3 on how to focus group discussions.
- D. **Participatory mapping** in which community members map the natural resources in their area. See Facilitation guidelines 4 on how to facilitate participatory mapping.
- E. **Transect walk** in which you walk together with community members through the community. See Facilitation guidelines 5 on how to facilitate a transect walk.

In addition, you can:

1. **Use of your mobile** to take pictures or videos of the area or a **drone for aerial views**.
 - a. Ensure you have a license if you want to use a drone or check the license if you use a company to take drone shots.
2. **Sample** water or soil to analyze the quality.
 - a. **Take samples** at different spots in the community and bring them to a laboratory for analysis.
 - b. **Check with stakeholders**, including the local government, large cooperatives, and crop buying companies if they have tests results from earlier years.
 - c. **Describe this activity and the results and include this in your final report** (see phase I, activity 8).

You do not have to use all methods, but select the best methods, considering the purpose of the project. Details on each methods and how to facilitate them are described below.

You should also think how you would like to **capture the information and data** you will collect. For methods for which you use questionnaires, including key informant interviews, group discussions, and household surveys, you can use data collection tools, like FastField, Jotform, Kobo Collect, POI Mapper, Slido, SurveyMonkey, Zonka Feedback, etc.

Gender Equality and Social Inclusion when collecting information

You can use the following guiding questions to check whether the data has been collected in a gender friendly and inclusive manner.

- Are data collection tools gender-sensitive and culturally appropriate?
- Are women, youth, people with disabilities, and marginalized groups actively consulted?
- Is disaggregated data (by sex, age, disability, etc.) being collected and analyzed?
- Are barriers to participation (e.g., language, timing, mobility) addressed?
- Are local knowledge systems—especially those of underrepresented groups—valued
- Are data collection tools gender-sensitive and culturally appropriate?
- Are women, youth, people with disabilities, and marginalized groups actively consulted?
- Is disaggregated data (by sex, age, disability, etc.) being collected and analyzed?
- Are barriers to participation (e.g., language, timing, mobility) addressed?
- Are local knowledge systems—especially those of underrepresented groups—valued?

Activity 6: Analyze the Situation



After your first round of data collection, you will start analyzing the situation. Do not wait until you have all information you want to collect, because during your information analysis you will probably identify missing information or information you need to verify with the communities.

During this activity, you will:

- **Complete the DPSIR framework** which is a conceptual tool used to understand and manage environmental problems by analyzing the relationship between human activities and the environment. See Document 7 for a template.

- **Develop a stakeholder map** which provides an overview of stakeholders in the identified area and the role of each stakeholder. See Document 11 for examples. You can use the tool developed by the World Wide Fund for Nature (WWF) for stakeholder mapping. The tool is very straightforward and easy to use. It has been validated and is commonly used. Use Document 12 or the link:

<https://wwfint.awsassets.panda.org/downloads/1-3-stakeholder-analysis-vjan2024.pdf>

Actions to complete the DPSIR framework

1. **Check the scope and objectives of the project** as defined in phase 0, activity 1. Your analysis needs to contribute to the scope and objectives of the project.
2. **Review the data collected for the DPSIR components:**
 - Drivers (D): socio-economic data (e.g., population growth, policies)
 - Pressures (P): stressors (e.g., pollution, habitat loss)
 - State (S): environmental metrics (e.g., biodiversity, water quality)
 - Impacts (I): consequences (e.g., health issues, ecosystem loss)
 - Responses (R): existing actions (e.g., policies, community efforts)
3. **Use Diagram 1 in Document 7 to analyze interlinkages**
 - Map casual chains (D > P > S > I > R)
 - Use diagrams to visualize feedback loops
 - Prioritize critical pathways
4. **Evaluate responses**
 - Identify gaps (e.g., weak regulations)
 - Highlight successful initiatives
5. **Develop preliminary recommendations on**
 - Targeted actions (e.g., sustainable policies)
 - Adaptive management strategies

Actions to map the stakeholders

1. **Identify all stakeholders** per identified area.
 - o The easiest to do this is per specific category as mentioned in activity 5.
 - o Keep in mind that secondary stakeholders are often not physically present in the area.
 - o Stakeholders can be organizations (cooperative, company) but also individuals.
 - o Be specific where possible. For example, instead of putting all cooperatives together as one stakeholder, write the name of each cooperative.

Note: It is essential that identification of the stakeholders, consider gender dynamics and the inclusion of vulnerable and marginalized groups. Check whether specific groups exist, such as women's associations, youth or other groups with other exclusion factors. Also consider potential barriers to their participation and how to equitably integrate them into the processes.

2. **Assess the role or interest of each stakeholder.** For example, users of natural resources, research on water management, buying of maize, etc. Be as specific as possible, as this will help you understand the current situation and challenges in Phase III.
3. **Add important information to each stakeholder.** For example for a cooperative, you can add the number of members and the areas they operate in. For a processing plant, you can add the location and the products they produce.
4. **Identify key stakeholders** which are stakeholders who play an important role or could/should play an important role.
5. **Do a first analysis of your stakeholder map.** A first analysis will help you to prepare your community entry (activity 4) and data collection (activity 5). You can:
 - o Identify categories with few stakeholders: do they not exist or are you not aware of them yet?
 - o Identify connections between stakeholders: Who knows whom? How does information flow? Who has access to information and who has not?
 - o Look at the roles of key stakeholders: is everyone fulfilling the role they are supposed to fulfill or are there gaps?
 - o Look at the attitude of stakeholders towards ILM. Is it positive, negative, or neutral?
 - o Look at the power and influence level of stakeholders. Is it high, low, or non-existent?

Who has influence over who? Which characteristics (age, gender, wealth) play a role in having power and influence?

- o Identify vulnerable and marginalized groups.

Be aware:

- Because you have not talked to stakeholders yet in this stage, some of your **assumptions** may not be correct, and there will be gaps and some questions that cannot be answered yet. That means that you will update and adjust your analysis as you continue the situational analysis.
 - Groups are often **not homogeneous** with a common interest. You often need to split large groups into sub-groups. See also section 4 in the introduction on how to include marginalized and vulnerable groups.
6. **Keep adding stakeholders**, if any, throughout the process. Especially when interventions are selected (phase II, activity 1), you will look for contractors to provide materials or services to implement the interventions.
 7. **Add the final list of stakeholders and your analysis to your final report** (see phase I, activity 8). Keep in mind that this will probably be after the validation multi-stakeholder dialogue (phase I, activity 7).

Gender Equality and Social Inclusion when mapping stakeholders

Stakeholder mapping should go beyond formal leaders to include women, youth, persons with disabilities, indigenous groups, and other marginalized voices that are often excluded from land and resource governance. Use gender-sensitive and participatory tools to capture diverse perspectives and identify both visible and invisible stakeholders (e.g., informal resource users or caretakers). Analyze power relations, access to resources, and influence levels to ensure that mapping reflects the social complexity of the landscape and informs truly inclusive decision-making.

Expected Challenges

- **It is difficult to identify stakeholders because you do not know the area that well.** This may lead to superficial analyses, simplified assumptions, exclusions of minority groups, etc. Solution: Most important is to identify the correct stakeholders to enter the community.

Activity 7: Organize a Validation Multi-Stakeholder Dialogue



The purpose of a multi-stakeholder dialogue is to present and validate the results of the data collection and analysis. It also serves as a first step towards commitment of different stakeholders to implement the selected interventions in phase III. During this phase, you will not discuss solutions (that is part of phase II, activity 1). It is also not yet necessary to agree on the main challenges (that is part of phase II, activity 1), but you should ask for challenges.

You need to follow a certain method to facilitate the dialogue. Follow the detailed description in Facilitation Guidelines 6 on how to prepare and facilitate the program.

Lessons learned

- **Put time and effort into your preparations and start in time with your preparations.** Your posters are the foundation of this program, so make sure they are really good.
- **Do not use PowerPoints because it does not engage your audience.** Use posters that force people to walk around. Plus, it is much easier to refer to information because the posters stay on the wall, while PowerPoint slides disappear when you click to show the next one.

- **Avoid plenary discussions** unless it is used to wrap up a session. During plenary sessions, only a few people will contribute and will often dominate the discussions. It is better to have people discuss in small groups and then collect their input in a plenary session.
- **Do not have participants present results of group work**, that is your job as facilitator. Participants often focus on information they find interesting. You as facilitator have the overview and can ask questions for clarification.
- **Do not mix people of different stakeholders and backgrounds when forming groups.** Mixing people does not mean inclusion because often vulnerable people will not contribute to the discussions and their voices will not be heard.

Gender Equality and Social Inclusion when organizing a multi-stakeholder dialogue

In very conservative locations it might not be accepted to organize a meeting in which both genders are present. In that case, you need to organize separate dialogues for men and women.

In case it is possible to bring everyone together in one meeting, you can ask the following guiding questions to ensure that your meeting is inclusive:

- Are diverse stakeholder groups (e.g., women, youth, Indigenous people, people with disabilities) represented and able to meaningfully participate?
- Are meeting times, formats, and venues accessible to all?
- Are power dynamics addressed to ensure safe and respectful dialogue?
- Do facilitators use inclusive language and allow all voices to be heard?
- Are the perspectives of marginalized or vulnerable groups reflected in the final outcomes?

Activity 8: Develop a Situational Analysis Report



Once you have worked out your notes and included them in your report immediately after each activity, writing your final report will mainly consist of editing and adding the finishing touches. You should be able to finalize your report within a day. See Document 13 for a table of content.

Content of the Report

The report should be targeted to ILM and include

- The basics of the type and methodology of the data collected.
- Challenges and lessons learned.
- Stakeholder map.
- Recommendations for proposed actions, including beneficiaries, and trade-offs.

Actions to Write the Report

1. **Think about who will be reading the report and what kind of information they are interested in.** Keep in mind that you are writing the report for someone else, so you need to focus on what your reader wants and needs.
2. **Check the activity table** in the report to make sure you have included all your activities. The activity table provides an overview of all activities that you executed during this phase, including dates, location, and stakeholders involved.
3. **Check if all activities** are covered in your report.
4. **Read the report chapter by chapter.**
 - Make sure that paragraphs and sub-chapters are well structured.
 - Remove duplicate information.
 - Check tables and graphs.
 - Check annexes and references to annexes.
5. **Work on the format of your report.**
 - Use one font for the entire document.
 - Use one font size for headings (14 or 16 points) and one font size for body text (11 or 12 points).
 - Use single line spacing.
 - Add pictures.
 - Add a table of content (use the automatic Table of Contents in Word).
6. **Submit the report** to your supervisor.

Expected Challenges

- **You do not know where to start because you have too much information.** Solution: Do the write up of an activity immediately after an activity. If you did not do that, start with putting information in tables to create an overview. The tables form the core of your report, and you build the text around them.
- **The report is too bulky.** Solution: Check for repetition and put information in tables rather than in a description. Read the report again from the point of view of your reader and focus on what they want and need to read. Delete information that might be important for you but not for your reader.

Challenges to Expect for Phase I

Challenge: The long time needed to analyze the situation (6 months)

Solutions

- **Have a focus** so you do not waste time collecting data you do not need.
- **Invest in a good relationship with your local contact person(s) in the communities**, because you need someone in the area to keep things moving. Delays are often caused by talking to the wrong people, not being able to reach people, canceling interviews, etc. A proactive person on the ground can prevent many challenges.
- **Schedule different data collection methods on the same day** with different or the same stakeholders. For example, once you have identified key stakeholders in a community, organize focus group discussions, interviews, and transect walks on the same day.
- **Plan your community visit outside the agricultural season**, because people will not be available during the season.
- **Schedule meetings and interviews on days when people are available**. Avoid market days, holidays, or days with events. Discuss with your contact person what good days are for meetings and interviews, as this can vary per community.
- **Work at different steps at the same time:**
 - o Continue to add information to your stakeholder map as you collect data, rather than trying to have it complete before you go out into the field.
 - o Analyze information as soon as you get it. It prevents you from having to wade through piles of information at the end, which takes more time. It is always possible to adjust perspectives or conclusions as you receive new information.
 - o The same goes for reporting: work on your report throughout Phase II and do not save it as a last step after all activities.
- **Increase the number of team members**. Make sure that they are well trained before sending them to the field.
- **Be flexible in your planning**. If a meeting or interview is cancelled at the last minute, take the opportunity to visit other stakeholders, do a transect walk yourself, or visit the neighboring community.
- **Use the time waiting for people to work** on your analysis or report, to sort out pictures, to prepare questions for the interviews the next day, to catch up with your contact person in another community, etc. Always carry a laptop or tablet and mobile phone with a full battery and bring a power bank to charge your devices when visiting communities.
- **Follow up to keep the momentum**. After an interview or meeting, send the attendees a message to thank them, share conclusions with them, etc.
- **Prepare a detailed schedule and budget** to demonstrate why the allocated time is needed to avoid complaints of the donor about the time needed for the situation analysis.

Challenge: There is misunderstanding with stakeholders about what can be done.

Solutions:

- **Manage expectations from the start.** Be clear about the scope of the project, what can be done, and what the project will and can do. Also be clear about what will not or cannot be done and what is not in the scope of the project. It is often clearer to indicate what is not possible than to explain what is possible.
- **Clearly explain how the ILM plan can be used** and that having an ILM plan is only a means, not an end.

Challenge: Selecting the right people.

Solutions:

- **Talk to people outside the obvious group of people to get different perspectives.** Talk to the woman with the small stall at the roadside because she knows exactly who is passing, to the worker on the farm instead of the landowner, the person working at the bus station, etc. You can do this during a transect walk.

Phase II: Developing the ILM Plan

Phase II: Developing the ILM Plan

To be implemented by Facilitator

Depending on the interventions selected in this phase, IWMI can provide technical support or capacity building to facilitators

Purpose

The purpose of the third phase is to prepare the project before starting any activity. It includes the following activities:

1. Organize a multi-stakeholder workshop to develop an ILM plan including:
 - a. Analyze and agree on challenges and opportunities.
 - b. Develop a shared vision.
 - c. Agree on potential solutions.
2. Write the ILM plan.
3. Review and validate the ILM plan with the communities.
4. Organize a launch ceremony.
5. Develop a report with the results of phase II.
6. Bridge the period until implementation.

Timeline

Activity	Weeks					
	1	2	3	4	5	>>*
1. Organize a multi-stakeholder workshop to develop an ILM plan						
2. Write the ILM plan						
3. Review and validate the ILM plan with the communities						
4. Organize a launching ceremony						
5. Develop a report with the results of phase II						
6. Bridge the period until implementation						

* The length of the bridging period depends on the time the donor needs to give feedback. Therefore, no specific period is indicated.

Deliverables

- Finalized/validated ILM plan, including budget, and sustainability and maintenance plan
- Workshop report with agreed challenges, opportunities, vision, and solutions.
- Stakeholder communication plan.

Available Templates and Examples

Access these templates and examples using the QR code on page 13

- Document 14: Template for ILM Plan (activity 2).

Activity 1: Organize a Multi-Stakeholder Workshop



The aim of the 2.5 days multi-stakeholder workshop is threefold:

1. **Analyze and agree on challenges.** Different stakeholders will analyze the challenges that were identified during the situation analysis (phase I) and agree on which challenges they want to address.
2. **Develop a shared vision.**
3. **Agree on potential solutions.**

The facilitation of this multi-stakeholder workshop differs from the multi-stakeholder dialogue described in Phase I, Activity 7, because the objective is different. Some of the preparations are the same. See Facilitation Guidelines 7 on how to prepare and facilitate the multi-stakeholder workshop.

Lessons Learned

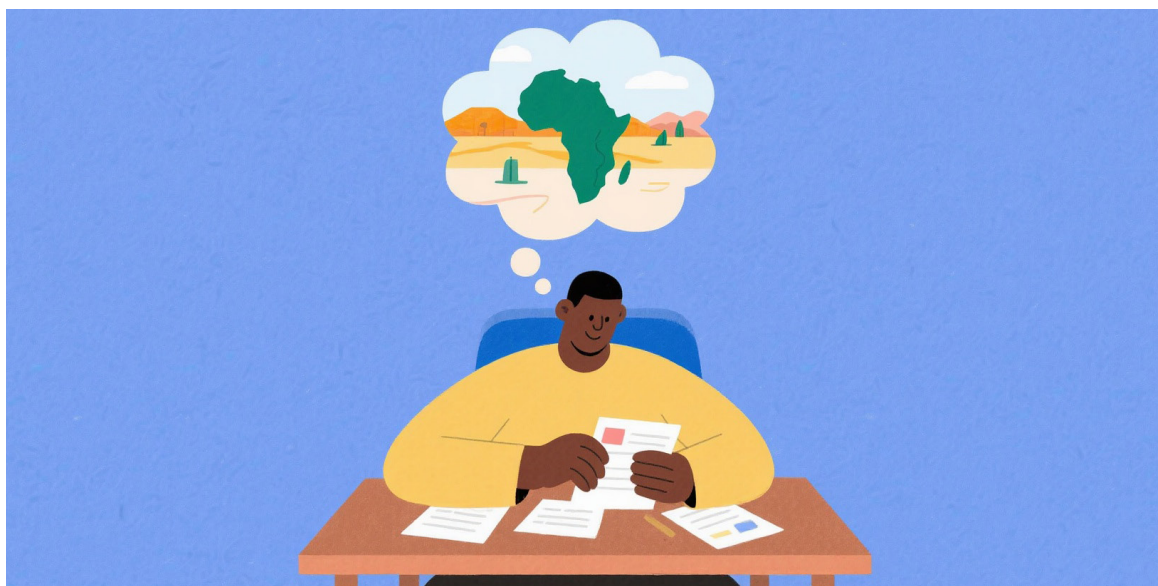
- **Keep an open mind** to avoid project goals becoming more important than the wants and needs of the community. You need to stay within the boundaries of the project, but you should not push communities to solution that you think the donor will like.
- Constantly remind people that **the final decision** on what to support **is up to the donor** and not to you or them. Of course, we also identified community actions that can be implemented by the community without any external support.
- **Do not vote.** Instead, use selection criteria and first focus on what to eliminate rather than what to select. Voting will result in winners and losers which should be avoided at any time.
- **Do not rank or prioritize challenges or solutions.** This will only lead to a lot of discussions and will create the expectation that the challenge or solution ranked first will definitely be solved or implemented.
- **Do not let participants discuss strategies, indicators, milestones, etc.** Let the group focus on what they see and can do on the ground.
- **Have everyone contribute to each challenge and solution.** Have groups rotate instead of having groups focus on one challenge or solution.

- **Managing expectations.** Clearly explain the scope of the project, why we analyze challenges and what we will do with the results.
- **Do not use PowerPoints because it does not engage your audience.** Use posters that force people to walk around. Plus, it is much easier to refer to information because the posters stay on the wall, while PowerPoint slides disappear when you click to show the next one. You can use print outs of PowerPoint but only if you can print them on A1 or A2 format.
- **Do not have participants present results of group work,** that is your job as facilitator. Participants often focus on information they find interested. You as facilitator have the overview and can ask questions for clarification.
- **Do not mix people when forming groups.** Mixing people does not mean inclusion because often vulnerable people will not contribute to the discussions and their voices will not be heard.
- **Invite 10-20% extra participants** to account for no-shows but avoid creating too large of a group.

Challenges to Expect

- **Challenges are mentioned whose solution does not fall within the scope of the project.**
Solution: It is important to clearly set the boundaries of the project from the start. You can write them down and refer to them each time a challenge or solution is mentioned that is outside the scope. Remind people that of course, they can find other resources or support to solve the challenge.
- **The group does not arrive at core problems** but at challenges that are consequences of the core problem. Solution: Discuss the cause of the challenges and continue doing this until you reach the core problem.

Activity 2: Write the ILM Plan



The purpose is to give stakeholders a clear and concise overview of the selected interventions. Instead of a bulky plan, you present the interventions in a document of 2 to 3 pages, like a flyer with illustrations or visuals. See Document 14 for a template.

Actions

To write a summary for each intervention, you:

1. **Gather all information needed to write the summary**, including information as described below in step 2. Consult with IWMI or other partners, including from the private sector.
2. Describe the following per intervention:
 - a. **The challenge(s)**, its causes, and negative consequences. Write about the people involved and how the challenge developed over time.
 - b. **The intervention**. You can be technical in describing the intervention, as long as you make sure that someone without a technical background can understand it. Do not assume your reader knows the technical terms so explain them.
 - c. **The results or impact of the intervention with a clear link to the focus of the project**. Describe how the intervention will affect the lives of the people involved. Mention the inclusiveness of the intervention.
 - d. **Express results in terms of targets**, i.e. numbers and percentages. Specify where possible targets in terms of gender, poor households, etc. You can use a table.
 - e. **List key activities of how the intervention can be implemented**. Consider challenges that might hinder the implementation of interventions and check if solutions can be bundled to solve some of the challenges. For example, if access to finance is a challenge for farmers to purchase solar irrigation systems, in a bundled solution you would add a credit solution. See also Annex 3 on bundling solutions.
 - f. **Proposed timeline for implementation**. Consider the seasons (rainy season, dry season), as some activities, such as building dams or other constructions, are better to do in the dry season. Also consider the agricultural season for the availability of community members.
 - g. **Budget**. If possible, give options. For example, provide a budget for the construction of one dam and of two dams, and the targets that can be achieved with both options.
 - h. **Add area maps showing the interventions and their impact**.
 - i. **Add pictures** of the proposed interventions, if possible. You can use for example pictures from other projects.
3. **Develop summaries** as described above **for each intervention**.
4. **Put all summaries in one ILM plan**.
 - a. Add a table of content.
 - b. Add a brief explanation of the process of developing the plan (maximum one page). Keep in mind that most readers are interested in the results, not the process.
5. **Work on the format of the IPM plan**.
 - Use one font for the entire document.
 - Use one font size for headings (14 or 16 points) and one font size for body text (11 or 12 points).
 - Use single line spacing.

6. **Ensure that the ILM plan reflects the needs and wants of the communities.** The more communities recognize their input in the plan, the easier the implementation will be.

Activity 3: Review and Validate the ILM Plan with the Communities



You need to organize a meeting in which the communities can review and validate the ILM plan. If you listened well during the multi-stakeholder workshop to what the communities need and want, and were able to reflect this in the ILM plan, the meeting will mainly serve to dot the i's and cross the t's, and not to rediscuss decisions that were taken during the multi-stakeholder workshop.

See Facilitation Guidelines 8 on how to prepare and facilitate the ILMP review and validation meeting.

Challenges to Expect

- **The environment has changed, and other, more pressing challenges have emerged.** Solution: Don't ignore this. Discuss the challenge and use the selection criteria that were used to select interventions during the multi-stakeholder workshop. If necessary, adapt the selected interventions.
- **A person who did not join the first meeting tries to steer the group to other interventions that are not captured in the plan.** Solution: You can set a requirement for participation in the validation meeting that people have attended the multi-stakeholder meeting. However, if an influential person was not available for that meeting and is now excluded from the validation meeting, there is a risk that that person will try to sabotage the implementation process. Refer to the selection criteria and preferably have one of the stakeholders who participated in the multi-stakeholder workshop explain how the group reached agreement on the selected interventions.

Activity 4: Organize a Launching Ceremony



The purpose of the launching ceremony is to inform involved stakeholders and (potential) beneficiaries about the proposed interventions and to hand over the ILM plan to the client (the party that commissioned the project). An additional objective of the ceremony is to inform potential donors about the process and selected interventions and to gauge their interest in supporting them.

You will find a detailed description of how to prepare and facilitate the launching ceremony in Facilitation Guidelines 9.

Challenges to Expect

- **No potential donors and/or suppliers of the solutions attend the ceremony, thereby missing the opportunity to get their involvement.** Solution: Find another way to present the ILM plan to them. A possibility is to organize individual meetings. Try to involve members of the Technica Committee.

Activity 5: Develop a Report with the Results of Phase II



See phase II, activity 8 on how to develop such a report.

Actions

1. Include in addition to the ILM plan, a description of the handing over ceremony.
2. Submit the report to your supervisor.

Gender Equality and Social Inclusion when developing the report

When writing your report about activities of phase II, consider:

- **Disaggregated results reporting:** Present results disaggregated by sex, age, disability, and other relevant social markers to highlight how different groups have benefited (or not) from the ILM interventions.
- **Analysis of inclusion and Equity:** Include analysis on how inclusive the process was, who participated, who made decisions, and who accessed resources and services. Highlight lessons learned on promoting equity and overcoming barriers.
- **Voices and testimonials:** Integrate direct quotes, case studies, or success stories from women, youth, Indigenous peoples, and other marginalized groups to humanize the data and demonstrate impact from diverse perspectives.
- **Recommendations for GESI improvement:** Conclude with clear, actionable recommendations to strengthen GESI integration in future ILM phases, especially where gaps or unintended exclusions have been identified.
- **Capturing and analyzing results through a GESI lens** ensures the report is not only a technical document but also a tool for accountability and learning toward more inclusive landscape governance.

Activity 6: Bridge the Period Until Implementation



The ILM plan is presented to potential donors by organization that was assigned the task, and the donor will communicate which interventions they are willing to support. It can take a long time, even up to a year, before the donor comes with a final decision. It is important to keep the momentum going on the meantime.

Le plan ILM est présenté aux bailleurs de fonds potentiels par l'organisation qui s'est vu confier la tâche, et le bailleur de fonds communique les interventions qu'il est prêt à soutenir. Il peut s'écouler beaucoup de temps, jusqu'à un an, avant que le donateur ne prenne une décision finale. Il est important de maintenir l'élan dans l'intervalle.

Actions

1. **1. Tenez les parties prenantes de la communauté informées des progrès réalisés :**
 - a. Stick to what you agreed on during the multi-stakeholder workshop on how and when you will communicate on any progress.
 - b. Even if there is no progress, communicate this.
2. **Support the community in carrying out activities that they can implement without external funding.**
 - a. Refer to what was **agreed** during the validation meeting (see activity 4).
 - b. **Develop** together with the community members who participated in the validation meeting an action plan in which you specify activities to implement, timeline, responsible person, and resources needed (this can also be technical advice or training from you).
 - c. **Keep the plans and activities simple and easy to implement.** You want to focus on activities that can be successfully implemented, even if the impact is small. Small successes can be followed by more complex activities, which are likely be required during the implementation of the interventions.

Challenges to Expect for Phase II

- **The selected interventions are not in the scope of the project.** Solution: As facilitator, you are responsible to ensure that only interventions that are in the scope of the project can be selected. You will use selection criteria during the program, so this can be a mandatory selection criteria.
- **The selected interventions are too costly to implement.** Solution: It is up to the donor to decide which intervention(s) to support and the scale of the support. If the complete intervention is too costly, the donor might be willing to support parts of the intervention. Therefore, you can add the intervention to the ILM plan and wait for the reaction of the donor.
- **It is not clear who owns the ILM plan.** Solution: It should be clear who owns the plan before the launching ceremony during which the ILM plan is handed over. This is because it should be clear who is responsible for the next step. You can discuss this during the multi-stakeholder workshop or with a smaller group of representatives of the local government and communities.
- **There is no suitable party to own the ILM plan.** For example, the local government is weak and/or not willing to own the plan. Solution: Discuss possibilities with representatives of the communities. You can look at traditional and informal systems, a program, or active, local NGOs.

Phase III: Facilitating Implementation

Phase III: Facilitating Implementation

To be implemented by Project Team and Facilitator

Purpose

The purpose of the fourth phase is to prepare and support the implementation of selected interventions. It includes the following activities:

1. Develop an action plan.
2. Set up a Steering Committee.
3. Develop a Terms of Reference for the Community Committee.
4. Organize a stakeholder meeting.
5. Get the Community Committee ready for work.
6. Facilitate an introductory meeting between contractors and the community committee.
7. Support implementation.
8. Hand over project results.
9. Develop a report with the results of phase III.
10. Develop an end-of-project report.

Timeline

Activity	Weeks					
	1	2	3	4	5	>>*
1. Develop an action plan						
2. Initiate the Steering Committee						
3. Develop a Terms of Reference for the Community Committee						
4. Organize a stakeholder meeting						
5. Get the Community Committee ready for work.						
6. Facilitate an introductory meeting between contractors and the community committee						
7. Support implementation						
8. Hand over project results						
9. Develop a report with the results of phase III						
10. Develop an end-of-project report						

* The implementation period depends on the selected interventions. Therefore, only for the preparation a timeline is included and not for the implementation of the solution(s).

Deliverables

- Action plan to implement the approved solution.
- Terms of Reference for the Community Committee

- Progress reports.
- Report with the results of phase III.
- End-of-project report.

Available Templates and Examples

Access these templates and examples using the QR code on page 13

- Document 15: Template for the action plan (activity 1).
- Document 16: Example of a Terms of Reference for the Community Committee (activity 3).

Actors involved in implementation

There are several actors that are involved in the implementation of the interventions:

- The project lead who has the overall responsibility for the implementation.
- The Steering Committee to provide strategic direction, oversight, and high-level decision-making for the implementation of the interventions.
- The Community Committee

Activity 1: Develop an Action Plan



Once you receive feedback from the donor about what they are willing to support (and what they are not), you need to prepare a detailed action plan. See Document 15 for a template.

Actions

1. **Read the donor's feedback carefully to know what they are willing to support.** If you have any doubts, contact IWMI.
2. **Check the ILM plan** to see if what the donor is willing to support is in line with what the community wants. It is unlikely that the donor will support everything or exactly what the community wants so you need to look where the support meets the wants.
3. **Check who the contractor is.** The project implementing agency (like ACRoSAL or FSRP) is responsible for the selection and the hiring of the contractor to execute the intervention.

4. **Develop an action plan** in which you specify:
 - The intervention supported by the donor.
 - The activities to implement the interventions supported by the donor.
 - How the activities are implemented. Be specific. For example, if one activity is to build capacity, describe whether a field visit to another community is organized, a video produced, or five training sessions of two hours each spread over four weeks.
 - Where the activities are implemented. Add the district, community and specific location. If possible, indicate activities on a map.
 - When the activities are implemented. This can be a period or a specific date. Add if an activity has to take place within a certain period because of the (agricultural) season.
 - By whom the activities are implemented. Often an activity is not carried out by one person or organization, but by several stakeholders. Specify tasks, for example, community members to do the manual labor, a technical advisor to provide technical advice, a company to install pumps, etc.
 - The available budget for each activity and the source of funding.
5. **Add activities to manage the project**, including preparing activities, accounting, and reporting.
6. **Add activities to get the Community Committee ready** (see activity 3 and 4 of this phase).
7. **Do a risk assessment.** Look for each activities what the risks are and how they can be mitigated (and by whom).
8. **Add to whom the results will be handed over and any responsibility for maintenance, etc.**
9. **Include the action plan in your final report** (see activity 9 and 10 of this phase).

Challenges to Expect

- **It takes a long time before you receive the feedback from the donor.** Solution: Unfortunately, you cannot speed up the process. The most important thing is to keep momentum with the communities by reaching out to them at least every two months about any progress, even if there is no progress.

You can also stimulate the communities to start with community actions as identified in the multi-stakeholder workshop. (phase II, activity 1). Focus on key interventions that can be done by communities without/minimum external support. For example, gully plugging, free grazing control, prevention of wildfire etc.
- **There is discrepancy between what the community wants, and the donor is willing to support.** Solution: Focus on overlap instead of differences. Sometimes it is a matter of terminology or how interventions are described.

Activity 2: Initiate the Steering Committee



The Steering Committee consists of:

- The project lead
- The facilitators
- The chairman of the Community Committee (see activity 3 and 4 of this phase)
- The contractor

The donor is not part of the Steering Committee. The project lead is responsible to keep the donor informed about progress and challenges.

The tasks of the steering committee are to:

- Provide oversight to monitor progress, risks, and key activities to ensure the implementation stays on track.
- Resolve high level issues, for example to address conflicts or challenges that cannot be resolved by the contractor, facilitators, and/or Community Committee.
- Approve plans and budgets.

Actions

1. Contact the facilitators and contractor to inform them about the Steering Committee and its role.
2. Inform them that Steering Committee can only be activated once the Community Committee has been set up.
3. Agree on a date for a first meeting (after the Community Committee has been set up).

Activity 3: Develop a Terms of Reference for the Community Committee



The community committee, made up of community members, plays an important role.

The role of the committee is to:

- Monitor activities.
- Report challenges to the facilitator.
- Be the link between beneficiaries and contractor, between beneficiaries and facilitator, and between facilitation and contractor.
- Update the community on progress.
- Mediate in case of challenges between different involved parties.
- Create ownership and involvement of the communities.

The composition of the committee is as follows:

- The composition of the committee should be balanced and inclusive.
- The committee has maximum 7 members, including:
 - A representative of the local chief.
 - At least two women.
 - At least one youth.
 - One minority, for example a migrant or disabled person.
- Members should be a balance of technical capacity and power.
- 2/3 of the members should be beneficiaries.
- There should be at least two members who can read and write.
- It is not always necessary to create a new committee; it can be an existing committee or be part of an existing structure.

Other specifics are:

- The leader receives an allowance (like a short-term consultant).
- Other members receive a stipend per meeting. This is to motivate them to play the role they should play.
- The costs of the Community Committee should be included in the budget (see phase I, activity 1). It should include their remuneration and possibly visits to other projects to learn from their experiences.
- Refreshments are provided during the meetings. This should be included in the budget. One of the committee members need to be assigned to facilitate this.

Actions

1. **Develop a Terms of Reference (ToR) for the Community Committee.** See Document 16 for an example. The ToR includes:
 - The background of the project and the intervention supported by the donor and actions to be executed by the community.
 - The role of the committee.
 - The composition of the committee.
 - Specifics on remuneration.
 - Which costs are covered, and which are not.
 - The period in which the committee is active.
 - To whom the committee is accountable.
 - Specifics on communication between the facilitator and the committee.
2. **Add the Terms of Reference in your phase III report** (see activity 9).

Gender Equality and Social Inclusion when developing the ToR for the Community Committee

When developing the terms of reference, consider the following:

- **Inclusive representation:** Ensure the Technical Committee includes members from diverse social groups, including women, youth, marginalized communities, and persons with disabilities. Representation should reflect the demographic makeup of the landscape to ensure all voices are included in decision-making processes.
- **Clear GESI mandate:** Explicitly include GESI objectives in the committee's mandate. This should involve ensuring the committee's actions promote equitable access to resources, address the needs of underrepresented groups, and provide guidance on inclusive landscape governance.
- **GESI capacity building:** Outline the need for GESI training and awareness-raising for committee members to equip them with the knowledge and skills to integrate GESI into their work effectively.
- **Decision-making processes:** Specify the decision-making processes to be used by the Technical Committee, ensuring they are transparent, inclusive, and encourage the participation of all members, particularly those from marginalized groups.
- **Accountability and feedback mechanisms:** Establish mechanisms for the committee to be accountable to the broader community and stakeholders, including marginalized groups. The ToR should include guidelines for how feedback from women, youth, and other vulnerable groups will be gathered and addressed.

A GESI-sensitive ToR not only supports the effective functioning of the Technical Committee but also ensures that landscape management decisions are made in a way that is equitable, inclusive, and sustainable.

Activity 4: Organize a Stakeholder Meeting



The purpose of the stakeholder meeting is to:

- Present the decision of the donor and the action plan to the stakeholders.
- Create or activate a Community Committee.
- Discuss the handing over of the results of the intervention and possible responsibilities.

Actions to Prepare and Facilitate the Meeting

See Facilitation Guidelines 10 on how to prepare and facilitate the stakeholder meeting.

Lessons Learned

- **Be clear and concise.** Too much information will only confuse people.
- **Do not use PowerPoint** to explain the Community Committee, because then you immediately exclude illiterate people.
- **Avoid voting for members of the Community Committee.** It will create winners and losers, and you also need the losers to implement activities.

Challenges to Expect

- **The environment has changed, and other issues are more pressing.** Solution: Arrange sessions to discuss pressing issues and weigh the importance.
- **Discrepancy between wishes of community and what the project can offer.** Solution: Manage expectations from the start. Do not prioritize solution in the workshop (phase III, activity 1), because that will raise expectations. Constantly remind people that the final decision on what to support is up to the donor, and not you or them.
- **People will be disappointed.** Solution: Manage expectation from the start and remind people constantly what is included in the project and what is not. Focus on what the donor is willing to support, rather than what they are not supporting.
- **Getting the support from everyone.** Solution: Avoid voting at any time. Focus on what can be done and the positive results for the community.
- **Discussion on where the intervention will take place, especially when not the full solution can be implemented.** For example, when stakeholders want 3,000 trees, the donor has agreed on 2,000. Solution: Go back to the criteria used in the multi-stakeholder workshop (phase III, activity 1) to select solutions and apply them to the potential areas of intervention.
- **Saturation, because the process has taken too long.** Solution: Be clear and concise. Keep the meeting short (2 hours) and continue the work with the Community Committee.
- **To get a balanced, inclusive committee.** Solution: Add the requirements of the composition of the committee in the Terms of reference and explain well what the requirements are. Stick to the requirements.

Activity 5: Get the Committee Ready for Work



You must prepare the Community Committee so that they can play the role they have to play. You do this with training of half a day and continuous coaching and support in which you strengthen the capacity where necessary.

Actions

1. **Organize the first training.** Include the following elements:
 - Select a leader.
 - Take the group through the Terms of Reference. Ask questions to check their understanding.
 - Agree on how often the committee should meet.
 - Agree on how to communicate with and report to the facilitator.
 - Agree on how to communicate with the contractor and the community.
2. **Have the Community Committee endorsed by the chief** (or other local authority). Do this before you continue with activities.
3. **Organize a trip to a similar project** so the committee can see how it works and what the expected challenges are.
 - Explain to the committee in advance where you are going, who you are going to meet, and what they can expect to see.
 - Have the committee prepare questions they would like to ask the project you are going to visit.
 - Divide tasks: who will ask questions, who will make notes, etc.
4. During the implementation of the project, strengthen the capacity of members where necessary. For example, if they have to address the community about progress, practice with them what they should present and how to present it.
5. **Work out your notes immediately after the activity** so it is still fresh in your mind.

6. Describe this activity and the results and include this in your phase III report (see activity 9 of this phase).

Challenges to Expect

- **Limited commitment and/or willingness of committee members.** Solution: Manage expectation by informing potential members about the function of the committee and how much time it will take up. Make sure to get a dynamic chairperson who can motivate other members. Be involved and communicate regularly with them.
- **Dropping out of members.** Solution: Be honest and clear about what is expected from them and how much time it will take up. Be involved and talk to members so you are aware of any issue.
- **Limited capacity and capability to do the work.** Solution: Manage your own expectations. You can't expect people who have never been on a committee to suddenly do all the work perfectly. Be involved and talk to members so you are aware of any issue. Build capacity over time, and not just in one training program.
- **Limited availability of committee members,** because of other commitments, market days, etc. Manage expectations and be clear on what is expected and how much time it will cost. Agree on what is feasible in terms of meetings and communications.
- **The facilitator will do the work of the committee without involving committee members.** Solution: Clearly explain to the facilitator what the function of the committee is in terms of ownership and involvement, so that the facilitator understands the importance of having a committee do the work. Support the facilitator in building capacity of committee members.
- **Committee members want to be beneficiaries of the project or want to influence the implementation for their own benefit part of the implementation.** Solution: Emphasize that community members are the beneficiaries. Monitor this with the Steering Committee.
- **Hidden agendas of committee members.** Solution: Be involved and talk to members so you are aware of any issue. Involve your contact person in keeping an ear to the ground.
- **Local or traditional chief refuses to endorse the Community Committee.** Solution: Involve your contact person to check what the issue is. Maybe the chief did not feel involved or respected, or maybe the chief has issues with one specific committee member. Discuss the issues with the chief and try to find a solution.

Activity 6: Facilitate an Introductory Meeting Between Contractors and the Community Committee



Often interventions are (partly) carried out by contractors. Because one of the roles of the Community Committee is to monitor activities, it is important to introduce the Community Committee and the contractor to each other.

The purpose of the meeting is to:

- Manage expectations.
- Clarify the role of the committee and the contractor.
- Agree on how the committee can support the implementation.
- Agree on the way of communication.

Actions

1. Prepare the committee for the meeting.

- o Explain the objectives of the meeting.
- o Give background information on the contractor.
- o Have the committee select one person (probably the chairperson) who will introduce the committee to the contractor.
- o Have that person practice the introduction to build confidence.
- o Agree who of the committee members will take notes. Discuss with that person how best to take notes.
- o Agree who will participate in the meeting. If the meeting takes place at intervention area, definitely everyone should be introduced (but that can also be before or after the meeting). Probably two or three committee members should participate.

2. **Set a date for the meeting at a convenient location.** The meeting might be a good opportunity to see the location and you can combine the meeting with a tour through the area (in which the committee will show the contractor around and provide the contractor with background information).
3. **Have the meeting.**
 - o Let the committee lead the meeting as much as possible. Keep in mind it is their project and problems to solve, not yours.
 - o Even if one of the committee members takes notes, also take your own notes. You will need them for your final report.
 - o Ensure all issues that need to be discussed are discussed.
 - o Take a group picture.
4. **Work out your notes immediately after the activity** so it is still fresh in your mind.
5. **Describe this activity and the results and include this in your final report** (see activity 8 of this phase).

Lessons Learned

- **It is important that the committee does the talking at the meeting with the contractor and not you.** This adds to the credibility of the committee and the contractor will take the committee much more seriously. Therefore, it is important to practice this with committee members because the more confident they are, the more confidence the contractor will have in the committee.

Challenges to Expect

- **The contractor does not take the Community Committee serious.** Solution: Have the committee lead the meeting instead of you. Practice the meeting with the committee: do role plays so they can practice what to say.

Activity 7: Support Implementation



The specific support needed for the implementation of the intervention will depend on the intervention. The task of the facilitator is to monitor, solve problem, and manage conflicts, together with the Community Committee.

Actions in General

1. **Communicate regularly with the committee.** The easiest way is to always do this the same way:
 - a. Go over what you discussed and agreed during the last meeting.
 - b. Go over all the activities that are ongoing:
 - i. What has been done? Was it done well? What were challenges? How were they solved? What are remaining challenges?
 - ii. What was not done? Why? How can it be solved? Does it have consequences for next activities?
 - c. Discuss the functioning of the committee. Are there any issues? Is any capacity needed? Does everyone play their role?
 - d. Agree on the next step and the date and time for the next meeting.

Note: You do not always have a face-to-face meeting but try to go visit the intervention area at least monthly. How often you will visit the intervention area also depends on the capacity of your contact person or stage of the project.

2. **Communicate regularly with your contact person.**
3. **Describe any challenge and how it was solved in your phase III report** (see activity 9 of this phase).

Actions to Solve Serious Problems or Conflicts

In case of a serious problem or conflict, meet with the committee and find solutions as described below. If necessary, involve other stakeholders, such as the contractor or local government, in the process.

1. **Identify the problem.** Focus on facts and not on opinions or assumptions. For example, “the chairperson of the committee is lazy” is an opinion, but the behavior of the committee is a problem (they do not inform the community about progress, they do not communicate with the facilitator or contractor). Be specific and concrete. For example, saying that the committee does not communicate with you (the facilitator) is too broad, while saying that they do not contact you, they never take your calls, and they are not around when you are in the community is more specific.
2. **Formulate the desired situation.** To know if you have solved your problem, you need to know how the situation with the solved problem would look like. In this, you need to be realistic about what is possible and specific (‘being happy with the situation’ is difficult to measure). If possible, try to formulate short-term goals. For example, if your desired situation is that the committee communicates with you, a short-term goal is that the committee will call you every first and third Monday of the month at 9am.
3. **Identify the causes of the problem.** Think about why the problem has emerged. Is it related to external factors that are beyond your control or were overlooked during the planning process? Or is it related to something that you did or said. Own the problem and do not try to

blame someone else. For example, a contractor is not sticking to the agreed timeline. This could be because the contractor has taken on other work and is not prioritizing the work that needs to be done for the project. It is also possible that there is something that needs to be done by the community before the contractor can continue the work or that the required funds are delayed.

Fixing the problem instead of the symptom

Finding what the cause is, will help you to really solve the problem and not just the symptom of the problem. Filling a pothole on a road is controlling the symptom (the pothole), but it will not avoid that after a heavy rain, the pothole will reappear. Maybe the cause of the pothole is that the drainage system is not working well or that trucks that are heavily loaded use the road. If you really want to solve the problem, you need to tackle the root cause.

4. **Identify several solutions.** You shouldn't rush into solutions but remember that there are often multiple solutions possible. Try to look at different angles of the problem and try to come up with a variety of solutions. Do not dismiss possible solutions as 'silly' or 'impossible' but just list them. You can always dismiss them later when you are going to select the best solution. Especially for complicated problems, you can find different solutions by taking time to investigate the issue, ask others, and consider it carefully. Sometimes, the cause of your problems is external, and you cannot influence it. In that case, you need to find a way to manage the situation instead of trying to solve the problem.
5. **Select a solution.** Ensure that the solution will indeed solve your problems. Sometimes your best solution is simply not possible; in that case, you should go for the second-best solution. When selecting a solution, also think about the effort, time, resources needed, and costs to implement the solution. Keep in mind that the perfect solution probably does not exist, so instead you will select the second-best solution.
6. **Implement your solution.** Although this might be scary, it is always better to act instead of doing nothing and hoping the problem will disappear by itself (which will not). Think how you will implement your solution and identify the resources you need and the steps you need to take. You might need the support of other people to execute your plans.
7. **Check if your solution has solved your problem.** The better you have formulated your desired situation (activity 3), the easier it is to check if your problem is solved. In case your solution did not work, go back to your drawing board and look critically at all your steps again. Maybe the situation has changed, or you have overlooked certain factors that influence your situation.

Challenges to Expect

Challenges related to implementation

- The context or environment has changed, and the intervention will be difficult to implement.
- The interest of the community has shifted.
- Land tenure issues.
- The local context creates challenges (local content is often around 10%).
- External factors: weather, pests and diseases, insecurity.

Challenges related to planning

- Timelines are not aligned. For example, the contractor is working with a strict timeline to get the work done and that may not always align with the activities the committee wants to do.
- Challenges with procurement of equipment and other items, logistics, transport.
- Seasonality: the planning is not aligned with the agricultural or weather season.
- The project is more expensive than planned or budgeted.
- Delay in release of funds, leading to delays in execution.

Challenges related to expectations and perceptions

- Conflict of interest.
- No equal distribution of the benefits but for example more benefits for committee members.
- Expectations were not managed well.
- Local or traditional chiefs do not agree with the committee or the contractor.
- Disagreement between contractor and committee.
- Saturation with Community Committee, because the process takes a long time.

General solutions:

- **Perform a risk assessment** when planning and discuss in advance how to manage and/or mitigate the identified risks.
- **Manage expectations.** Be clear and straightforward about what is possible and what is not.
- **Keep processes as transparent as possible.** Problems often arise because people start filling in when a situation is not transparent.
- **Bring stakeholders together to discuss problems** before they get out of hand.

Gender Equality and Social Inclusion when supporting implementation

When supporting implementation, consider the following:

- Ensure diverse representation in conflict resolution platforms: Include women, youth, indigenous people, and other marginalized groups in landscape governance structures and dispute resolution committees. Their perspectives are crucial for identifying root causes and sustainable solutions.
- Analyze power dynamics and access to resources: Address how unequal access to land, water, and forest resources — often along gender and social lines. contributes to conflict. Propose solutions that redistribute or ensure fairer access.
- Use participatory and culturally appropriate methods: Promote dialogue approaches that are accessible and respectful of local norms, while ensuring that they do not silence marginalized voices. For example, hold separate consultations for women or minority groups if needed.
- Build capacity for inclusive mediation: Comment: Train local leaders, mediators, and community members on gender-sensitive conflict resolution techniques. This helps ensure solutions are not only technically sound but also socially just.
- Tailor communication and education: Materials and messages around conflict resolution should be available in local languages, use simple formats (e.g., visuals for low-literacy audiences), and consider the communication preferences of different groups (e.g., radio for women in remote areas).
- Promote equitable benefit-sharing: When resolving resource conflicts, ensure outcomes include mechanisms for fair benefit-sharing, especially for those often excluded from decision-making or resource control.
- Monitor and evaluate with a GESI lens: Track how solutions affect different groups. Are women's workloads increased? Are youth gaining more voice? Use sex-, age-, and disability-disaggregated data to assess impact.

Activity 8: Handover Project Results



Once the intervention has been implemented, the project is closed. At that point, the results of the intervention are handed over to a government agency or the community.

Actions

1. **Identify to whom to transfer the project results.** You should do this during your action planning (phase III, activity 1).
2. **Discuss with the party** what the transfer of project results means in terms of **maintenance and management**. This should happen during your action planning (phase III, activity 1) and not a few weeks before the project closes.
 - a. **Get an agreement** in which the party acknowledges and commits to its responsibilities.
 - b. Assist the party to develop a **business or management plan** to maintain and manage the project results, including a budget.
3. **Organize a handing over event with the Community Committee.**
 - a. Let the Community Committee take the lead in planning and facilitating the event.
 - b. Think in advance who to invite, when and where to organize it, what you will do exactly, etc.
 - c. Work out a detailed program together with the committee and give each committee member a specific role, such as welcoming everyone, handing over the results through a ceremony (cutting a ribbon or something similar), etc.
 - d. Make sure to take pictures.
4. **Work out your notes immediately after the activity** so it is still fresh in your mind.
5. **Describe this activity and the results and include this in your phase III report** (see activity 9 of this phase).

Challenges to Expect

- **Conflict of ownership or control of the final results.** Solution: Right from the start (phase I, activity 1) you should think about the most suitable party to take ownership of the project results. This should also be discussed during the multi-stakeholder meeting (phase III, activity 1) and added to the ILM plan, so that it is clear to all stakeholders who will own the project results.
- **There is no clear succession plan.** Solution: During the multi-stakeholder meeting (phase II, activity 1), this should be discussed. It should also be part of your ILM plan (phase II activity 2) and action plan (phase III, activity 1).

Activity 9: Develop an Activity Report with the Results of Phase III



See phase II, activity 8 on how to develop such a report.

Actions

1. Describe the end results. Link the **end results** to the indicators and targets of the project.
2. Describe any **challenges** and how they were resolved (phase III, activity 7).
3. Identify **lessons learned**.
4. Describe the functioning of the **Community Committee**.
5. Describe the **handing over** ceremony (phase III, activity 8).
6. Include the action plan as developed in phase III, activity 1 and the **Terms of Reference** of the Community Committee (phase III, activity 3).
7. **Submit the report to IMWI.**

Challenges to Expect

- **It is not clear within your organization who will write the report.** Solution: Agree on who will write this report once you have signed the contract with IWMI for this assignment.

Gender Equality and Social Inclusion when writing the report

Add a section/part dedicated to gender and social inclusion and highlight lessons learned on women's participation and differentiated impacts.

Activity 10: Develop an End-of-Project Report

The facilitators have developed reports about activities in phase I, II, and III. Those reports are shared with the donor. Because the project is closed, you need to develop a final, end-of-project report. The report should include:

- The end results linked to the objectives and targets of the project.
- A summary of the process to arrive at the results, including key activities.
- Challenges and how they were resolved.
- Lessons learned.

Actions

1. Prepare the writing of this report.

- **Know the deadline for the end-of-project report.** Keep in mind: a deadline is a deadline.
- **Have a template.** You can ask IWMI or develop your own template.
- **Agree within your organization who will write this report.**

2. Write your report.

- **Add information to the report at the end of each phase.** Don't wait till all activities are implemented before you start working on this report.
- **Keep in mind your target audience:** the donor.
- **Keep it concise.** Focus on what is important for the donor. Adding more information will not make a report better.

3. Read the report chapter by chapter.

- Make sure that paragraphs and sub-chapters are well structured.
- Remove duplicate information.
- Check tables and graphs.
- Check annexes and references to annexes.

4. Work on the format of your report.

- Use one font for the entire document.
- Use one font size for headings (14 or 16 points) and one font size for body text (11 or 12 points).

- Use single line spacing.
- Add pictures.
- Add a table of content (use the automatic Table of Contents in Word).

5. **Have a colleague read the report** and provide feedback.

6. **Finalize the report.**

7. **Submit the report to IWMI before your deadline.**

Challenges to Expect

- **You did not receive all information from the facilitators.** Solution: Follow up with facilitators on the reports of each phase. Set strict deadlines for those reports and support facilitators in writing these reports.
- **Conflict of interest.** The NGO submits a report that describes the smooth implementation of activities which might not reflect the reality. Solution: As Steering Committee and project lead, you need to keep an eye and ear on the ground, so you know what is going on. In addition, communicate in advance with the NGO that the report should reflect the reality including challenges.
- **Late submission to the donor.** Solution: Even if you do not have all the information yet, submit your report on time and explain what still needs to be added. Also inform the donor in advance that you are still missing information, but that you will submit a draft report in time.

Facilitation Guidelines 1: Key Informant Interviews

Facilitation Guidelines 1: Key Informant Interviews

Phase I, Activity 5

You interview different people, often one-on-one.



1. Prepare the interviews:

- a. **Select stakeholders** you would like to interview based on your stakeholder map and the results of discussions you had during the community entry (activity 4). The number of stakeholder to visit depends on the focus of the mapping. If you have a clear focus, like soil health, probably less stakeholders will be identified.
- b. **Prepare lists with questions** for each stakeholder. Some questions you ask every stakeholder, while others are specific to a stakeholder.
- c. **Schedule the interviews.** Often, 45 minutes to 1 hour is enough to interview someone, especially if you are well prepared. Use your contact person in the community to assist you in contacting selected stakeholders.

2. Interview the selected stakeholders.

Please keep in mind that you are interviewing the other person. This interview is not about you, and your opinion is not important.

- a. Introduce yourself and the project.
- b. Explain the purpose of the interview (to collect information about XX) and how the information will be used.
- c. Start the interview. Cover all questions on your list.
- d. Check if the person knows other stakeholders that are worth contacting.
- e. Thank the person at the end of the interview and reiterate what you will do with the information collected.

3. Work out your notes immediately after each interview

so it is still fresh in your mind. Unless you use a tablet or laptop and you are a fast typer, you can never capture exactly what a person has said. Going over your notes and adding information immediately after an interview will help improve them.

4. Describe this activity and the results and include this in your phase I report.

Facilitation Guidelines 2: Household Surveys

Facilitation Guidelines 2: Household Surveys

Phase I, Activity 5

1. **Define the purpose.** Know exactly what you want to find out. Your purpose will guide:
 - The questions you ask
 - The people you target
 - How you analyze the data
2. **Identify who to survey.** Do you want to survey all households in a watershed or landscape, households in a selected community, households around a water source? You need to set criteria like age, income level, or household size if needed.
3. **Decide on how to sample.** Very likely you will not interview all households in a watershed or landscape, but you will select households. You can do this through:
 - Random sampling: unbiased, but you need a list of all households.
 - Systematic sampling: e.g., every fifth house.
 - Stratified sampling: divide the area into subgroups (e.g., by income) and sample from each.
 - Purposive sampling: if you are focusing on specific types of households.
4. **Design the Questionnaire.** See Document 10a and 10b for examples. Keep it clear, simple, and relevant. Structure it logically. Sections might include:
 - Household composition
 - Education and employment
 - Income and expenses
 - Housing and assets
 - Health and sanitation
 - Access to services (e.g., electricity, water, internet)

Tips:

- Use mostly closed-ended questions (Yes/No, multiple choice, scale ratings). Open questions are difficult and cumbersome to analyze.
 - Keep it short (ideally under 20 minutes).
 - Test it on a few people before rolling it out.
5. **Conduct the survey.** During interviews:
 - Get informed consent
 - Be respectful and professional
 - Ensure privacy and confidentiality
 6. **Describe this activity and the results and include this in your Phase I report.**

Facilitation Guidelines 3: Focus Group Discussions

Facilitation Guidelines 3: Focus Group Discussions

Phase I, Activity 5



It can be helpful to talk to several people from one group, for example young livestock farmers, at once. This way you can hear different ideas, verify information, and get a sense of whether people agree or disagree on certain topics.

To facilitate a focus group discussion, you:

1. Think in advance about:

- a. **How many mapping exercises you would like to organize.** Do you want to organize group discussion in every community or only in a few selected communities?
- b. **Which groups you would like to talk to.** Be specific. For example, 'farmers' is too broad. Think about specific crops, gender, age, location, land size, etc. You want people in one group that are at the same level of livelihood, influence, power, vulnerability. If not, there is no balance in the group and those with most power, influence, etc. will dominate the discussions. In that case, it is better to interview people separately.
- c. **Whether to invite your contact person from the local government or not.** In some areas you are required to invite him/her. Inviting means involvement of the local government, which can make certain activities easier to carry out. However, it can also block people from contributing during the group discussion, especially if the contact person is of a different gender and/or age.

2. Prepare the focus group discussions:

- a. **Prepare your discussion questions.**
- b. **Organize a place where you can sit quietly with the group.** The presence of people who are not invited, will influence the group.
- c. **Invite the group.** Limit the number of people per group discussion to five or six. Inviting more people from the same group is unlikely to generate more ideas. It will actually do the opposite, because with more people it is harder to dig deeper.

3. **Facilitate your group discussion.**
 - a. **Welcome everyone** and do a short round of **introduction**.
 - b. **Set the scene.**
 - **Provide some background information about the project**, manage expectations about the results of the project (what can be done and what cannot be done), and mention the involvement of the local government and influencers.
 - **Provide some background information about the project.** You want to hear everyone's opinion about (mention the focus of the discussion).
 - Emphasize that there is no right or wrong answer in this discussion, and that there is no need to agree with each other.
 - Say that you will take notes and write a report about this discussion, but that no one will be mentioned by name.
 - c. **Start your discussion.** Remember, your job is to get people talking and listening to each other. Your opinion is not important.
 - d. **Take notes.** You can also ask someone else (not someone from the group) to take notes so you can focus on facilitating the meeting.
4. **Work out your notes immediately after the discussion** so it is still fresh in your mind.
5. **Describe this activity and the results and include this in your Phase I report.**

Facilitation Guidelines 4: Participatory Mapping

Facilitation Guidelines 4: Participatory Mapping

Phase I, Activity 5



Participatory mapping is a method in which community members actively create maps of their own areas, incorporating their detailed knowledge of land use, boundaries, resources, and other important features. It captures their spatial understanding of their environment and gives you valuable insights not captured in traditional maps. It can also be the first step in empowering communities to better manage their (limited) natural resources, as the mapping often makes members aware of their natural environment.

To facilitate a participatory mapping exercise, you:

1. Think in advance about:

- a. **How many mapping exercises you would like to organize.** Do you want to organize one mapping exercise per community or only in a few selected communities? You can also choose to invite people from different communities to one program and have them map the watershed or the landscape.
- b. **Which area the community members will map.** For example, will they focus on an area in their community, the entire community, or even a watershed or landscape? You could also have them prepare two maps, for example a broad map of the watershed and one of a specific area around the watershed with more detail.
- c. **Which aspect should be covered in the map.** Do you only want to focus on one natural resource (for example water) or natural resources in general?
- d. **Who you will invite.** This can be a mixed group of people. It would be good to invite at least two people from each type of person you are inviting. For example, two young, male livestock farmers, two female cash crop producers, etc., so they can make maps together. Limit the number of people per mapping exercise to 12. Inviting more people does not generate more information and is more difficult to manage.
- e. **How to divide people into groups to make maps.** To ensure that everyone is included, and no one feels intimidated by someone with more influence, you can put people with similar backgrounds (gender, age, livelihood) in one group.

2. Prepare the participatory mapping:

- a. **Prepare the questions you want to ask to discuss the results of the mapping exercise.** Developing the maps is only one aspect of the exercise; the discussion about the maps is equally important.
- b. **Organize the logistics.**
 - **Organize a place where you have enough space to work with the group.** It should be a place with tables and walls to hang the maps.
 - **Purchase the necessary materials,** including flip-sheets, markers and/or colored pencils or felt-tip pens.
- c. **Invite a group of community members.** You can ask your local contact person for support. He/she should also be present during this activity.

3. Facilitate the mapping exercise.

- a. **Welcome everyone** and do a short round of introduction.
- b. **Set the scene.**
 - **Provide some background information about the project,** manage expectations about the results of the project (what can be done and what cannot be done), and mention the involvement of the local government and influencers.
 - **Explain the purpose of the mapping exercise:** to draw a map of the environment to get an idea of the use and management of land, water and other natural resources, boundaries, soil health, etc. (the focus depends on your project).
- c. **Start the first part of the mapping exercise.** You can ask the groups to make one map of the current situation, or two maps with the situation 10 or 20 years and today, or even a map with the desired situation. The process is the same:
 - Divide participants into homogeneous groups.
 - Give each group a flip-sheet and pencils/felt-tip pens for coloring.
 - Say that we are going to draw the community, landscape around the river, etc. (depending on what you have decided).
 - Give step-by-step instructions on what to draw. For example, have them draw the river first, then other natural water sources, points of elevation, grazing lands, hunting and fishing grounds, forest, different products such as medicinal plants, building materials, fuel sources, etc.
 - Have the groups look at the other groups' work halfway through. They are not allowed to make any changes to the other groups' work, but they are allowed to modify their own drawing if they want to.
- d. **Discuss the results.**
 - Ask each group to hang their drawing next to each other on the wall.
 - Look at what the drawings have in common and where they differ.
 - Groups can modify their maps, if they wish.

- e. **Continue with the second part of the mapping exercise.** In the second part, groups indicate on their maps where issues are, where resources become depleted, which resources they can influence its use, where they are involved in the management of the resources, etc. Your questions will depend on the focus of your project.
 - Leave the maps on the wall.
 - Mention something the groups need to indicate on their map.
 - **Compare and discuss the results.** This is the most important parts; ask questions and probe to understand the situation. Emphasize that there is no right or wrong in this discussion, and that there is no need to agree with each other.
 - Move on to the next thing that the groups should indicate on their map.
 - f. **Take notes.** You can also ask someone else (not someone from the group) to take notes so you can focus on facilitating the mapping exercise.
4. **Work out your notes immediately after the exercise** so it is still fresh in your mind.
 5. **Describe this activity and the results and include this in your phase I report.**

Facilitation Guidelines 5: Transect Walk

Facilitation Guidelines 5: Transect Walk

Phase I, Activity 5



A transect walk is a method for gathering spatial data on an area. It is a group exercise that entails walking between two points to intentionally cross or transect a community. The group explores environmental and social resources, conditions and systems by observing, asking, listening, looking and producing a transect diagram. The great advantage of a transect walk is that you could immediately ask questions about what you see at location.

To facilitate a transect walk, you:

1. Think in advance about:

- a. **The aim of the walk.** Do you want to facilitate a conversation within a community about local behaviors and needs around a specific location, or is it for you to get a better sense of the community and the issues surrounding a specific natural resource? You can choose to organize different walks with different goals.
- b. **What aspect should be covered during the walk?** Do you want to focus on just one natural resource (e.g. water) or natural resources in general?
- c. **Where you would like to walk.** Will you follow a stream, focus on a forest area, etc.? This depends on the focus of the project.
- d. **Who you will invite.** This depends on the aim of your walk. If the goal is for you to have a better understanding of the situation, invite people that know the area very well. If the goal is to start the discussion, invite a mixed group of people. Limit the number of people to five or six. Because you will walk, invite people who are fit to make the walk.
- e. **When you will organize the walk.** To get an idea of how certain natural resources are being used, you should walk around at the time that those resources are being used. For example, if herders are taking their cattle out to forage in the late afternoon and you want to discuss land use, you should walk around at that time of day.

2. Prepare the transect walk:

- a. **Get a map of the area you are going to walk.** Print it out so you can add notes to it as you walk.

- b. **Prepare the questions you want to ask during the walk.** Questions will undoubtedly arise as you walk, but it will serve as a guideline.
- c. **Invite a group of community members.** You can ask your local contact person for support. He/she should also be present during this activity.
- d. **Co-decide on the number of walks,** areas for/direction of walks, (be considerate about the distance)
- e. **Ensure to have a camera to take pictures.** If you use the camera on your telephone, make sure you have enough space on your telephone to store the pictures.

3. Facilitate the transect walk.

- a. **Welcome everyone** and do a short round of **introduction**.
- b. **Set the scene.**
 - **Provide some background information about the project,** manage expectations about the results of the project (what can be done and what cannot be done), and mention the involvement of the local government and influencers.
 - **Explain the purpose of the transect walk.**
- c. **Start your walk.**
 - i. **Observe.**
 - ii. **Take pictures.** Take pictures of what you see along the way and take a group photo of everyone who is walking with you on the walk. You will need the pictures for your analysis (activity 6), to prepare posters for the multi-stakeholder dialogue (see activity 7), and your report (see activity 8).
 - iii. **Ask questions** to the people who are **walking with you:** what do they see, what do they think about it, whether the situation has always been like this, what has changed, why has it changed, is the change good or bad, etc.
 - iv. **Ask questions** to people **you meet along the way.** You can ask them the same questions you ask those who are walking with you.
- d. **Take notes** of what you see and what you hear. You can also ask someone else (not someone from the group) to take notes so you can focus on facilitating the walk.
- e. **Produce a transect diagram** together with the group. A transect diagram is a visual representation of data collection along a line (called a transect) across a habitat showing how environmental factors or species distribution change over a specific distance.

6. **Work out your notes immediately after the walk** so it is still fresh in your mind.

7. **Describe this activity and the results and include this in your phase I report.**

Facilitation Guidelines 6: Validation Multi- Stakeholder Dialogue

Facilitation Guidelines 6: Validation Multi-Stakeholder Dialogue

Phase I, Activity 7

The purpose of a multi-stakeholder dialogue is to present and validate the results of the data collection and analysis. It also serves as a first step towards commitment of different stakeholders to implement the selected interventions in phase III. During this phase, you will not discuss solutions (that is part of phase II, activity 1). It is also not yet necessary to agree on the main challenges (that is part of phase II, activity 1), but you should ask for challenges.

Agenda for the Multi-Stakeholder Dialogue

Total time needed: 4 hours

- 15 min: Welcome and introduction of participants and facilitator
- 15 min: Setting the scene
- 1.5 hours: Collecting input from participants and discussing their input (part 1)
- 15 min: Short break
- 1.5 hours: Collecting input from participants and discussing their input (part 2)
- 15 min: Wrap up

Preparing the Multi-Stakeholder Dialogue

Start one month in advance with the preparations. To prepare a multi-stakeholder dialogue, you:

1. Decide about:

- a. **The desired results.** Be specific in what you would like to achieve so you can work towards it.
- b. **Who you will invite.** This should be a mixed group representing different stakeholders. Your updated stakeholder map is a useful source to select people. Ask your contact person to help you with the selection and social welfare to reach vulnerable groups. Also try to involve people who are never invited to programs. Make sure you invite the most important influencers in the community. If you don't invite them, there is a risk that they will sabotage your project before you even start. Invite between 30 and 50 people.
- c. **When to organize the program.** Check with key stakeholders for convenient dates.
- d. **The duration of the program.** Half a day is enough as it keeps people focused. Often you can achieve the same in half a day as in a whole day. Key is your preparation: the better you are prepared, the better you can manage your time and the better your results.
- e. **Where to organize the program.** If you invite people from different communities, select a central location. To show the involvement and commitment of the local government, you can decide to use a venue from the local government.

Inclusion

Keep in mind that traveling to a venue may be challenging for women, because of small children, safety concerns, or approval of their spouse or family. One possible solution is to organize several small-scale community-level programs instead of one large, comprehensive program.

- f. **The use of interpreters**, if necessary. Do not assume that everyone speaks the commonly used language of that area.

The use of interpreters during programs

Interpreters might be a necessary evil to include vulnerable or marginalized groups. The main disadvantage of interpretation is that it slows down the discussions and puts a spotlight on those needing the interpretation (which can make people feel very uncomfortable).

To make use of interpreters effectively and efficiently without disturbing the flow of the program too much, you can do the following.

Before the meeting

- Discuss the program with the interpreters a few days in advance. Go over specific terminology and the format of the program.
- Agree how the interpretation will be done. Best is to have the interpreter stand next to the person(s) who need interpretation.
- Agree that in plenary sessions when someone gives a contribution, the interpreter will not need to translate your paraphrasing. During the time that you as facilitator paraphrases the contribution, the interpreter can give the translation.
- Interpretation is demanding and requires full attention of the interpreter. Consider using two interpreters so they can rotate.
- Schedule extra time for sessions because interpretation will take extra time.

During the meeting

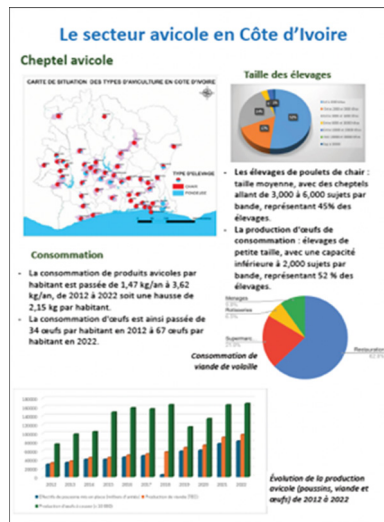
- Speak clearly at a slightly slower pace than you normally speak.
- Use short and simple sentences without fancy words or too much terminology.
- Leave pauses if you see that the interpreter needs to catch up.
- Give time to participant(s) who need interpretation to reflect on questions. Keep in mind that they need time to process the translation before they can formulate an answer.
- Talk to the participant(s), not the interpreter. For example, do not ask the interpreter: "Can you ask her what she thinks about this?"

2. Prepare the multi-stakeholder dialogue:

a. Develop posters summarizing your findings so far.

- Think of the posters as a **replacement of a PowerPoint presentation**. Note: You can prepare the posters in PowerPoint. Turn your slides vertical instead of using the standard horizontal slides.
- **Categorize your findings** and develop posters by category. For example, if your focus is water management, you can develop posters on stakeholders involved, use of water sources, management of water sources, challenges with water sources, etc.
- Develop one poster with your stakeholder map.

- Use **plenty of visuals** to also accommodate illiterate participants. You can include maps developed during the participatory mapping exercise, photos taken during the transect walk, photos of different stakeholders (in their environment so you can see who they represent), etc. Avoid tables and graphs, as they are not easy to understand for everyone.
- **Print the posters.** Have them printed in A1 size, full color.



Examples of posters

b. Organize the logistics.

- **Organize a place that is large enough.** It should be a place with walls to hang the posters and for the groups to walk around.
- **Purchase the necessary materials,** including colored cards, markers, and masking tape.
- **Organize drinks and snacks.**

c. Invite the participants. You can ask your local contact person for support. He/she should also be present during this activity.

3. Prepare your venue.

- Hang the posters on the wall.** Ensure there is enough space between the posters so groups will not disturb each other.
- Paste next to each poster one colored card with 'corrections' and one colored card with missing information'.**

Facilitating the Multi-Stakeholder Dialogue

15 min: Welcome and introduction of participants and facilitator

The facilitator will facilitate all sessions.

Procedures:

1. Welcome everyone.
2. Do a short round of introduction: ask everyone to mention their name, organization they work for, and their function in the organization.

15 min: Setting the scene

Procedures:

1. **Provide some background information about the project**, manage expectations about the results of the project (what can be done and what cannot be done), and mention the involvement of the local government and influencers. Do not use a PowerPoint presentation to avoid excluding illiterate people immediately.
2. **Explain the purpose of the multi-stakeholder dialogue**: to present and verify the results of the data collections, interviews, transect walk, focus group discussions, etc.
3. **Emphasize that it is not necessary to agree on everything**. It might be necessary to collect more information, or it is possible that different views are considered.
4. **Explain what you will do during this meeting**. You will present the results of the data collection, etc. through the posters that they see on the wall. You will discuss if the information is correct and if you miss any information.

3 hours: Collecting input from participants and discussing their input

(with a break of 15 minutes halfway)

Procedures:

You use the posters to collect input from participants. This can be done in two ways, depending on the number of illiterate participants.

Method 1: A few participants are illiterate.

You facilitate this in two steps:

90 min: Let participants discuss in small groups the posters

90 min: Discuss all input

15 min: Setting the scene

Let participants discuss in small groups the posters

1. Have people form small, homogeneous groups of maximum 3 people per group with people of the same gender, same age, same stakeholders (public sector, private sector, technical partners, etc.), etc.
2. Make sure that there is one person in each group who can read and write.
3. Give each group a stack of colored cards and a marker.
4. Each group should read all posters and discuss whether the information is correct and what information is missing. There is no set order for visiting the poster; each group can walk around freely.
5. The groups should write corrections and missing information on a colored card and stick it under the card with the heading 'corrections' or 'missing information'.
6. Start the exercise. Walk around to clarify information and to encourage groups to write their comments and suggestions on the cards.



Discuss all input

7. When each group has contributed to each poster, discuss the results. Visit each poster with the entire group. Read all contributions and ask questions for clarification or additional information. Add notes to the posters and colored cards and/or add new cards with information. Since everyone has contributed to each poster, you won't have much discussion. Often people only add small details.



Method 2: The majority is illiterate.

Here you let participants discuss in small group a poster, and immediately you discuss in plenary the input. Then you move to the next poster.

1. Have people form small, homogeneous groups of maximum 3 people per group with people of the same gender, same age, same stakeholders (public sector, private sector, technical partners, etc.), etc.

2. Ask all groups to follow you to the first poster. Explain what is on the first poster. Then give each small group time to discuss if the information is correct and if information is missing.

Note: By having people discuss in small groups rather than gathering their input in a plenary session, everyone's involvement is encouraged. People who might not normally be heard are given the opportunity to voice their opinions.

3. **Discuss the results.** Start with the corrections: ask each group one by one if they have any corrections. Let each group give you one correction (if any) and move on to the next group. If necessary, make a second or even third round to collect all contributions. Write contributions on a colored card and stick it under the card with the heading 'corrections' or 'missing information'. Then do the same for missing information. These cards function as your notes.

Note: If you let the first group give all their comments, the other groups will have less to contribute. Therefore, take only one comment at a time and move on to the next group. This way, each group is more likely to contribute something.

4. Once all groups have given their comments and suggestions for the first poster, move on to the second poster and repeat the process.

5. Continue until all posters are discussed.

Note: If you have older people in the group who cannot stand for long periods of time, get a chair for them and move the chairs with you as you move from one poster to another.

15 min: Wrapping up**Procedures:**

1. **Ask a few people from different stakeholders for their reaction to the program.** You can ask: “What was the most useful that you learned?” or “What was the most surprising that you learned?”
2. **Explain what you will do with the results.**
3. **Indicate the next step.**

Actions After the Multi-Stakeholder Dialogue

1. **Work out your notes immediately after the program** so it is still fresh in your mind. Use the information on the cards.
2. **Describe this activity and the results and include this in your phase I report.**

Facilitation Guidelines 7: Multi-Stakeholder Workshop

Facilitation Guidelines 7: Multi-Stakeholder Workshop

Phase II, Activity 1

The aim of the 2.5 days multi-stakeholder workshop is threefold:

1. **Analyze and agree on challenges.** Different stakeholders will analyze the challenges that were identified during the situation analysis (phase I) and agree on which challenges they want to address.
2. **Develop a shared vision.**
3. **Agree on potential solutions.**

Agenda for the Multi-Stakeholder Dialogue

Total time needed: 2.5 days

Day 1

- 30 min: Introduction and program
- 4 hours: Discuss the challenges
- 2 hours: Select the challenges

Day 2

- 3 hours: Develop a shared vision
- 3 hours: Discuss potential solutions (part 1)

Day 3

- 2 hours: Discuss potential solutions (part 2)
- 30 min: Wrap up

Preparing the Multi-Stakeholder Dialogue

To prepare a multi-stakeholder workshop, you:

1. Think in advance about:
 - a. **The desired results.** Be specific in what you would like to achieve so you can work towards it.
 - b. **Who you will invite.** This should be a mixed group representing different stakeholders. Think about gender dynamics, social construct and balance of power in the stakeholder group ahead of the process. Review your stakeholder map and situational analysis. Invite between 30 and 50 people.

Inviting experts as participants is not a good idea because they will dominate the discussions. You can invite them as resource person but in that case, it is better to have 1 session in which participants can ask questions to the expert (call the session “asking the expert”).

- c. **The duration of the program.** There is a lot to discuss and agree upon, so you need to focus and not re-discuss issues raised in Phase II but move forward. Still, you will need at least two days to agree on challenges, develop a vision, and agree on potential

solutions. Also for this program your preparation is key: the better you are prepared, the better you can manage your time and the better your results.

- d. **When to organize the program.** Check with key stakeholders for convenient dates.
- e. **Where to organize the program.** If you invite people from different communities, select a central location. Also in this multi-stakeholder dialogue, consider the challenges women face when wanting to participate in such programs.
- f. **The use of interpreters,** if necessary. Do not assume that everyone speaks the commonly used language of that area. See also the colored box on “Using interpreters” in Activity 7: Organize a Validation Multi-Stakeholder Dialogue.

2. Prepare the multi-stakeholder workshop:

- a. **Develop posters on challenges identified in phase II.** This means you cannot use the posters you developed for the multi-stakeholder dialogue. Keep in mind that you need to move forward and not re-discuss issues.
 - **Develop one poster per challenge.** In case challenges are connected to each other, you can group challenges.
 - **Add information to the challenges that will help to analyze the challenge,** including the cause(s), the consequences, the area(s) affected, the stakeholders directly and indirectly affected, how long the challenge exists, how it has changed over the years for worse or better, etc.
 - **Use plenty of visuals** to also accommodate illiterate participants. You can include maps developed during the participatory mapping exercise, photos taken during the transect walk, photos of different stakeholders (in their environment so you can see who they represent), etc. Avoid tables and graphs, as they are not easy to understand for everyone.
 - If challenges were mentioned that are outside the scope of the project, you can develop **one separate poster** with these challenges and with the heading ‘outside the scope of the project’. This acknowledges the challenges, but at the same time let people know that these challenges will not be discussed.
 - **Develop colored cards with selection criteria** for challenges and solutions. You will not vote on challenges or solutions but use selection criteria. It is up to the group to decide which criteria they want to apply but you should suggest criteria. See colored box below for suggestions.
 - **Print the posters.** Have them printed in A1 size, full color.
- b. **Formulate possible criteria for selection of challenges and solutions.** See colored box above for suggestions.

Suggestions for criteria for selecting challenges and solutions

- *People affected*
 - o Type of stakeholders affected (women, youth, vulnerable people, herders, crop farmers, tenants, landowners)
 - o Number of people affected
 - o Number of communities affected

- *Level of impact on*
 - o Livelihood of people
 - o Income of people
 - o Natural resources
 - o Environment, biodiversity, etc.
- *Solving the challenge/implementing the solution*
 - o Urgency (meaning: if you don't act now, it will be too late)
 - o Efforts needed
 - o Costs
 - o Time needed
 - o Expertise needed
 - o Feasibility
 - o Scalability
 - o Sustainability and resilience
 - o For solutions: solving more than one problem

- c. **Write each criteria on a colored card** (one criteria per card). Using cards makes it easier to prioritize and eliminate criteria.
- d. **Get printed maps of the area.** You will use them to develop a shared vision (see activity 2 part 3 of the workshop).
- e. **Develop a banner**, if you want to, for the group picture. You can use a small pull-up banner or a vertical banner that participants can hold, and you can hang on the wall. Keep in mind that you need lots of wall space for your workshop which often leaves no space for a large banner.
- f. **Organize the logistics.**
 - **Organize a place that is large enough.** It should be a place with walls to hang the posters and enough space to set up workstations and for the groups to walk around.
 - **Purchase the necessary materials**, including:
 - 200 cards of different colors
 - 20 black markers
 - At least 20 felt-tip pens of different colors for the vision
 - 5 roles of masking tape
 - **Organize lunch and refreshments.**
 - **Organize giveaways you would like to distribute to participants**, if any. For example, caps, t-shirts or pens with the logo of your organization or project.
- g. **Invite the participants.**
 - You can ask your local contact person for support. He/she should also be present during this activity.

- The workshop as described in activity 2 is suitable for 15 to 50 people. More people are possible but often the space in the available venue is the limiting factor.
- More people does not mean more input or more ideas. It also does not mean better inclusion or more ownership or involvement. Key is to make a good selection of participants.

3. Prepare your venue.

- Hang the posters on the wall.** Ensure there is enough space between the posters so groups will not disturb each other.
- Paste next to each poster one colored card with 'corrections' and one colored card with 'missing information'.**
- Put chairs in the middle of the venue and tables at the sides for the work on the vision.** You will only do the opening and closing in a "formal" setting. During the group work and exercises, participants are free to take a chair to sit down.

Gender Equality and Social Inclusion when preparing the workshop

Workshop preparations should ensure inclusive participation by proactively inviting women, youth, persons with disabilities, indigenous peoples, and other marginalized groups, not just traditional or formal stakeholders. Select accessible venues, schedule sessions at times convenient for all, and provide support services such as translation, childcare, or transport stipends if needed. Workshop materials and facilitation approaches must be gender-sensitive, culturally appropriate, and adapted to different literacy and learning styles to enable equitable engagement and influence.

Facilitating the Multi-Stakeholder Dialogue

Day 1

The facilitator will facilitate all sessions.

15 min: Welcome and introduction of participants and facilitator

Procedures:

1. Welcome everyone.
2. Do a short round of introduction: ask everyone to mention their name, organization they work for, and their function in the organization.

15 min: Setting the scene

Procedures:

1. **Provide some background information about the project**, manage expectations about the results of the project (what can be done and what cannot be done), and mention the involvement of the local government and influencers. Do not use a PowerPoint presentation to avoid excluding illiterate people immediately.
2. **Explain the purpose of the multi-stakeholder workshop**. Explain what has been done so far and that during this program we will agree on which challenges we want and need to solve, develop a shared vision, and find solutions to solve the selected challenges. If there are participants who also attended the multi-stakeholder dialogue, emphasize that we will not rediscuss issues but move forward.
3. **Explain what we will do**. The program consists of four parts.
 - First, we will look at the identified challenges and discuss why these challenges exist, their effect, etc.
 - Secondly, because we cannot solve all challenges at the same time, we are going to select challenges based on agreed criteria.
 - Thirdly, we will develop a shared vision of what we want to achieve in the area in the next 5 years.
 - Finally, we are going to discuss possible solutions for the selected challenges.

4 hours: Discussing the challenges

The goal is for the group to gain a thorough understanding of the challenges in the area within the focus of the project. You will discuss the posters, except the poster with challenges outside the scope of the project (only refer to that poster). You facilitate this exercise exactly as you did for the multi-stakeholder dialogue. You can facilitate it in two ways, depending on the number of illiterate participants.

Procedures:

Method 1: A few participants are illiterate.

1. Have people form small, homogeneous groups of maximum 3 people per group with people of the same gender, same age, same stakeholders (public sector, private sector, technical partners, etc.), etc.
2. Make sure that there is one person in each group who can read and write.
3. Give each group a stack of cards of different colors and a marker.
4. Each group should read all posters and discuss whether the information is correct and what information is missing. There is no order for visiting the posters, groups can walk around freely.
5. The groups should write corrections and missing information on a colored card and stick it under the card with the heading 'corrections' or 'missing information'.

6. Start the exercise. Walk around to clarify information and to encourage groups to write their comments and suggestions on the cards.
7. When each group has contributed to each poster, **discuss the results**. Visit each poster with the entire group. Read all contributions and ask questions for clarification or additional information. Add notes to the posters and colored cards and/or add new cards with information. Since everyone has contributed to each poster, you won't have much discussion. Often people only add small details.

Method 2: The majority is illiterate.

1. Have people form small, homogeneous groups of maximum 3 people per group, with people of the same gender, same age, same stakeholders (public sector, private sector, technical partners, etc.), etc.
2. Ask all groups to follow you to the first poster. Explain what is on the first poster. Then give each small group time to discuss if the information is correct and if information is missing.
Note: By having people discuss in small groups rather than gathering their input in a plenary session, everyone's involvement is encouraged. People who might not normally be heard are given the opportunity to voice their opinions.
3. If applicable, give groups that have literate people a stack of colored cards and markers to write corrections and missing information.
4. **Discuss the results.** Start with the corrections: ask each group one by one if they have any corrections. Let each group give you one correction (if any) and move on to the next group. If necessary, make a second or even third round to collect all contributions. Write contributions on a colored card and stick it under the card with the heading 'corrections' or 'missing information'. Then do the same for missing information.

Note: If you let the first group give all their comments, the other groups will have less to contribute. Therefore, take only one comment at a time and move on to the next group. This way, each group is more likely to contribute something.

5. Once all groups have given their comments and suggestions for the first poster, move on to the second poster and repeat the process.
6. Continue until all posters are discussed.
Note: If you have older people in the group who cannot stand for long periods of time, ask a younger person to get a chair for them and move the chairs with you as you move from one poster to another.

2 hours: Selecting the challenges

The goal is to select challenges that the group wants to solve. You do this by setting criteria for selection, not by prioritizing challenges or voting.

Procedures:

1. **Explain the procedures:** we will first list the selection criteria and then apply them to the challenges. Emphasize that we are looking for challenges that impact directly or indirectly the community within the framework of the project.
2. **Show the criteria you have listed** (the colored cards) and ask participants if they have additional criteria.
Note: If you ask participants to come up with criteria, the list will likely be very limited, as people generally find this difficult to do.
3. **Go over all criteria one by one and apply them to all challenges.** For example, for the number of people effected, ask which challenges effect not so many people and which challenges effect lots of people. You can add this on the posters with the challenges (if you have a co-facilitator, he/she can do this, otherwise ask a literate participant to do this).
4. **Look together at which challenges meet few criteria, and which challenges meet many criteria.** Make notes on the posters. For example, use a cross (or red mark) when a criterion does not apply and an okay sign (or green mark) when a criterion applies.
Note: With this process, certain challenges almost automatically stand out. It is important to have many selection criteria to prevent the focus on one criterion.
5. **Look at which challenges have a lot of green marks and continue with those.**
 - Check with the group if this reflects their feelings about which challenges need to be solved. If this is not the case, go back to your selection criteria.
 - If there are more than four challenges that stand out, continue the discussion by looking at the importance of certain criteria to narrow it down to three or four challenges.
 - The final result will be 3-4 selected challenges.

Note:

- **Avoid voting at any time** because then you will create a group of winners and a group of losers which is disastrous for the implementation of the solution.
 - **Do not rank or prioritize challenges**, as this will only lead to a lot of discussions and create the expectation that the challenge ranked first will definitely be solved.
6. **To manage expectations**, repeat that **the final choice is up to the donor** because they decide which challenge they would like to support as part of this project. Remove the challenges that were not selected from the wall.

Day 2

3 hours: Developing a vision

The goal is to have the group reflect on how their environment would look like if the selected challenges (that are within the scope of the project) were solved. They do this by drawing two maps: one that depicts the desired future situation (what people want) and one that depicts a feasible future situation (what is possible).

Procedures:

1. Draw with the entire group a map that shows the current situation.

- a. Agree on a legend to use (this legend will be used for all maps).
- b. Indicate the selected problems on the map together.
- c. Do it step-by-step so that everyone sees how to depict a situation on a map.

Note: This map not only shows the current situation but also shows to everyone how to draw a map.

2. Say that the next step is that they will draw a desired future situation (a vision). Discuss what **important aspects** or criteria a desired situation should have. Examples of this are that the desired situation should be

- Sustainable.
- Without conflict between different groups.
- Good for the environment and biodiversity.
- Good for everyone and not just for a small group of influential people or the majority.

Note: Setting criteria for the vision will reduce the differences between the visions.

3. Have people form groups with people from the same stakeholder group or background. For example, female farmers, herders, private sector, public sector, etc.

Note: Do not mix people from different groups. It is interesting to see how different groups see the future.

4. Give each group a map of the area and markers or felt-tip pens. **Let the groups draw the desired future situation with all selected challenges solved.** Let the groups work and walk around to support.

Note: To avoid making the exercise too complicated, external factors that can change are not included, such as policy changes, the construction of a highway or the commercialization of plantations.

5. After 5-10 minutes, ask the groups to stop working and **walk around to look at the work of the other groups.** They are not allowed to make any changes on maps of other groups, but they can implement ideas from other groups onto their own maps.

Note: Groups get ideas from other groups which stimulates the process. In addition, there will be less differences between the maps which prevents long discussions when discussing the results.

6. Have the groups finalize their maps. **Discuss the results.** Have each group hang their map next to each other on the wall. Compare the maps: what are similarities, where are differences? Ask for clarification, if needed.

Note: Do not let groups present their results but facilitate it by asking questions about similarities and differences to keep the discussion focused.

7. Say that all maps look great, but that not all challenges will be solved (the donor will select one or maybe two) and it is always difficult to achieve a perfect situation. Give each group a new map. This time, **they need to draw the feasible future situation.**

Note: This exercise is to manage expectations of participants because drawing a perfect situation will raise expectations.

8. Facilitate in the same way (step e and f as described above). Also look at the differences between the desired situation and the feasible situation.

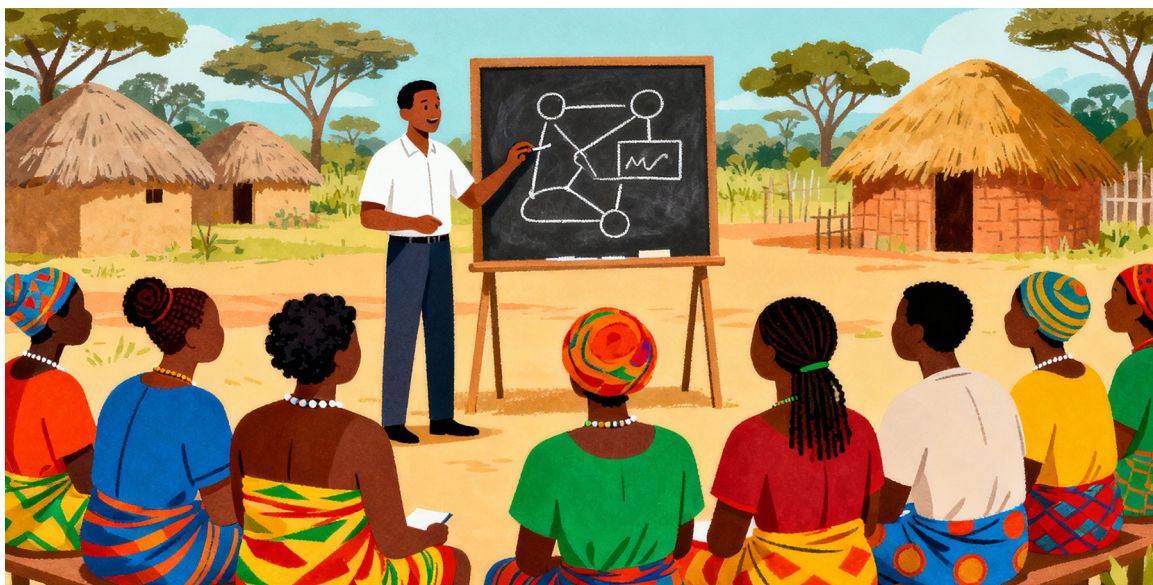
3 hours: Discussing potential solutions

The goal is to get the group to reflect on what they can do to solve the selected challenges and what they need external expertise or support for. To avoid a long wish list, give the group specific assignments to work on, as described below.

Facilitator discussing potential solutions with participants

1. **Hang the selected challenges on different walls.** For each challenge, hang on one side a colored card with the heading 'community action' and on the other side a colored card with the heading 'partner action'. These are so called workstations (meaning: each challenge has two workstations: one for community action and one for partners action).
2. **Explain that we are going to look at solutions to solve the challenges.**
 - a. Some solutions can be done by the community, while for others we need expertise or support from partners.
 - b. Emphasize that solutions must be in the scope of the project (repeat the scope).
3. **Divide the participants** into groups. The number of groups depend on the number of challenges you have selected in part 2 of the program (described under step 4). 6 groups if you have selected 3 challenges, and into 8 groups if you have selected 4 challenges.
 - a. Make sure that there is at least one person in each group who can read and write. Remind them to read out loud everything that will be or is written on cards.
 - b. Make sure that the groups are homogeneous.
 - c. Give each group a stack of colored cards, a marker and masking tape.
 - d. Assign each group a workstation.
 - e. Ask them to list possible solutions to their challenge; either actions that could be taken by the community or actions by partners (depending on the workstation they are on).
 - f. They should write possible solutions (or actions) on colored cards and hang them on the wall.
4. **Have the groups work on solutions to their challenge.** Walk around and encourage people to write their solutions on the colored cards (groups are always a little hesitant to start writing at first).

Note: Let people sit on chairs in half a circle facing the challenge on the wall. This means that on each side of a challenge, you will have a group.



5. After 10 minutes, tell the groups to stop working.
 - a. **Tell the groups to switch places with the group on the other side of the challenge** (they will stay on the same challenge). This means that groups working on community actions now have to work on partner actions for the same challenge, and groups working on partner actions now have to work on community actions for the same challenge.
 - b. Groups should look at the contributions of the previous group and add their own contributions.

6. After 10 minutes, tell the groups to stop working.
 - a. **Have groups rotate between challenges.** For example, the two groups working on challenge 1 will move to challenge 2, the two groups working on challenge 2 will move to challenge 3, and the two groups working on challenge 3 will move to challenge 1.
 - b. Let the groups move to the action side where they finished with the previous challenge. For example, a group worked on community actions for challenge 1 before moving, will now move to community actions for challenge 2.

7. **Switch and rotate until all groups have contributed to all workstations** (i.e., all community and partner actions for all challenges).

8. **Discuss the results for the first challenge.**
 - a. Ask everyone to form half a circle around the first challenge (provide chairs for older people).
 - b. Read out loud all contributions: start with community actions and continue with partner actions. Check if any cards should switch sides.
 - c. For community actions: look at which actions the community can implement without any external support or expertise. Mark these actions.
 - d. Look for solutions that solve more challenges. This can be challenges that have been selected or other challenges that have not even been mentioned.
 - e. Discuss the **handing over** of the results of the intervention and **possible responsibilities**.

9. **Select preferred solutions per action type** (community and partner). Refer to the selection criteria that you also used when discussing challenges.
 - a. For each selection criteria, look together at which solution very few criteria apply and at which solution many criteria apply.
 - b. Make notes on the cards with the solutions. For example, use a cross (or red mark) when a criterion does not apply and an okay sign (or green mark) when a criterion applies.
10. **Look at which solutions have a lot of green marks and continue with those.**
 - a. Check with the group if this reflects their feelings about the main solutions they want to implement. If this is not the case, go back to your selection criteria.
 - b. If there are more than four solutions that stand out, continue the discussion by looking at the importance of certain criteria to narrow it down to three or four solutions.
 - c. The final result could be 3-4 co-identified solutions for community action and 3-4 selected solutions for partner action.

Note: Also here, avoid voting and ranking or prioritizing solutions.
11. Once you have selected solutions for Challenge 1, **move on to Challenge 2 with the whole group** and facilitate it in the same way (steps h to j).
12. When all challenges have been discussed, **review the cards with actions that the community can implement without external support or expertise.** Check how willing and committed the group is to implement these solutions.
13. Repeat that **the final choice of solutions to be supported is up to the donor**, as they decide which interventions they want to support as part of this project. But as we have seen, there are several actions the community can implement.

15 min: Wrapping up

Procedures:

1. **Explain the way forward (15 min).**
 - a. **Inform the group about the next steps:** developing the ILM plan (activity 3), the handover ceremony (activity 4), and receiving feedback from the donor (this may take up to a year).
 - b. **Agree on how to communicate on progress.** Maybe every 2 months. You can use WhatsApp or phone calls.
 - c. **Select people who will present the results at the handover ceremony.** Explain what is expected of them and that you want a mix of different people. Let the group decide who will represent them.
2. **Wrap up (10 min):**
 - a. **Ask a few people from different stakeholders for their reaction to the program.** You can ask: "What was the most useful that you learned?" or "What was the most surprising that you learned?"

Gender Equality and Social Inclusion when facilitating the workshop

When organizing the multi-stakeholder workshop, ensure that facilitation methods actively promote equal participation of women, youth, persons with disabilities, and marginalized groups. Use inclusive seating arrangements, participatory tools, and language translation where necessary to reduce power imbalances and encourage diverse voices. Allocate specific time for underrepresented groups to share their perspectives and create safe spaces for open dialogue. Track attendance and participation using sex-, age-, and diversity-disaggregated data to monitor inclusion and representation.

Actions After the Multi-Stakeholder Dialogue

1. **Work out your notes immediately after the program** so it is still fresh in your mind.
2. **Describe this activity and the results and include this in your phase II report.**

Facilitation Guidelines 8: ILMP Review and Validation Meeting

Facilitation Guidelines 8: ILMP Review and Validation Meeting

Phase II, Activity 3

The purpose of an ILMP evaluation and validation meeting is to present and validate the ILM plan that you have developed with input from the communities. This means that you will not re-discuss the decisions made during the multi-stakeholder workshop (Phase II, Activity 1, described in Facilitation Guidelines 7). Evaluation and validation does not mean that the group must read and agree on every word of the ILM plan, but rather that they agree that the plan reflects their wants and needs.

During the meeting you will review and validate:

- The selected interventions with the expected results or impact.
- The key activities with the proposed timeline for implementation.

You will not review and validate the main challenges; you will only come back to the challenges if someone questions the selected interventions (for example, someone who did not attend the multi-stakeholder workshop). The risk of discussing the challenges is that people will add other challenges and before you know it, you are facilitating another multi-stakeholder workshop.

Agenda for the Review and Validation Meeting

Total time needed: maximum 2 hours

- 5 min: Welcome and introduction of participants and facilitator
- 10 min: Setting the scene
- 45 min: Review and validate the selected interventions (part 1)
- 45 min: Review and validate the key activities (part 2)
- 5 min: Wrap up

Preparing the Review and Validation Meeting

1. Think in advance about:

- a. **The desired results.** You want to have the IPM plan accepted by the communities.
- b. **Who you will invite.** Ideally, you should invite exactly the same people who attended the multi-stakeholder workshop. The risk of inviting others is that people who did not attend the first program will want to discuss decisions again. Keep in mind that this meeting is not intended to present the plan to the communities; that will happen during the launch ceremony (see Phase II, activity 4, and Facilitation Guidelines 9).
- c. **The duration of the program.** Two hours should be enough.
- d. **When to organize the program.** There should not be too much time between the multi-stakeholder workshop and this meeting, so that the decisions are still fresh in everyone's memory.
- e. **Where to organize the program.** Ideally, you organize the program in the same venue as you organized the multi-stakeholder workshop, so it is clear that this meeting is a continuation of the workshop.
- f. **The use of interpreters,** if necessary.

2. Prepare the multi-stakeholder workshop:

a. Develop posters on:

- The selected interventions with the expected results or impact
- The key activities with the proposed timeline for implementation

b. Organize the logistics.

- Buy 100 colored cards, markers and masking tape.
- If possible, have a co-facilitator who can take notes of all comments, suggestions, and questions.

c. Invite all participants. Best is to announce at the end of the multi-stakeholder workshop the date for this meeting.

3. Prepare your venue.

a. Hang the posters on the wall. Ensure there is enough space between the posters.

b. Put chairs in the middle of the venue. You do not need tables. You will only do the opening and closing in a “formal” setting. During the review and validation, participants are free to take a chair to sit down.

Facilitating the Review and Validation Meeting

The facilitator will facilitate all sessions.

Procedures:

1. Welcome everyone.
2. Do a short round of introduction. Because everyone attended the multi-stakeholder meeting, you can keep this very short.

Procedures:

1. **Provide some background information about the project.** Because everyone attended the multi-stakeholder workshop, you can keep this very short.
2. **Refer to the work done during the multi-stakeholder meeting.** Remind people that they discussed challenges (in the area within the focus of the project), developed a vision, and finally selected interventions.
3. **Explain the process of writing the ILM plan.** Tell that you took all their input and wrote a document that will be shared with the donor.
4. **Explain the purpose of the review and validation meeting.** You will present the key content of the ILM plan to ensure it reflects what has been discussed and decided during the multi-stakeholder workshop. Emphasize that this meeting is not to rediscuss any decision that was taken during the multi-stakeholder workshop.
5. **Explain what we will do.** The program consists of two parts: you will present the selected interventions and key activities.

Procedures:

1. **Have people form small, homogeneous groups of maximum 3 people per group**, with people of the same gender, same age, same stakeholders (public sector, private sector, technical partners, etc.), etc. Ask all groups to follow you to the first poster.
2. **Explain what is on the first poster.**
3. **Give the small groups time to discuss if:**
 - The information reflects the discussions and decisions of the multi-stakeholder meeting.
 - There are questions for clarification.
4. **Discuss the results.**
 - Ask if there are questions for clarification. Answer any question.
 - Then ask each pair who agrees with the information on the first poster to raise their hands.
 - Then ask the pairs who did not raise their hands to share their comments or suggestions. Make notes (or have your co-facilitator make notes) on colored cards and paste those cards next to the poster. It is important to paste the comments on the wall as an acknowledgement.

Note: It is important that everyone understands the interventions and the key activities, because they will present them to a larger audience during the launching ceremony (see Phase II, activity 4, Facilitation Guidelines 9).
5. Once all groups have given their comments and suggestions for the first poster, **move on to the second poster** and repeat the process.
6. **Continue until all posters are discussed.**

Note: If you have older people in the group who cannot stand for long periods of time, ask a younger person to get a chair for them and move the chairs with you as you move from one poster to another.

Procedures:

1. **Explain the way forward.** Remind people of the next step (launching ceremony) and the role of everyone.
2. **Close the program.**

Actions After the Review and Validation Meeting

1. **Work out your notes immediately after the program** so it is still fresh in your mind. Use the notes to update the ILM Plan.
2. **Describe this activity and the results and include this in your phase II report.**

Facilitation Guidelines 9: ILMP Launching Ceremony

Facilitation Guidelines 9: ILMP Launching Ceremony

Phase II, Activity 4

The purpose of the launching ceremony is to inform involved stakeholders and (potential) beneficiaries about the proposed interventions and to hand over the ILM plan to the client (the party that commissioned the project). An additional objective of the ceremony is to inform potential donors about the process and selected interventions and to gauge their interest in supporting them.

Agenda for the ILMP Launching Ceremony

Total time needed: maximum 2 hours

- 15 min: Welcome and introduction
- 15 min: Setting the scene
- 45 min: Presenting the results
- 15 Min: Handing over ceremony
- 15 min: Wrapping up

Preparing the ILMP Launching Ceremony

1. Think in advance about:
 - a. **The desired results.** Be specific in what you would like to achieve so you can work towards it.
 - b. **Who you will invite.** In addition to a selection of stakeholders and (potential) beneficiaries, you also invite:
 - **Representatives of the stakeholders and beneficiaries** who attended the multi-stakeholder workshop. They will play an active role in the ceremony so select a mix of different people.
 - **Other stakeholders and beneficiaries who can give weight to the ceremony.** For example, the traditional ruler, highest district representative, chairperson of the largest cooperative, youth group, and women's group, etc.
 - **Potential donors.** Discuss this with the party who gave the assignment. In addition to the main donor, like the Food System Resilience Program (FSRP), also think about other interested parties. For example, crop buying companies for interventions that improve yield and quality of crops, projects, etc.
 - Suppliers of the solutions. For example, a supplier of solar-irrigation or a training provider in the application of climate-smart practices.
 - c. **When to organize the program.** Check with key participants for convenient dates.
 - d. **The duration of the program.** Half a day is enough as it keeps people focused. Again, your preparations are key: the better you are prepared, the better you can manage your time and the better your results.
 - e. **Where to organize the program.** Preferably you organize the program in the intervention area, but keep in mind that you are targeting potential donors and solution providers, so choose a location that is easy to reach.

- f. **How to do the handing over.** Preferably two people who were involved in the process (and attended the multi-stakeholder workshop) will hand over a copy of the printed report to the client.
- g. **Who to ask to say a few words during the handing over ceremony.** This can be the local government representative (who may adopt the plan), traditional leaders, and/or potential investors (i.e., if the solutions have a business model).

2. Prepare the multi-stakeholder dialogue:

a. Develop posters per intervention.

- **Use the summaries for each intervention** as you developed in activity 3.2 of this phase as the basis for your posters. You may need two posters to present an intervention properly.
- **Add pictures and maps.**
- **Print the posters.** Have them printed in A1 size, full color.

b. Print one copy of the ILM plan for each participant.

c. Organize the logistics.

- **Select a venue that is large enough.** It should be a place with walls to hang the posters and for the groups to walk around.
- **Organize drinks and snacks.**

d. Invite the participants.

You can ask your local contact person for support. He/she should also be present during this activity.

3. Prepare your team.

You are the facilitator of the program, but you will not present the results. That will be done by the representatives of the stakeholders and beneficiaries. You will need one day to prepare your team.

a. You will need two people to present one intervention.

For example, if you want to present four interventions, you need four pairs. It is useful to have one person in each pair who can read and write.

b. Explain the purpose of the program:

to get donors interested in funding interventions.

c. Explain their role

(to present the interventions).

d. Practise their presentations

with the posters.

- Start with the first intervention. **Demonstrate what to present.** This means that you will demonstrate the presentation.
- **Let the pair decide who will present what.** For example, one person can present the challenges, and the other person can present the solution. Then the first person presents the key activities and time frame, and the other person concludes with the budget for implementation and other support needed (for example technical support)
- **Have the pair practice their presentation and provide feedback** on their presentation skills (verbal and nonverbal communication) and content.
- **Have the pair practice again.**
- **Continue with the next intervention** and follow the same steps.

- **Continue with the next intervention** and follow the same steps.
- At the end, have **all pairs present their intervention again**.
- Finally, **practice a few questions** that people might ask. Discuss together how best presenters can answer the questions and have them practice the answers.

Note: If you let stakeholders present the results instead of you, you increase ownership and involvement. It also shows commitment of communities to potential donors.

4. Prepare your venue.

- a. **Hang the posters on the wall.** Ensure there is enough space between the posters.
- b. **Print an attendance sheet.** One of the representatives of the stakeholders and beneficiaries can be in charge of this list.

30 minutes: Introduction

Facilitating the ILMP Launching Ceremony

1. **Welcome everyone** and do a short round of **introduction**.
2. **Set the scene.**
 - a. **Provide some background information about the project**, including a short description of the process. Do not use PowerPoint presentation to keep it active.
 - b. **Explain the purpose of the handing over ceremony:** to present the selected interventions and to hand over the ILM plan to the communities.
 - c. **Explain the program.** Representatives of stakeholders and beneficiaries together with the local government representative who were involved in the process will present their selected interventions. The local government representative will highlight how they will incorporate the solutions into the mid-term development plan.
 - d. After each presentation, you will give the floor to the audience to respond. Finally the ILM plan is handed over to those responsible for the management of natural resources.
 - e. **Indicate the time for each part of the program.**

45 minutes: Presenting the ILMP

3. **Let the pairs present the intervention.**
 - a. Ask everyone to stand up and gather around the poster that will be presented. Make sure older people can sit down.
 - b. Have the pair present their intervention.
 - c. Give them a round of applause when they are finished.
 - d. Ask if anyone has any questions or remarks. Make sure to give potential donors and suppliers of solutions the floor.

3. Let the pairs present the intervention.

- a. Ask everyone to stand up and gather around the poster that will be presented. Make sure older people can sit down.
- b. Have the pair present their intervention.
- c. Give them a round of applause when they are finished.
- d. Ask if anyone has any questions or remarks. Make sure to give potential donors and suppliers of solutions the floor.
- e. As much as possible, have the pair answer questions. If needed, support them.
- f. Summarize the remarks, suggestions, and comments.
- g. Make notes of questions and remarks that were made.
- h. Move to the next intervention and follow the same procedures.

30 minutes: Handing over and closing

4. Handing over ceremony.

- a. Ask everyone to take a seat.
- b. Announce that you will start the handing over ceremony.
- c. Invite the person(s) for some remarks.
- d. Invite the two representatives of the stakeholders and beneficiaries and the person receiving the ILM plan to the front.
- e. Have the two representatives give the ILM plan to the person.
- f. Make pictures!
- g. Ask the person who received the plan for a few words.

5. **Wrap up.** Indicate the next step and close the ceremony.

6. **Give everyone a copy of the ILM plan.** Approach donors and suppliers of solutions to ask for their impression of the program and the presented interventions.

Actions After the ILMP Launching Ceremony

1. **Keep the posters.** You can reuse them during your meetings with the next stakeholder meeting (see phase IV, activity 3).
2. **Work out your notes immediately after the program** so it is still fresh in your mind.
3. **Describe this activity and the results and include this in your phase II report.**

Facilitation

Guidelines 10:

Stakeholder Meeting

Facilitation Guidelines 10: Stakeholder Meeting

Phase III, Activity 4

The purpose of the stakeholder meeting is to:

- Present the decision of the donor and the action plan to the stakeholders.
- Create or activate a Community Committee.
- Discuss the handing over of the results of the intervention and possible responsibilities.

Agenda for the Stakeholder Meeting

Total time needed: 2.5 hours

- 15 min: Welcome and introduction
- 15 min: Setting the scene
- 15 min: Presenting the decision of the donor
- 1 hour: Creation of Community Committee
- 15 min: Wrapping up and closing

Preparing the Stakeholder Meeting

1. Think if you want to inform the community about the decision of the donor in advance.

The advantage of informing them in advance is that:

- You can already gauge their reaction and avoid any surprise reactions during your program.
- The community members can get used to the news and manage possible disappointments.

Note: If you decide to inform the community in advance, **be enthusiastic**. If you are not enthusiastic, you cannot expect the community to be enthusiastic.

2. Think in advance also about:

- a. **The desired results.** Be specific in what you would like to achieve so you can work towards it.
- b. **Who you will invite.** Probably the group that participated in the multi-stakeholder workshop (phase III, activity 1). Explicitly integrate the promotion of gender equality and inclusion into the mandate and propose a quota of representation of women/men and young people in the committee
- c. **When to organize the program.** Check with key participants for convenient dates.
- d. **The duration of the program.** Two hours should be enough.
- e. **Where to organize the program.** Select a central location

3. Prepare the multi-stakeholder dialogue:

- a. **Invite the participants.** You can ask your local contact person for support. He/she should also be present during this activity.
- b. **Make copies of the Terms of Reference of the Community Committee.**

Facilitating the Stakeholder Meeting

30 minutes: Introduction

1. **Welcome everyone** and do a short round of **introduction (10 min)**.
2. **Set the scene (20 min)**.
 - a. Explain the purpose of the meeting.
 - b. Provide the background of what was done so far.
 - c. Explain what you will do during this meeting.

15 minutes: Presenting the decision of the donor

3. **Inform about the decision of the donor**.
 - a. Remind everyone about the interventions selected during the multi-stakeholder work shop. You can bring the posters that were used during the launching ceremony.
 - b. Inform which interventions and activities the donor is willing to support. Explain the reason for the selection (it fits the objectives of the donor).
 - c. Clearly state what the donor is not willing to support.

1 hour: Creation of Community Committee

4. **Create/activate a Community Committee**
 - a. Explain the purpose and the role of a Community Committee.
 - b. Give examples of what committee members would do.
 - c. Explain the composition of the committee.
 - Mention that the committee should have 5 members. If needed, settle for maximum 7 members. An odd number is advisable to avoid the creation of two camps within the committee (not to avoid a tie in decision-making, as you want to avoid having to vote at any point).
 - Say that we will not vote but rather discuss to see if we can form a committee.
 - d. Ask the group what they consider important for a good committee member. Trustworthy, committed, accountable, and available (someone with another function in the community will be too busy).
 - e. Check per stakeholder group if someone is interested to be part of the committee: young women, young men, herders, crop farmers, an older person, etc.

Note: If you ask in general who would be interested, very likely you will get the usual people.

- f. Check per stakeholder group if people want to nominate someone. Check if that person is interested.
- g. Continue your discussion until you have five (or seven) names.
- h. Explain the next step for the committee (preparations of their work).

5. Discuss the handing over of results and responsibilities.

- Discuss possible responsibilities, maintenance, sustainability, and ownership of the project results.
- Discuss the role of the Steering Committee and Community Committee in this.

15 minutes: Closing

6. Wrap up.

- 7. Ask the Community Committee members to meet you after the meeting,** so you can explain further procedures about the contract and agree on a date for their first meeting.

Actions After the Stakeholder Meeting

- 8. Work out your notes immediately after the program so it is still fresh in your mind.**
- 9. Describe this activity and the results and include this in your phase III report.**

Annex 1: Using Elements of the RAAKS Methodology

Annex 1: Using Elements of the RAAKS Methodology

RAAKS consists of preparations and three working group meetings:

- **Preparations: Working group formation.** This will be done as part of your community entry in Phase I, activity 4.
- **Working group meeting 1: Orientation.** This will replace activity 5 of Phase I.
- **Working group meeting 2: Analysis.** This will replace activity 6 of Phase I.
- **Working group meeting 3: Preparations** for the Validation Multi-Stakeholder Dialogue. This is part of activity 7 of Phase I.

The main difference with the usual RAAKS methodology is that RAAKS starts with a problem. In an ILM context we start with the goal to improve the management of the landscape. During the data collection process problems are identified.

Keep in mind that **the process is just as important as the results**. This means that during the working group meetings and the interviews and data collection rounds, you are already creating the necessary support to implement possible solutions in Phase III.

Time frame for working group

Activity	Time needed
First working session core group	3 days
First round of interviews with stakeholder and data collection	1 week
Second working session core group	2 days
Second round of interviews with stakeholders and data collection	2 days
Third working session core group	2 days
Preparation for validation multi-stakeholder dialogue and report writing (first draft)	5 days
validation multi-stakeholder dialogue (Phase I, Activity 7)	0.5 day
Write the final version of the situational analysis report (Phase I, Activity 8)	2 days
Total period needed	4 weeks

Preparations: Working Group Formation

A **core team or working group** composed of different stakeholders and the facilitator will be set up. There is **no fixed number** of members for a working group, but here are some general guidelines:

- There are usually **5 to 12 members in the working group**.
- The group should be **small enough** to work **effectively**, but **diverse enough** to represent different perspectives.
- The group should include a **cross-section of stakeholders** relevant to the landscape being studied. For example, representatives of:
 - o Users of the natural resources. Because there will be several groups of users, there can be more representatives representing different groups of users.
 - o The local government responsible for the management of natural resources.

- o Landowners. Depending on the context, this can include traditional rulers.
 - o NGOs active in the landscape with a focus on landscape management.
 - o Private sector. Depending on the landscape, you might think of companies that buy crops, processors that use water sources, etc. Because members of the working group must be available for at least 20 days, it is often difficult to involve the private sector in the working group. Because the private sector is consulted during the process, you can have a working group without any private sector representatives.
- Members should be **available for at least 20 days** for working meetings, data collection, and workshops.

Because being a member of the working group takes people away from their normal work, you may decide to pay them a small fee as an opportunity cost to compensate them for their loss of income. You should also consider any travel costs for working group members during data collection.

Working Group Meeting 1: Orientation

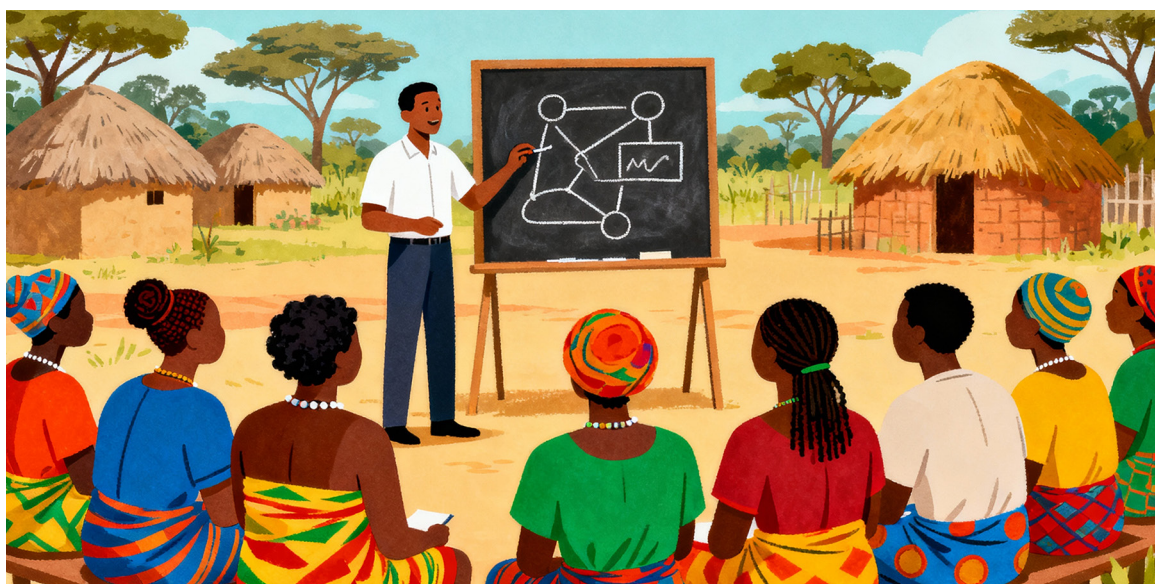
This phase helps to define the system boundaries and build a common understanding of the landscape management system. During a 3-day working meeting, the working group will use the knowledge of the working group members to get a rough idea of the situation. The program is facilitated by the facilitator.

Step 1: Introduction

- Have all group members introduce themselves.
- Explain the goal of this working group: to develop a plan to improve the management of the landscape. The expected outcome is a plan to improve the landscape that will be used to request funding.
- Provide a background of the project, including the role of the donor and your role.
- Explain the working approach: the working group will talk to different stakeholders to discuss their needs and wants, analyze the situation in the landscape, develop recommendations, and discuss the results during multi-stakeholder meetings.
- Get a commitment of all members. Share the calendar for meetings and workshops and have everyone commit their participation.
- Define boundaries of the assignment, depending on the focus of the donor and landscape.

Step 2: Identifying stakeholders

- Identify the stakeholders/actors involved.
- Explain what a stakeholder is and let group members list them.
- Write each stakeholder on a colored card (one actor per card) and paste them on the wall.
- Distinguish between individuals and groups (you can put a cross at the bottom of the card for individuals).
- Identify the key stakeholders and mark those cards.
- Group all the cards into categories. The easiest way is to stick the categories on the wall and every time you identify an actor, stick the card under the correct category.



Step 3: Add information on each stakeholder

- Add any useful information on the cards. For example, the number of members of a farmers' cooperative or extension officers, the location and main clients of a processor, the name of a contact person, etc.

Step 4: Map the context

- Facilitate a participatory mapping with the working group (see Facilitation Guidelines 4).
- Map the institutional, cultural, and geographical context.

Example for institutional context

Actor	Role in the system	Influence (XXX for high, XX for medium, X for low)	Presence in the landscape (XXX for strong, XX for moderate, X for weak)	Notes
Department of agriculture	Implementer of policies	XXX	X	Shortage of extension officers
Farmer cooperative 1	Organize producers in community A and represent their interest	X	X	Leadership issues
Farmer cooperative 2	Organize cocoa producers and represent their interest	XXX	XXX	Well organized, Fairtrade certified
NGO 1	Provide technical support on GAP	XX	XX	Depending on external funding

Example for cultural context

Cultural element	How it affects landscape management	Barrier or opportunity	Notes
Respect for elders	Limits youth input in meetings	Barrier	Stress role of youth in landscape management
Respect for elders	They can influence users to sustainably use natural resources	Opportunity	Important to involve them in stakeholder meetings
Indigenous knowledge	Trusted by users of natural resources	Opportunity	Can be linked to new technologies

Example for geographical context

Geographic factor	Impact on landscape management	Notes
Lots of farming on slopes	Trees are cut to clear land which causes erosion and floods in the lower communities	Check for natural barriers
Remote communities	Very limited communication between communities	Check with actors how to organize input from these communities

Step 5: Identify challenges and possible solutions

- Identify challenges in managing the landscape. Write each challenge on a separate card.
- For each challenge, discuss the level of impact on the communities and the level of impact on natural resources (you can use XXX for high impact, XX for medium impact, and X for low impact). This is a rough first analysis. You will update this analysis after the first round of interviews.
- Identify possible solutions. Also this is a first analysis so do not spend too much time on this.

Step 6: Prepare the data collection

After the preliminary assessment described in step 1 to 4, it will be clear which information or data is missing, and which stakeholders should be consulted. The next step is to prepare the data collection.

- Identify which other information or data needs to be collected.
- Identify which stakeholders can provide that information or data.
- Identify key stakeholders for key informant interviews (see Facilitation Guidelines 1).
- Identify groups of stakeholders for focus group discussions (see Facilitation Guidelines 3).
- Prepare questions for each key informant interview and focus group discussion.

Step 7: Get team members ready for data collection

- Take the working group members through Facilitation Guidelines 1 and 3.
- Look at activity 4, action 4 to guide members on how to introduce the project and what type of questions to ask.
- Make teams and divide the tasks. The idea is that the working group members will conduct the key informant interviews and focus group discussions. Discuss who is best suited to meet which actor. For example, is it better to have a young or older woman lead the focus group discussion with young female farmers?
- Have members practice how to address a crowd of people, how to interview someone, how to guide a group discussion, how to take notes, etc.
- Agree on a data for the Validation Multi-Stakeholder Dialogue (Phase I, Activity 7). During interviews, the working group members will announce the Validation Multi-Stakeholder Dialogue to the stakeholders.

Note for the facilitators: Although you should practice this with members, do not worry too much about the group members' lack of facilitation or interviewing skills. You will be surprised at how much information and different ideas they can gather.

Working Group Meeting 2: Analysis

This meeting explores how resources are used and managed in the system, and the main challenges, needs and wants. During a 2-day working meeting, which takes place after the first round of interviews and data collection, the working group will put together all collected information and data, facilitated by the facilitator.

Preparations

- Develop tables on flip-sheets to collect the information. You will probably need more flip-sheets for per table. The tables you prepare depend a bit on the focus of the project.
- You can also use DPSIR framework and complete it together. See Phase I, activity 6.

Table to map the use, management, influence, and power on natural resources. You write the name of all stakeholders that were interviewed or were part of the focus group discussions. You can use X for small involvement, XX for medium involvement and XXX for high involvement.

Actor	Use	Management	Influence	Power
Actor 1				
Actor 2				
Actor 3				
Actor 4				
Actor 5				
Etc.				

Table to map collaboration between actors. You can use X for small collaboration, XX for medium collaboration and XXX for high collaboration.

Actor	Actor 1	Actor 2	Actor 3	Actor 4	Actor 5	Etc.
Actor 1						
Actor 2						
Actor 3						
Actor 4						
Actor 5						
Etc.						

Table to map needs, wants, challenges, solutions, etc. (make separate tables for each). Often actors have similar needs, wants, challenges, and ideas for solutions. In the example below, you can group needs into need 1, need 2, etc. In the cells, you can add the specific need of an actor. You can add the level of importance in the cell: use X for not so important, XX for important and XXX for very important.

Actor	Need 1	Need 2	Need 3	Need 4	Need 5	Etc.
Actor 1						
Actor 2						
Actor 3						
Actor 4						
Actor 5						
Etc.						

Step 1: Let everyone share their experiences

- Ask each team how their interviews or group discussions went. Do not discuss the content yet, but focus on the process.
- Ask what went well and ask about any challenges.

Step 2: Update the stakeholder map

- Ask each team for new stakeholders that were identified.
- Add the stakeholders to your map (with the colored cards).

Step 3: Enter the collected information in the tables

- Discuss each table one by one.
- For each table, discuss each stakeholders and let the team who interviewed that stakeholders or facilitated the group discussion for that stakeholders, provide input.
- If for one reason or the other, the information is not available, add a question mark (so it can be included in a second round of interviews).

Step 4: Discuss the collected information in the tables

- Once all information is entered, try to get an overview.
- Ask questions as:
 - o What is going on? Is there a challenge in the roles that stakeholder play (or not) or in the use of resources?
 - o Are any of the cells in the table empty, for example, is there no actor who manages the resources? Why?
 - o What are the main needs, wants and challenges? Is there any overlap in needs, wants and challenges? Can you group needs, wants and challenges around certain groups of actors? Are they aware that they share the same needs, wants and challenges?
 - o Were any challenges identified that were not identified by the working group? What is the impact level on the communities and the natural resources of those newly identified challenges?
 - o Does the working group want to revise their assessment on the level of impact on challenges they identified?
 - o Are solutions really solving the problems? Can you group solutions around certain groups of stakeholders?
- Make notes as you discuss the collected information.
- Take enough time to discuss the information gathered. It is an important step in creating ownership and understanding among the members of the working group.

Step 5: Identify missing information

- Look at all collected information and identify gaps.
- Discuss and agree on how the team can collect the missing information: should they speak to certain stakeholders again, visit stakeholders not interviewed in the first round, or organize another round of focus group discussions?
- Look at the new stakeholders that were identified and identify those that need to be interviewed.

Step 6: Facilitate a transact walk with the working group

- Follow Facilitation Guidelines 5.
- Focus on the missing information identified under step 4.
- Add information collected during the transact walk in the tables.

Step 7: Prepare the second round of data collection

- Decide if you want to keep the same teams or change the teams.
- Divide the tasks: who is going to do what and when.
- If necessary, have members practice again how to interview someone or guide a group discussion.

Working Group Meeting 3: Preparations for the Validation Dialogue

During a 2-day working meeting, the working group will prepare the Validation Multi-Stakeholder Dialogue. The program is facilitated by the facilitator.

Step 1: Let everyone share their experiences

- Ask each team how their interviews or group discussions went. Do not discuss the content yet, but focus on the process.
- Ask what went well and ask about any challenges.

Step 2: Update all tables

- Update the stakeholders map and all tables.

Step 3: Prepare the Validation Multi-Stakeholder Dialogue

- Use Facilitation Guidelines 6 to prepare the group, including who to invite, where to organize the program, etc.
- Explain the goal of the meeting and the approach.
- Discuss their role: the working group will facilitate the meeting (and not you, the facilitator) to emphasize the ownership of the results.
- Go through the program and divide the roles.
- Have members practice their roles: the opening, the explanation of the purpose of the meeting, how to facilitate the exercises, etc.

Further activities

- You write the first version of the situational analysis before the Validation Multi Stakeholder Dialogue. You share this first version with all invited stakeholders at least one week in advance.
- The working group continues to play an important role during Phase II, in particular Activities 1, 3 and 4. During these activities, the working group takes the lead, supported by you (the facilitator).
- Especially if the working group is well selected, it is likely that (some) members will be part of the Community Committee (see Phase III, activity 4). Because the capacity of the members has been strengthened during the data collection process and the working meetings, the Community Committee will be well prepared for their role in Phase III.

Annex 2:

Using LandScale

Annex 2: Using LandScale

Phase I, Activity 5

LandScale is a collaborative, digital platform designed to assess and enhance sustainability performance across ecological, social, and economic dimensions at a landscape scale. The tool is developed by the Rainforest Alliance, Verra, and Conservation International. It enables stakeholders (governments, companies, NGOs, and communities) to:

- evaluate landscape maturity
- track sustainability metrics (ecosystems, human well-being, governance, production)
- validate results through local and technical reviews

By aligning with global frameworks like Carbon Disclosure Project (CDP) and Science-Based Target Network (SBTN), LandScale standardizes reporting, identifies risks, and fosters multi-stakeholder collaboration to address systemic challenges such as deforestation or biodiversity loss. It also aids in securing investments by providing credible baselines and progress insights, supporting scalable, data-driven interventions.

Follow this link on how to use the tool: <https://www.landscape.org/how-it-works/>.

The five main steps of LandScale include:

1. Preparation

- Form an assessment team (owner, lead, specialists)
- Define objectives, landscape goals, and stakeholder engagement plans
- Use a provided Terms of Reference template

2. Boundary Selection

- Confirm and map the landscape boundary (ideally at least 100 sq. km)
- Provide an overview of your landscape
- Optionally analyze adjacent land uses to refine the boundary

3. Indicator and Metric Selection

- Choose appropriate landscape-dependent and optional indicators
- Set targets or milestones for each metric
- Document your rationale for indicator selection

4. Data Evaluation & Metric Assessment

- Identify and procure candidate data sources
- Process and analyze data iteratively
- Review preliminary results with the LandScale team and local experts

5. Reporting and Publication

- Compile the inputs into a standardized landscape report
- Enhance the report with visualizations and interpretations
- Publish your report (if using the “Validated by LandScale” experience) or download for internal use

Annex 3:

Bundling Solutions

Annex 3: Bundling Solutions

Phase II, Activity 2

A **'bundled solution'** means offering a package of multiple products or services together as a complete solution. Often a solution cannot be offered as a standalone product because another challenge prevents its implementation. For example, solar irrigation could be a solution to the problem that the limited water available for agriculture is not used effectively and efficiently. However, another problem is that farmers have limited access to financing, which prevents them from purchasing solar irrigation. A possible bundled solution could be to offer farmers a financing mechanism for solar irrigation. A bundled solution ensures that a solution to a problem can be implemented.

To bundle solutions the following steps may be followed:

1. Co-design bundled solutions

Bundled Solution Co-Design involves combining complementary products or services into a holistic package to address interconnected challenges, such as pairing solar irrigation systems with pay-as-you-go financing and maintenance training. A critical new step in this process is assessing synergies and risks—for example, evaluating whether financing terms align with farmers' crop cycles—to ensure the components work cohesively and sustainably for end-users. This approach ensures that solutions are not only technically viable but also economically and culturally adaptable.

2. Community validation & co-creation

Here, the focus is on gathering direct feedback from end-users and stakeholders to refine the solution's relevance and feasibility, ensuring it aligns with their cultural, economic, and practical realities. For example, conducting workshops with farmers to test prototypes of both the financing model (e.g., repayment terms) and irrigation hardware (e.g., usability of solar pumps) allows for iterative co-creation, where adjustments can be made based on real-world insights. This step is critical because it bridges the gap between theoretical design and on-the-ground implementation, addressing hidden barriers such as distrust of new technologies, mismatched financial structures, or local operational challenges. By involving the community early, the bundled solution becomes more inclusive, culturally resonant, and actionable, ultimately increasing adoption rates and long-term sustainability.

3. Pilot testing the bundled solution

Pilot testing the bundled solution involves evaluating the entire package in a controlled environment, such as deploying a solar irrigation and financing bundle in three villages over a six-month period. This phase aims to assess both technical performance—measuring metrics like water efficiency—and social adoption by tracking factors such as repayment rates.

4. Iterative refinement

Iterative refinement involves using data from the pilot phase to identify and address any gaps in the solution, such as adjusting loan repayment schedules if farmers experience cash flow gaps post-harvest, ensuring that the interdependencies between components of the bundled solution are optimally aligned for maximum effectiveness.

5. Scaling with capacity building

Scaling with capacity building aims to ensure long-term viability and expansion by equipping

communities with the skills and partnerships needed to sustain and grow the solution. For instance, training local technicians to maintain solar irrigation systems and educating farmers on financial literacy creates a self-reliant user base, reducing dependency on external support. To amplify impact, partnerships with NGOs (e.g., for technical training programs) and governments (e.g., securing subsidies for equipment) help institutionalize resources and scale access. This approach not only strengthens local ownership but also ensures the solution adapts to evolving needs, fostering resilience and broader adoption while addressing systemic gaps in infrastructure and knowledge.

6. Continuous monitoring & adaptive learning

Establishing feedback loops for ongoing improvement is essential for adapting bundled solutions to evolving markets, technologies, or community needs, and this can be achieved by using tools such as mobile surveys to monitor farmer satisfaction and assess system performance annually.

Gender Equality and Social Inclusion when bundling solutions

Consider the following when bundling solutions:

- **Inclusive participation:** Actively engage women, youth, and socially excluded groups in identifying and prioritizing bundled interventions to ensure their voices shape the solutions.
- **Equitable access:** Ensure that all target groups can access the components of the bundled solutions (e.g., inputs, training, financial services), considering barriers such as mobility, literacy, and cultural norms.
- **Capacity strengthening:** Design training and extension services that are gender- and inclusion-sensitive, using appropriate formats, languages, and schedules.
- **Benefit sharing:** Monitor and evaluate who benefits from the bundled solutions and adjust implementation to close any gaps in outcomes among different social groups.

References

- 1000 Landscapes for 1 Billion People. 2022. A Practical Guide to Integrated Landscape Management. Washington, DC: EcoAgriculture Partners, on behalf of 1000 Landscapes for 1 Billion People.
- Atampugre, G.; Tilahun, S. A.; Owireko, I. O.; Owusu-Amofah, S. B.; Amponsah, A. K.; Cofie, O.; AduseiGyamfi, J.; Boateng, E. 2023a. Inclusive landscape management plan for the transformation of the agrifood system in Ahafo Ano Southwest District of Ghana. Colombo, Sri Lanka: International Water Management Institute (IWMI). CGIAR Initiative on West and Central African Food Systems Transformation. 33p.
- Igbadun, H. E.; Ojeleye, O. A.; Oke, A.; Atampugre, G.; Tilahun, S.; Ismail, H.; Jonathan, J.; Cofie, O. 2024. Inclusive landscape management plan for the transformation of agrifood systems in the Doma-Rutu socio-ecological landscape, Nigeria. Colombo, Sri Lanka: International Water Management Institute (IWMI). CGIAR Initiative on West and Central African Food Systems Transformation. 40p.
- Oyawole, F. P.; Osei-Amponsah, Charity; Atampugre, Gerald; Cofie, Olufunke. 2024. On gender and social inclusion in Ghana's landscape management policies: addressing the gaps will pave the way for inclusive and sustainable management, benefitting landscapes and communities. Colombo, Sri Lanka: International Water Management Institute (IWMI)
- Nartey, E. G.; Atampugre, G.; Bobtoya, S.; Amponsah, A. K.; Musana, B.; Igbadun, H.; Niyuhire, M. C.; Tilahun, S. 2025. Co-designing inclusive landscape management plans: a training manual. Colombo, Sri Lanka: International Water Management Institute (IWMI). CGIAR Initiative on West and Central African Food Systems Transformation; CGIAR Scaling for Impact Program. 37p.
- Niyuhire, M. C.; Atampugre, G.; Tilahun, S. A.; Cofie, O.; Havyarimana, D.; Niyoyankunze, J. M. V. 2024. Inclusive landscape management plan for resilient agri-food system in the Nyamagana landscape in Burundi. Colombo, Sri Lanka: International Water Management Institute (IWMI). CGIAR Initiative on West and Central African Food Systems Transformation. 24p.
- Nigussie, L.; Osei-Amponsah, C.; Muhorakeye, L.; Uwanyirigira, D.; Tilahun, S.; Atampugre, G.; Cofie, O. 2024a. Gender equality and social inclusion in landscape management: the case of Nyamasheke and Rusizi districts in Rwanda. Colombo, Sri Lanka: International Water Management Institute (IWMI). CGIAR Initiative on West and Central African Food Systems Transformation. 26p.
- Tilahun, Seifu A.; Atampugre, Gerald; Zemadim, Birhanu; Cofie, Olufunke. 2023. Co-designing inclusive landscape management plans to transform agrifood systems: a technical brief. Colombo, Sri Lanka: International Water Management Institute (IWMI). CGIAR Initiative on West and Central African Food Systems Transformation. 8p.

Supplementary Reading List

- Atampugre, G., Tilahun, S.A., Oke, A., Mabhaudhi, T., Cofie, O., Igbadun, H.E. and Olaleye, A.O., 2024. Social-ecological landscape sustainability in West Africa: applying the driver pressure state impact response framework in Ghana and Nigeria. *Discover Sustainability*, 5(1), p.413.
- Atampugre, Gerald; Cofie, Olufunke; Mabhaudhi, Tafadzwanashe. 2023. A comprehensive framework for assessing the sustainability of social-ecological landscapes. Colombo, Sri Lanka: International Water Management Institute (IWMI). CGIAR Initiative on West and Central African Food Systems Transformation. 5p. (Briefing Note 1)
- Atampugre, G.; Tilahun, S. A.; Zemadim, B.; Amponsah, A. K.; Cofie, O.; Mabhaudhi, T. 2023. Co-designing inclusive landscape management plans: a practical guide. Colombo, Sri Lanka: International Water Management Institute (IWMI). CGIAR Initiative on West and Central African Food Systems Transformation. 31p.
- Nigussie, L.; Osei-Amponsah, C.; Havyarimana, A.; Atampugre, G.; Tilahun, S.; Cofie, O. 2024. Gender equality and social inclusion in landscape management: the case of Mugina and Rugombo districts in Burundi. Colombo, Sri Lanka: International Water Management Institute (IWMI). CGIAR Initiative on West and Central African Food Systems Transformation. 21p.
- Tilahun, Seifu A.; Atampugre, Gerald; Zemadim, Birhanu; Cofie, Olufunke; Mabhaudhi, T. 2023. A guide for co-designing an inclusive landscape management plan. Colombo, Sri Lanka: International Water Management Institute (IWMI). CGIAR Initiative on West and Central African Food Systems Transformation. 3p. (Briefing Note 2)

About this Manual

The **Inclusive Landscape Management Facilitators' Manual** is a comprehensive guide for co-designing and implementing sustainable landscape plans. It is a practical toolkit that provides a flexible, step-by-step approach for bringing diverse stakeholders together to negotiate and act on shared priorities. The manual is structured into four sequential phases: project preparation, situational analysis, plan development, and implementation. It emphasizes inclusivity by embedding gender equality, social inclusion, and youth engagement. By linking these processes to governance structures and policies, it aims to institutionalize learning and collaboration. The guide positions ILM as a strategic tool to address critical challenges such as food security, climate resilience, and biodiversity. While acknowledging implementation challenges like limited capacity and resource constraints, it stresses the importance of capacity development and partnerships. Ultimately, this manual is a strategic framework for creating resilient, long-term landscape governance systems that benefit people, ecosystems, and economies.

IWMI West Africa Regional Office
CSIR Campus, Agostinho Neto Road, Council Close,
Airport Residential Area,
Accra, Ghana
Mailing address: PMB CT 112 Cantoments,
Accra, Ghana

IWMI Headquarters
127, Sunil Mawatha, Pelawatte,
Battaramulla. Colombo, Sri Lanka
Mailing address: P.O. Box 2075, Colombo,
Sri Lanka