

T O O L K I T

TOWARDS NEW SOCIAL CONTRACTS

**USING DIALOGUE PROCESSES
TO PROMOTE SOCIAL CHANGE**



Editors: Clara Bosco and Dorothée Guénéheux, with the assistance of Amy Miller-Taylor and Lerato Pagiwa

Consultants: Minu Hemmati, François Rogers (CatalySD Sustainability | Communications)

Designers: AdlibStudio

Acknowledgements: CIVICUS is indebted to Alan Fowler for generously sharing his research and for the invaluable suggestions on the drafts. Particular thanks are due also to Steve Waddell for his methodological advice at the onset of the New Social Contract project. Many thanks to the CIVICUS colleagues David Kode for reading and commenting on earlier drafts and to Meghan Judge for assisting with the design.

Moreover, we wish to extend special thanks to the New Social Contract project partners who provided their case study analysis and suggestions based on first-hand experience for the development of this toolkit: Sara Webster (Centru Feto Haburas Dezenvolvimentu, Timor-Leste); Ingrid Jones (Partnere per Femijet, Albania); Dr A.B. Adikaram (Nation Builders Association, Sri Lanka); Ramiro Orias (Fundación CONSTRUIR, Bolivia); Diana Vegas (Grupo Social CESAP, Venezuela); Sylviane Volampemelo and Guy Hermas Randriatahina (Mikajy Natiora, Madagascar); Andrea Arnot and Taushif Kara (Richmond Multicultural Community Services, Canada).

Lastly, many thanks to all those who agreed to be surveyed for CIVICUS' action research project, the New Social Contract, whose perspectives greatly enrich these findings.



CIVICUS is a global alliance of civil society organisations and activists dedicated to strengthening citizen action and civil society around the world. Founded in 1993, CIVICUS strives to promote marginalised voices, especially from the Global South, and has members in countries throughout the world.

www.civicus.org | info@civicus.org



This publication has been produced in the framework of the Civic Space Initiative, implemented in partnership with ARTICLE 19, CIVICUS, the International Center for Not-for-Profit Law (ICNL), and the World Movement for Democracy. It is funded by the Government of Sweden, which does not necessarily share the opinions here within expressed.

The views expressed in this document solely reflect the opinions of the collaborators.

WHAT IS THE PURPOSE OF THE TOOLKIT?

This toolkit is designed to stimulate a reflection around the potential and limits of multi-stakeholder processes in promoting socio-political change, and provides practical tools and resources to facilitate the use of dialogue processes in new ways.

The toolkit aims to:

- Offer simple arguments encouraging civil society and other sectors to work closer together to achieve citizen-driven and systemic change;
- Provide guidance on when and how to best approach multi-sector engagement (instead of other forms of activism);
- Present a basic, flexible methodology to initiate and run multi-stakeholder dialogue processes with insights around some of the key elements for success, as well as common challenges;
- Compile a useful list of resources for further reflection as well as essential tools for action.

For whom?

This toolkit is primarily intended for civil society, particularly small organisations operating at local level, and seeks to add a civil society perspective to the already existing literature around multi-stakeholder initiatives. However the guidance provided could be equally useful to other actors wishing to work with civil society through multi-sector dialogue processes.

CONTENTS

Introduction	4
List of pilot dialogues carried out through the New Social Contract Project	6
Some definitions	7
1 ON YOUR MARKS!	8
1.1 Why do we have to do things differently?.....	8
1.2 One possible way: Multi-stakeholder dialogue processes	10
1.3 Is it worthwhile?	12
2 GET SET!	15
2.1 Process thinking	15
2.2 Understanding the variables	19
2.3 Co-creating the process.....	23
3 GO!	25
3.1 Engaging stakeholders	25
3.2 Convening dialogue meetings	32
3.3 Nurturing the dialogue over time	34
4 RESOURCES AND TOOLS	36
4.1. Suggested tools and methods	36
4.2. Examples from the New Social Contract project	42
4.3 Readings	50
4.4 Communities of practise, networks and associations	51

INTRODUCTION

At CIVICUS, we believe that society will achieve large-scale progress towards the complex challenges of our time only if a collective, citizen-powered approach is utilised.

However, overall acceptance of this idea seems to remain patchy. Throughout CIVICUS 'New Social Contract' action-research project, we have observed that indeed, civil society is still sceptical of experimenting in hybrid business models with the private sector, cynical of partnering with some elements of government in shaping new development narratives, does not see much value in joining forces with the scientific community in addressing social challenges and is often unable to engage the general public more widely. Such reluctance is often reciprocated, as demonstrated by a lack of commitment from the private sector and weak ownership from government.

We think that at the heart of this resistance lies a rigid sector-based view of how development challenges can be solved and by whom. In order to achieve real change, societies need to try new terms of engagement using a more flexible framework, one that emphasises the central role of citizen power in driving transformative processes.

This toolkit marks the final stage of our New Social Contract project, initiated as an attempt to promote and analyse new forms of cross-sector collaboration around crucial economic, social and environmental challenges. The project explored multi-stakeholder dialogues as a possible mechanism to enhance social integration and cohesion.

In particular, between November 2013 and June 2014, seven civil society organisations were selected from over 900 candidates to initiate dialogues around crucial challenges experienced in their communities. Each partner was asked to identify and, using a basic methodology proposed by CIVICUS, bring together main (and unusual) actors concerned with a local challenge, with the aim of jointly identifying solutions to address it in a more systemic way.

The whole process gave voice to hundreds of citizens representing different groups of actors from very different parts of the world. Through the observation of these processes and stakeholder surveys (before and after the dialogue meetings), CIVICUS refined its proposed methodology on multi-stakeholder engagement but also analysed and compared emerging principles and practices around civic innovation.

This toolkit takes stock of all the information gathered and lessons learned, informed by the useful and often unusual perspectives of local stakeholders around challenges, trends and innovations on how citizens collectively engage in the decisions that affect their lives.

We hope it will offer an inspiring and practical resource for all citizens willing to initiate or engage in collective processes to shape their common future in a more aware, inclusive and intentional way.

List of pilot dialogues carried out through the New Social Contract Project

COUNTRY	CHALLENGE ADDRESSED	NO. OF STAKE-HOLDERS	GROUPS REPRESENTED	CONVENING PARTNER
Albania	Equal access in education for Roma and other minority ethnic groups	28	Central/local government, constitutional institutions, civil society organisations including international NGOs, representatives of Roma communities, students, parents, media	Partnere per Femijet
Bolivia	Inclusion of indigenous groups' development vision in regional planning processes	69	National and local government, civil society organisations, private sector, indigenous groups, farmers' organisations	Fundación CONSTRUIR (FC)
Canada	Inter-faith dialogue and mutual acceptance; consideration of different faith-based constraints in public spaces	44	Government, civil society, private sector, religious authorities, indigenous groups, chaplains (from airport and university), healthcare providers	Richmond Multicultural Community Services (RMCS)
Madagascar	Balancing environmental protection and local development needs in protected areas of Sofia Region	76	Government, civil society, scientific community, local communities (including local farmers)	Mikajy Natiora (MN)
Sri Lanka	Sustainable watershed management in Upper Mahaweli River Basin	136	Government, civil society, universities, private sector, religious authorities, media	Nation Builders Association (NBA)
Timor-Leste	Sexual and gender-based violence affecting rural women and girls in Baucau District	45	Government (including social service providers), civil society organisations, chiefs of villages and designated women's villages representatives, community members	Centru Feto Haburas Dezenvolvimentu (CFHD)
Venezuela	Emergency preparedness, resilience and disaster response capacity within the municipality of Sucre	21	Government, civil society, private sector, scientific community, community representatives	Grupo Social CESAP (CESAP)

Some definitions ...

We acknowledge the ambiguity of key notions contained in this toolkit so we are providing a few definitions for our current purpose.

Civic action: a type of action usually involving a public mobilisation motivated by a concern for the whole community (at whatever scale) and based on the respect of the differences between people and groups belonging to that community.

Governance: the processes of interaction and decision-making among multiple actors involved in a collective creation, reinforcement, or reproduction of social norms and institutions. A key aspect of good governance is the notion of accountability (answerability, responsibility, liability) by decision makers, i.e. accepting to take responsibility for own messages and actions and their consequences in relation to other stakeholders and participation by citizens through consultation and informed consent.

Social contract: a (tacit rather than explicit) agreement between members of an organised society (or between a community and decision-makers) that defines the relationship and responsibilities of each to the other. As a consequence, terms of engagement between public, private and social spheres are shaped often based on a common socio-political vision.

Civil society/civic sector: the arena – outside of the family, the state, and the market – which is created by individual and collective actions, organisations and institutions to advance shared interests. In principle, organised forms of civil society should be accountable to their constituencies and/or beneficiaries.

Government: the system by which a community or territory is governed. In a democratic system, a government consists of elected representatives (legislative branch), ministers and administrators (executive branch) and arbitrators (judicial branch) and there is separation of powers between the three. In general terms, the legitimacy of a government rests on the consent of and accountability to citizens.

Public sector: the part of society mandated with the provision of basic services to citizens. The public sector is expected to provide services which benefit all rather than just certain individuals and groups of citizens. Examples of services that are part of the public sector include, amongst others, police, public roads, public transport, primary education and healthcare. The public sector is composed of all officials working in public departments/offices that are accountable to the government and by extension to the citizenry in general.

Private sector: privately owned enterprises (of any size), both formally registered and informal, whose undertaking is motivated by wealth creation and profit-making. In the case of multi-national, national corporations or large publicly traded companies, their boards of directors are accountable to shareholders or investors.

Scientific community: scientists, researchers, academics. It includes many "sub-communities" working on particular scientific fields that could also be interdisciplinary. Objectivity and high quality is expected of the scientific community through discussion and debate within journals and conferences.

Stakeholder: anyone who has an interest or 'stake' in something because it affects them directly or indirectly. Stakeholders can be any players from civil society, businesses, government and others that come together for a common purpose. Stakeholders should have the right to participate in decisions that will affect them, meaning we are all stakeholders in the decisions made about our society and the global community. In this guide we will use stakeholders, players and actors interchangeably.

Dialogue/multi-stakeholder dialogue (MSD): a conversation between two or more people, where ideas and opinions are exchanged with a view to increase mutual understanding or reach agreement on issues or actions. A multi-stakeholder dialogue should be seen as a long-term and structured conversation between several actors aimed at initiating and sustaining constructive relationships and collaborations over time in the public interest.

Multi-stakeholder process: a process bringing together relevant actors who are affected by/concerned with or can influence an issue; involved actors must have an interest in changing the current situation and have relevant experience, knowledge or information that will contribute to the creation of a shared vision permitting collective initiatives, the development of solutions and the implementation joint actions in the public interest.

1.

ON YOUR MARKS!

This chapter motivates for the need to find new ways of working to affect sociopolitical change, and highlights both the opportunities and challenges of doing so.

1.1 Why do we have to do things differently?

We live in a time of great contradictions: deepening economic inequalities and unprecedented wealth; environmental emergencies and increasing understanding of the reasons and range of effective responses; growing political inertia and an explosion in communications and social movements.

Scharmer & Kaufer (2013) captured very well these megachallenges with their iceberg model: within our existing governance framework, we seem to have difficulty in eliminating what they called “bubbles” and in addressing the real issues. We also, therefore, seem unable to overcome the existing ecological, social and spiritual-cultural divides that characterise our society and that “led us into a state of organised irresponsibility, collectively creating results that nobody wants”¹.

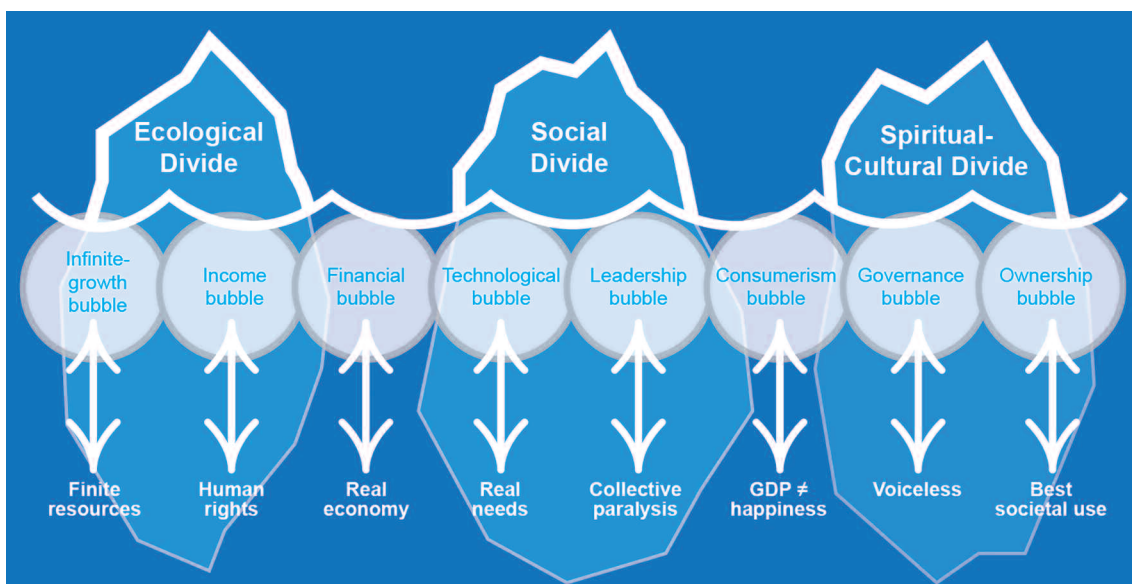


Illustration 1. Scharmer and Kaufer Iceberg model (2013).

1. Scharmer, O. & Kaufer, K., 2013: *Leading from the Emerging Future: From Ego-System to Eco-System Economies*. Berrett-Koehler Publishers

Manifestations of such discontent are confirmed by the spontaneous protests demanding change between rulers and the ruled happening across the world that are involving citizens from all walks of life, animated by the common aspiration of a different future².

New frameworks need to be created by giving more space and centrality to citizens' power and by promoting a new wave of civic action, overcoming the sharp divisions across public, private and civic sectors that could enable new forms of engagement and accountability across different domains and at different scales.

That is why at CIVICUS we believe it is time to explore new avenues for collective action. For civil society this means seeking the desired change also by engaging unusual actors (i.e. players with whom we don't usually collaborate) and adapting our methods of interaction. Other sectors also need to dare to experiment with new roles, responsibilities and ways of working that could ultimately pave the way towards revised social contracts within their communities. This requires everyone to abandon established comfort zones, suspend judgments about others and be open to the unknown, building trust and cooperation.

Embrace complexity!

The social challenges that the world is facing today have several causes and different effects which often take place in rapidly changing social and political contexts. Think for example of climate change and social inequality. Traditional responses have proven inadequate because they have failed to address their complexity. Addressing contemporary social challenges requires an approach that is systemic, participatory and adaptive³.

Based on this belief, CIVICUS re-imagined multistakeholder processes as a possible way forward and parts of this toolkit present the learning that happened along the way.

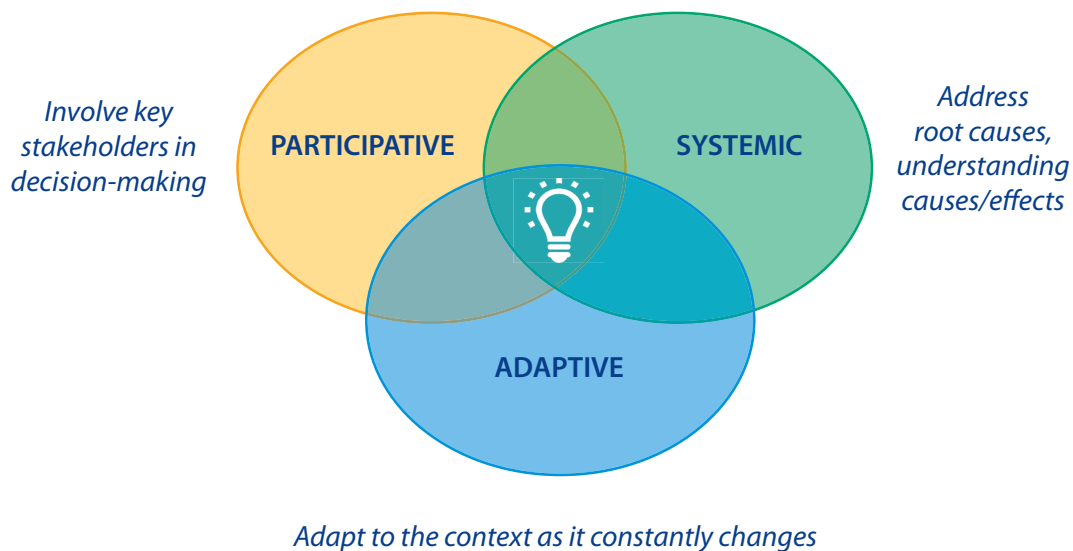


Illustration 2. The key elements to address complexity, adapted from Z. Hassan (2014)

2. Protest movements and governments' responses have been well documented, as the consequent restrictions on civil society space. See "The Year that Was" section of the CIVICUS State of Civil Society Report 2014 (<http://civicus.org/index.php/en/socs2014>), for instance.
3. Zaid Hassan provides very interesting insights on how to approach complexity. See *The Social Labs Revolution: A new approach to solving our most complex challenges*, 2014 in <http://social-labs.org>

1.2 One possible way: Multi-stakeholder dialogue processes

There are many ways of affecting socio-political change through activism and participation. Civil society organisations seek change through their activities and programming, their advocacy and lobbying, raising awareness and building capacities. Choosing the most appropriate approach depends on a number of factors, such as the type of desired change, how the involved actors wish to relate to others, the required timeframe and of course the resources available.

This toolkit offers a closer look at multi-stakeholder dialogues specifically aimed at affecting socio-political change, because we believe that under certain conditions⁴, they can be a valuable option when more traditional approaches have not produced the desired results.

For our purposes, a multi-stakeholder dialogue (MSD) is defined as a long-term structured conversation between several actors aimed at initiating and sustaining constructive relationships and collaborations driven by a shared vision of an ideal future. It can be a powerful space where different cultures, languages, interests, world-views and power relations come together to find solutions around a common challenge.

Based on our observation and analysis of locally-initiated dialogues, a MSD is a good option to address systemic change when at least three main factors are in place:

- **Key actors must be willing and ready to work together towards a long-term process, to build a common narrative and imagine together a desired future scenario.**
- **Partners plan in an iterative, adaptive approach without working towards prepackaged results and activities to follow, nor a predetermined and fixed group of stakeholders.**
- **Dialogues accept conflict and contention as a creative force rather than as an obstacle.**

Going beyond business as usual

In order to be truly far-reaching and comprehensive, a dialogue process needs to address the socio-political forces that are at the basis of the challenge or desired change. There are so many players that can influence a given issue: rulers, service providers, consumers, producers, sellers, researchers, scientists, journalists, teachers, community leaders and citizens more widely could all play a crucial role. The ability to mix the differences and richness that each actor can bring to the table in terms of knowledge, influence, relationships, resources and capacity is without doubt the key ingredient for a successful process.

The case studies from the New Social Contract project can confirm this. In highly polarised societies such as Madagascar, Bolivia or Venezuela, the participation of universities and research centres helped greatly to build a shared narrative on the context and challenges since dialogues were “backed” by experts’ evidence. In Albania, the interaction of school teachers and parents with government representatives and social service providers offered unusual perspectives around the real challenges and provided more viable solutions to enhance school attendance for children belonging to the Roma minority group.

4. Though multi-stakeholder dialogue processes are in fashion within the global sphere associated with the post-2015 development framework, they are not the solution to each and every situation. If, for instance, your intention is to advance your particular view and you can't review your initial position by taking into consideration others' perspectives and aspirations, then a dialogue process is definitely not the way to go and you should rather consider more (or less!) traditional advocacy initiatives.

Yet, in many of the observed local dialogues, partners were not always inclined to engage unusual players, particularly from private sector and the scientific community, as they couldn't find much value. What emerged was a certain degree of resistance amongst participants to imagine meaningful roles and contributions for different sectors, and there was a lot of confusion in positioning consistently major players (including themselves) within sectors. Most of the dialogue conveners involved well-established partners, mainly from government and civil society, engaging only to a limited extent with unusual actors that could have brought greater knowledge, new perspectives and suggestions for unexplored solutions to the local challenge.

Overcoming the “sectors” approach

This was the biggest takeaway from the New Social Contract project: if we want to initiate radically inclusive processes, we require an alternative to the three-sector framework.

One way of thinking beyond the three-sector notion is to consider the overall ‘system’ in which the challenge you seek to address takes place. The system will show the interlinked relations between socio-political forces, processes and change goals. This approach will help to identify key actors to be involved irrespective of their sectors. At the same time it will help in revealing the intersections, overlaps, and opportunities between sectors that can inform strategic choices about the dialogue process itself⁵.

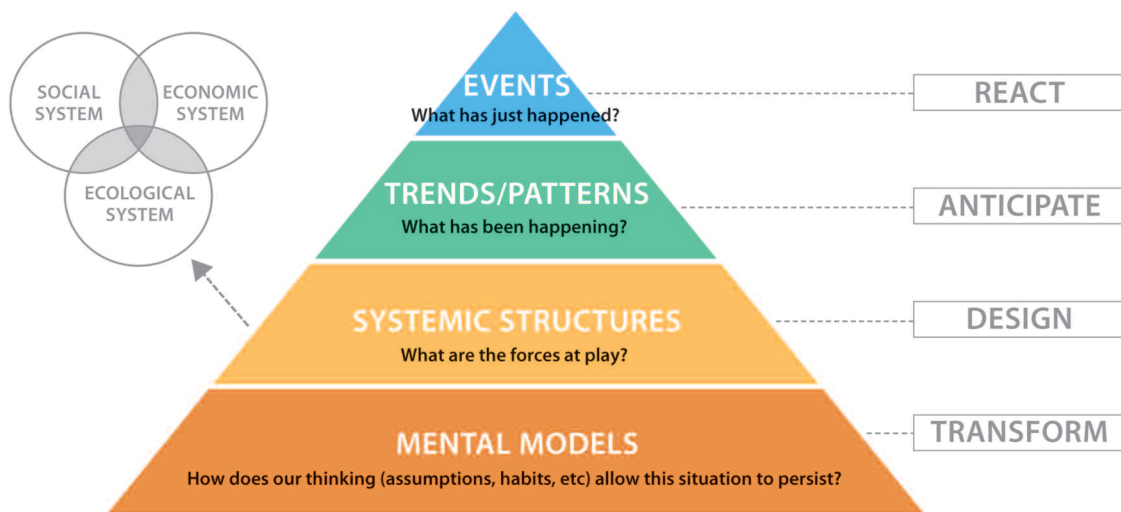


Illustration 3. How to analyse a system?

5. A very interesting perspective on how to overcome the three sectors approach using change domains is provided by K. Biekart and A. Fowler. See: *Civic Driven Change 2012: an Update on the basics*, February 2012 http://www.iss.nl/fileadmin/ASSETS/iss/Documents/Research_and_projects/CDC_Update_February_2012.pdf

1.3 Is it worthwhile?

“ *The whole experience was interesting and enabled us to look at communication in a different light.* ”
Local partner from CIVICUS’ New Social Contract project

Multi-stakeholder dialogue processes can be very inspiring and motivating, as they can trigger positive dynamics and enhance new ways of working towards the desired change. The feedback received by convening organisations and hundreds of stakeholders involved in the local dialogue processes initiated through CIVICUS’ project confirms the validity of such an approach and the great potential of its use.

USEFUL **EMPOWERING**
INTERESTING
INSPIRING **NECESSARY**

Illustration 3. The most recurrent words used by stakeholders to describe their experience of the local dialogues supported by the New Social Contract project

Having said that, it is important to keep in mind that dialogue processes are complex. It is not easy to develop them, maintain them, facilitate or evaluate them, because they involve many different actors, perspectives, interests, and individuals.

Context, time, resources and capacity, all need to be taken into careful consideration. If a MSD process is not well considered, it can lead to frustration, withdrawal, or even increased conflict among stakeholders, which can in turn damage your reputation. It is important to make a realistic assessment of the efforts that will be required to coordinate the process properly: most of the convening partners we interviewed have found it overwhelming. Think about all this carefully before venturing on your own into a process of this type.

Another very important element to consider before embarking on such a journey is who can convene or invite others to join a multi-stakeholder dialogue process. Questions around who has the capacity to initiate and coordinate a dialogue of this nature need to be considered, especially if very controversial issues are at stake. Who has access to some of the key stakeholders that will need to be involved? Who has the necessary credibility to bring together the right mix of expertise and authority that could realise change? Our observation suggests that a number of complementary abilities are needed for that purpose and no single citizen or organisation (no matter the sector) embodies them all.

Some of the requirements for initiating and coordinating a successful dialogue process are:

- Capacity to organise a group of people around a shared vision
- Being perceived as a trusted and honest broker by most stakeholders
- Awareness of the problem system and appropriate scale
- Capacity to understand and navigate power dynamics
- Ability to attract the most relevant actors (in terms of skills/knowledge, credibility and authority) and at the appropriate time
- Multi-cultural mediation skills bridging divides across languages, cultures, literacy levels and unequal access to Information and Communication Technologies

In the case of CIVICUS' New Social Contract project, dialogues were initiated by local, small and grassroots civil society organisations. In some cases, our partners' organisations struggled to ensure the participation of certain key actors, particularly from government, and it took a huge effort to get local buy-in and/or to get them on board. More influential or legitimate partners with access to key stakeholders might have had more success in bringing them on board. Also, some partners discovered that local stakeholders were not used to high level consultations, and that they needed to balance managing reluctance with raising unrealistic expectations.

In other instances, these organisations did succeed in bringing together diverse actors who together had the right combination of abilities and authority needed. They also managed to ensure a shared ownership of the process as it unfolded. This happened mainly when the dialogue addressed a challenge that already resonated with different sectors such as gender-based violence, inter-faith tolerance or emergency preparedness.

Key elements of successful MSDs emerging from the New Social Contract project:

- The change sought has traction across government, general public and other groupings. The theme of the dialogue must not be sector-specific, in the sense that no sector is immune from the problem.
- Dialogue partners are motivated by locally rooted concerns rather than by the funding and will progressively invest their own resources in the change processes and learning that they prioritise.
- The initiators are able to identify, draw together and empower diverse partners who are passionate, credible and committed to playing their part in a collective approach to action.
- The dialogue partners embrace a process based on their inclusiveness, responsiveness and accountability to citizens, as well as their understanding of the politics and power relations involved at every level.

The New Social Contract pilot dialogues demonstrate that Civil Society Organisations can start MSD processes without having the formal authority to do so, but that, in most cases, a careful analysis and an honest assessment of the capabilities required is necessary. Our recommendation is not to initiate, nor deliver, all aspects related to a process of this type alone. Think strategically about the essential team of players, combining the necessary resources and capabilities to coordinate the process and try convince them to join you on this exciting journey!

Building a core group of champions:

Working together within a MSD process should begin with creating a core group of champions – individuals who ideally represent different key stakeholder groups in the process. Champions should be passionate about the issue and the proposed dialogue, willing and able to work together to guide the process and share responsibilities for it.

They must

possess the drive to make change within their communities and obviously have the potential to bring other people to the table. The core group should be composed of individuals with skills to facilitate the right relationships, conditions and spaces. Often these champions will be identified during initial discussions with stakeholders.

Nevertheless the core group needs to be balanced in terms of stakeholders, sectors and interests. Failing to embed enough diversity in the group may result in too much homogeneity, meaning that members may seek to minimise conflict and reach consensus by actively suppressing alternative or dissenting viewpoints without critical evaluation.

The core group will not be and should not be confused with the facilitator who guides individual meetings.

Once established, the core group will adopt ways of working and decision-making according to what best suits the team and the context. In all cases, it will be important that the core group acknowledges the value of dissent as a creative source for the purpose of MSD.

2.

GET SET!

This chapter provides methodological guidance on how to set up a multi-stakeholder dialogue (MSD) process.

It is not meant to be a step-by-step guide but rather a presentation of reflections, tips, tools and lessons learnt that will need to be adapted to each particular context.

2.1 Process Thinking

Multi-stakeholder dialogues are dynamic processes that can be considered as a continuous flow associated with movement, activity, events, change and temporal evolution. Thinking in terms of process involves considering how and why things – people, organisations, strategies, environments – change, act and evolve over time throughout the dialogue. Of course, in concrete terms, the activities characterising a MSD process are just meetings, events, workshops, site visits as well as individual conversations, correspondence, surveys, presentations, etc. But as part of a process, all of these actions will contribute towards the goal of changing what is not working well in a society. A process of this nature also includes moments of less interaction while stakeholders gather information, implement agreed actions or consult with their constituencies and/or institutions.

With the above in mind, we propose **four building blocks characterising a multistakeholder dialogue process specifically designed to affect socio-political change**. This is however just an indication of a possible process flow since each dialogue is based on its contextual specificities and may need to follow a different path. More specific steps to design the dialogue process are provided later in this section.

Building blocks of a MSD process addressing socio-political change

BUILDING BLOCKS	1. Identifying the added value of working together	2. Co-creating a vision and shared priorities, imagining new scenarios	3. Action! Adopting collective and individual initiatives	4. Monitoring the process and learning along the way
RATIONALE/ LEAD QUESTIONS	<ul style="list-style-type: none"> • What is not working well in our society? • What would be the added value in collaborating with different actors that typically do not work together to address a common challenge that is too big/ complex to be tackled alone? 	<ul style="list-style-type: none"> • What would the ideal solution/ situation be? • What could be done differently, more effectively? • What needs to change? 	<ul style="list-style-type: none"> • What needs to be done, by whom and how? • How can each of us embed the collaborative priorities in our respective groups or organisations? 	<ul style="list-style-type: none"> • How is the progress going? • What corrective measures are needed to better address the challenge? • Do we need to bring on board new actors?
POSSIBLE ACTIONS	<ul style="list-style-type: none"> • Analyse the system. • Identify and engage key stake holders • Create shared knowledge and a common language 	<ul style="list-style-type: none"> • Create visions of desired change • Develop change narratives • Conduct learning journeys • Share research 	<ul style="list-style-type: none"> • Design and implement projects/actions/ campaigns • Share knowledge, raise awareness. • Collect and analyse data • Empower vulnerable groups 	<ul style="list-style-type: none"> • Assess progress against plans • Share views around challenges and gaps, if any • Share lessons learned • Plan way forward based on learnings
POSSIBLE WAYS OF WORKING	<ul style="list-style-type: none"> • Desk research. • Interviews/focus groups with key informants • One-on-one dialogues or small focus groups and interviews 	<ul style="list-style-type: none"> • Creation of a Core group of Champions • Hosting initial face-to-face meeting(s) • Organising a big kick-off meeting 	<ul style="list-style-type: none"> • Formalised partnerships • A joint action plan • Small meetings/ conference calls at periodic intervals 	<ul style="list-style-type: none"> • Convening meetings at periodic intervals • Collecting feedback through online/telephonic surveys
POSSIBLE OUTCOMES	<ul style="list-style-type: none"> • Clarification of issue at stake, common goals (added value) and expectations from each actor 	<ul style="list-style-type: none"> • Determination of priorities for collaboration and ideas 	<ul style="list-style-type: none"> • Implementation of the agreed initiatives • Achievement of envisaged results 	<ul style="list-style-type: none"> • Identification of necessary adjustments/additional actions/new stake holders, if needed

Key elements to consider when outlining a dialogue process

Below are a few recommendations on crucial aspects to consider when starting a MSD, particularly when initiated from within civil society.

Don't be in charge of everything on your own

As mentioned before, it is practically impossible that a single organisation embodies all the abilities and resources necessary to initiate and sustain a MSD over time, hence the need to work in a team. Working together begins with creating a core group of champions (see dedicated Box in Chapter 1).

Make sure all stakeholders take part in shaping the process

Ideally, all key stakeholders should play an active role in shaping the dialogue. Although there is not a single recipe for how to best involve stakeholders in these processes, you should try to find a balance between giving everyone the space and possibility to contribute and creating a process that is too demanding or overwhelming.

There may be cases where a considerable amount of time and resources are needed in order to ensure the meaningful participation of key actors. This was the case for the dialogues observed in Madagascar and Bolivia, where meeting particularly remote communities entailed several days of travel. In that case the huge effort was worth it and there was no other way to ensure an equitable inclusion of indigenous communities in the process. But the takeaway from those experiences is that such constraints should be factored in and taken into account when setting up a dialogue process.

On the other hand, there is no need to organise too many face-to-face meetings if in your context it is possible to gather inputs telephonically or using virtual discussion groups through internet.

Make the most of all the locally available resources

To avoid unwanted breaks and interruptions, a dialogue process should try as much as possible to diminish its dependency on external donor funding by harnessing all locally available resources, collective knowledge and networks.

Think strategically about what each stakeholder could contribute in terms of time, human resources, and in-kind contributions (research, meeting venues, transport, etc.). Pooling resources will reduce dependence on a single funding source, thus ensuring more stability, independence and sustainability. At the same time, this will increase the sense of ownership from key stakeholders.

Limiting funding to local resources might also mean reducing the scope of the MSD, including the number of meetings, stakeholders to be involved, frequency of the communications and 'quality' of the logistics. Each specific context will determine these aspects as well as the limitations linked to resources.

Adapt the process to your own context

MSD processes need to match their specific context, available resources and capacity. This means that each process may vary in length, size, methodology and type of location. Remember, dialogue processes appear to be most successful where there is a local enabling environment that encourages their development. Also, as observed in a number of local dialogues, certain themes may lend themselves more easily to MSDs than others.

Embed periodic reviewing and learning

Taking a step back and reviewing if there's a need to adjust the process should take place continuously through conversations within the core group and periodic surveys with other key stakeholders. For example, consider simple questions such as:

- What has worked well so far? What has not worked so well?
- Did you feel your views were considered? Have other players' views been properly considered?
- Is the dialogue doing what it initially intended to do? Is it tackling root causes and finding innovative solutions?
- Is the dialogue positively affecting a wider community (beyond the immediate stakeholder group)?
- Will the process be sustainable over the medium and long-term?

Often, the answers to these questions will lead to changes in the process, the composition of the group or the engagement of stakeholders.

Follow-up mechanisms should be accessible and allow all stakeholders to provide feedback and raise concerns about the progress made. Make sure stakeholders agree on appropriate ways to monitor progress and report back to each other. Ensure that there is a common understanding about the purpose for periodic reviewing, and how the data will be used.

Outcomes of the MSD should be widely disseminated. People will not engage (again) if nothing seems to come of the process.

2.2 Understanding the variables

It is usually a deep concern in a community that triggers a MSD and it is important to produce good evidence about what is not working well in the society to motivate for a deep transformation, one that will change rooted socio-political structures and dynamics.

Understanding the problem, the related system and key players are not necessarily three different, distinct steps therefore can be undertaken simultaneously and whenever possible in conjunction with other concerned stakeholders. A good way to carry out such analysis is by combining desktop research and consultation of official sources (reports, newspaper and scientific articles) together with first-hand information and opinions collected through short surveys of key informants (depending on the context, this can be done by phone, short meetings or email). Key informants do not necessarily need to later take part in the MSD.

If a core group of champions is already in place, the issues and related players should be identified and analysed together as preparation work. Circulating this information with other stakeholders at the onset of the dialogue and reviewing it according to the feedback received will help to create the shared knowledge (and language) needed to build a conducive space for collaboration.

Key elements to consider for understanding the issue at stake and its players

Understand the issue - what needs to change?

As mentioned earlier, dialogue processes are triggered by an issue, a challenge – the belief that something needs to change.

- What is the key issue you are trying to address and why is it important?
- Who is it a problem for?

Provided that every process must be context-specific, a suggestion to enhance understanding on the issue is to collect evidence and illustrate your views to other key actors. Using data (quantities, values, figures and statistics in terms of its evolution, relative degree of occurrence, and impacts) combined with concrete examples and witnesses will help you build your case.

Yet we might be looking at a specific challenge without knowing that there is a deeper problem. That is why it is important to think of the problem from various angles: it can be helpful to see the problem through different eyes to ensure we are focussing on the key issues. You can gain additional information and perspectives by considering the point of view of other actors, backed by the evidence they are able to produce.

Being flexible in revising your own analysis is essential. It might lead to reconsidering the challenge or how it is framed if it is discovered that the issue as it stands won't carry enough traction across sectors and stakeholders (which is a precondition for a successful MSD). You need to come up with a shared understanding of the current problem.

Understand the system – what revolves around the challenge?

Once a shared understanding of the challenge has been reached, a simple but comprehensive analysis of the bigger picture – or system – will allow the group to have a better idea of who (and how) is best to address it through the dialogue process.

By system we mean the set of relationships, interactions and structures existing between citizens, groups and institutions revolving around the given issue, which is also delineated by spatial (and temporal) boundaries and influenced by its surrounding environment.



What to look for in a system analysis

- Brief analysis of the context (e.g. history, demographic characteristics, cultural values and perceptions, etc.)
- Key components of the issue/challenge (break it down into smaller, more manageable parts)
- Delimitation of the impact zones of the challenge (definition of the area, community, etc.)
- Decision-making bodies and processes that affect (positively or negatively) the challenge and related power dynamics
- Other key players



SEE AN EXAMPLE: *Chapter 4, page 42, provides an example of a simple but informative context analysis prepared by the grassroots organisation Centru Feto Haburas Dezenvolvimentu in view of a MSD around gender-based violence in a District of Timor Leste.*

Understand the players - who do we need to involve and how?

Once you have an idea of the system related to the challenge you want to address, it is time to analyse the key stakeholders to be ideally involved in the MSD process.

a) Analyse your organisation– understand your place and role in the dialogue as a stakeholder

You should not consider your organisation or yourself as a neutral convener but rather as a key player, one that will be implicated in the dialogue process. For this reason, it will be useful to include your organisation (or yourself) in the scope of the stakeholder analysis through an honest self-assessment. A self-assessment can help you understand how best to position your organisation within a bigger team, what role it could play based on capacity and abilities, and also how to bring your views and aspirations in the most conducive way while approaching and engaging other stakeholders. Start from this simple but crucial question: what makes you want to initiate a MSD? The motivation is very much related to your set of values, and values are more influential than anything else in shaping what you do. Sharing your values with others will be useful to enhance their motivation.



The mapping and consultation process was extremely useful and we will continue to implement it in our future programming.



Local partner from CIVICUS' New Social Contract project



Possible questions for a self-assessment as an organisation or individual

- What are our objectives, explicit or implicit, for the dialogue?
- What are our interests and positions on the identified challenge?
How can these affect the proposed dialogue?
How can we best disclose our position with others?
Do we need to mitigate it for the sake of the dialogue?
- How do we currently communicate with key players?
Have we established open lines of communication with them that permit both sides to express needs, concerns, and problems easily and honestly?
- What are the major conflicts (if any) between the anticipated needs of the stakeholders and those of our organisation?
How are those conflicts being managed?
Will the proposed dialogue really create an avenue for moving toward a mutually satisfactory resolution of those conflicts?
- Are we able to identify all the appropriate key actors?
Who else should help us in doing so?
Do key players already know us?
If so, would they trust us enough to accept our invitation?
- What skills/capacity are required to drive this process?
Which ones do we have? For which ones should we instead look to others for help?



SEE AN EXAMPLE: *Chapter 4, page 44 provides an example of a basic self-assessment prepared by the small organisation Partnere per Femijet in view of a MSD around equal access to education in Albania for minority ethnic groups.*

b) Analyse the stakeholders – who are the key actors?

Understanding who are the key players to bring on board is a crucial element for a meaningful multi-stakeholder process and it will be an on-going exercise as the dialogue evolves.

Carrying out a stakeholder analysis means identifying the most important players and positioning them in relation to the challenge and desired dialogue process. The most common aspects that are typically analysed relate to stakeholders' interests and expectations in relation to the proposed dialogue, how they will be affected by it, and how influential they could be for the desired change to happen. This information will help you understand which stakeholders need to be actively involved, which ones need perhaps to be motivated or reassured about joining the proposed dialogue as well as which ones can be left out of the process, at least for the moment. Given the time and resource constraints associated with every dialogue process, getting just the right mix of players (and nothing more) is going to be fundamental.

Ensuring the right mix of diversity and power

The diversity of the group can determine how effective the interventions and outcomes of the process are over the long term. If members of the group are from just one sector or organisation, you'll get a "single perspective" outcome. If all participants share a certain political point of view, or a similar institutional role in relationship to a particular challenge, then you will fail to address systemic change.

There is another factor to consider: the group must include the right people with the right kind of power, those who can make decisions and influence change across the system when the time for action comes. Power is not always equal to authority. For example, a prominent community leader with no institutional power as such but with a considerable network of supporters can be a very influential player. Combining these two not only ensures that all voices are heard but also that when action is necessary, stakeholders will be able to respond collectively.

In the context of this specific type of MSD, we encourage moving beyond a purely sectorbased analysis and rather looking at the key 'players' using a systemic approach (see Chapter 1). This means that the identification of key stakeholders should not be driven by sectoral affiliations (public sector, private sector, civil society, etc.) but rather by political and strategic considerations revealing the forces at play.

In terms of methodology, there are many ways of proceeding and you should choose the one that best suits your context. Based on our first-hand experience and observation of a number of dialogues, we detected five main steps typically used to strategically map stakeholders. You can see our stakeholder mapping tool in Chapter 4, page 36.



SEE AN EXAMPLE: *Chapter 4, page 46 offers an example of a stakeholder map from the dialogue in Sri Lanka on how to sustainably manage the watershed in the Upper Mahaweli River Basin organised by Nation Builders Association.*

2.3 Co-creating the process

Once a shared understanding has been reached – at least amongst members of the core group of champions – about what the issue to address is and who needs to be involved, the next step is to gradually kick off the desired MSD process. This entails discussing with other stakeholders how to articulate the dialogue and what needs to be done to make this happen.

MSD processes go through progressive steps as indicated in the box below. Stakeholders should steer the process and go through the steps together. In each one of these steps, monitoring and reviewing processes should occur.

Possible steps to follow together in a MSD process⁶

PURPOSE	POSSIBLE STEPS	WHERE IN THIS TOOLKIT
<p>BUILDING BLOCK 1 Identifying the added value of working together</p>	<p>Scoping – what is not working well in our society?</p> <hr/> <p>Identifying and Engaging – identify key stakeholders and if suitable, secure their involvement; motivate them and engage to work together; embed their views in the scoping.</p> <hr/> <p>Resourcing – involved stakeholders mobilise the necessary resources based on their possibilities (people, cash, external funds and other non-monetary ones).</p>	<p>Chapter 2 On your marks!</p>
<p>BUILDING BLOCK 2 Co-creating a vision and shared priorities, imagining new scenarios</p>	<p>Initiating – establish working relationships by agreeing on desired change, related objectives and core principles; agree on suitable formats for the dialogue process.</p> <hr/> <p>Planning – stakeholders define the possible actions and who should carry them out.</p> <hr/> <p>Managing – organise the management structure of the dialogue process for the medium-long term.</p> <hr/> <p>Implementing – stakeholders take action based on the agreed plan and timeframe.</p>	<p>Chapter 3 Go!</p>
<p>BUILDING BLOCK 3 Action! Adopting collective and individual initiatives</p>	<p>Institutionalising – stakeholders build appropriate mechanisms ensuring a longer-term perspective for the process or for some of the actions taken.</p> <hr/> <p>Sustaining/terminating – based on the review of the progress, stakeholders decide to ensure sustainability or agree on a conclusion for the MSD.</p>	
<p>BUILDING BLOCK 4 Monitoring the process and learning along the way</p>	<p>Reviewing – stakeholders periodically assess the progress and consider if it is time for new stakeholders to join and/or some current ones to leave the process; they might also decide to revisit the dialogue format based on the experience gained.</p>	<p>Chapter 2 On your marks! 2.1 Process thinking</p>

⁶ Adapted from Tennyson R., 2011, *The Partnering Toolbook. An essential guide to cross-sector partnering*, The Partnering Initiative (IBLF).

Key elements to consider while planning the way forward together

Ideally, the process and management mechanisms should be formulated around the specific composition of the group and more particularly around the capacities, knowledge, resources and availability of stakeholders. Other elements such as the current levels of knowledge and perceptions of the problem, and the different attitudes towards change should also be factored in when deciding of the format, location, number of meetings and stakeholders to involve.

Shared knowledge

Creating a shared knowledge (of key terms, of the challenge, the dialogue steps, roles during the dialogue, etc.) is a difficult but essential part of a MSD, and is particularly important when trying to convey complex ideas. Key players, particularly in the core group, should not take this for granted and should check continuously with stakeholders. You may have to adjust the language used to the literacy level of others or select words/notions that can be easily translated in local languages.

Location

Choosing the most appropriate place to meet can be challenging. In principle it would be better to bring everyone closer to the areas where the impact of the process will be felt most acutely, and where tangible examples of the challenge can be found. This will enhance understanding of the problem amongst stakeholders and will motivate them to take action. On the other hand, if meetings are located too far from some key stakeholders, the distance could discourage participation. The experience from the observed dialogues suggests that meetings convened outside of the capital may attract less decision-makers and that rotating the location of meetings could help address this.

Regardless of resource constraints, consider where to meet and how to use a meeting space in a way that fosters dialogue, listening, understanding and learning. See Chapter 4, page 41 for tips on the meeting space.

How many meetings? How many people?

Dialogues do not start and end within one single group meeting. The amount and frequency of face-to-face meetings is a joint decision that will depend on the context, stakeholder availability and dialogue purpose.

Ideally, the number of participants of the stakeholder group should be contained so as to sustain a viable dialogue. Too large of a group risks diluting the purpose of a real dialogue in which people have time to get to know each other, speak to and engage with one another.

Based on our observation of MSDs we recommend that no more than 15-20 people attend each meeting. At least one and, at most, two representatives from each key group should be included to ensure the group is as diverse as possible.



SEE AN EXAMPLE: *The dialogue initiated by Fundación Construir in the region of La Paz, Bolivia, intended to make sure regional development planning processes include indigenous groups' views and aspirations. In order to ensure meaningful participation of the different indigenous' groups, while at the same time controlling the number of meetings and stakeholders to involve, 7 smaller preparatory dialogue meetings were organised in rural areas and a long multi-stakeholder meeting took place in the capital city combining plenary sessions and working groups.*

3.

GO!

This chapter provides methodological and practical guidance on how to *run* the dialogue in a participatory and inclusive manner.

3.1 Engaging Stakeholders

Once the common challenge has taken a more defined shape, and key players have been identified, it is time to get the dialogue started.

Even if every issue, process, and stakeholder consultation is unique, and it is impossible to prescribe general steps towards successful engagement, there are some general principles of engagement that could guide the process.

Principles of engagement

Equity: Valuing all contributions equally is imperative. Strong and vocal stakeholders' contributions may need to be limited, and less powerful voices may need support or specific attention. It is particularly important to ensure balance of gender, ethnicity, regions, and other characteristics, depending on the issue at hand. Providing equitable access to all relevant information is equally important. Check with all stakeholders that everything is indeed accessible to them – for example, not everyone can download documents from the Internet.

Flexibility: Remaining flexible is key to a successful process. However, flexibility needs to be balanced with clear plans and transparent communication, because participants need to explain process changes to their constituencies, and institutional partners have limited ability to support opened processes where focus, participants, and desired outcomes change too often or too much.

continued ...

Principles of engagement continued ...

Inclusiveness: Engaging everyone who is affected or can affect an issue is one of the main pillars of successful dialogue. Try to bring all relevant perspectives, interests and needs to the dialogue. Agree within the core group who needs to be there. Make every effort to motivate those who initially show no interest, and invest as much as you can in enabling the participation of those who need support or capacity building in order to take part. These are the building blocks of good and balanced inputs, as well as a legitimate and credible process.

Learning: Taking a learning approach throughout the process is important and strategic. Everyone needs to learn about the issues, the context, the opportunities and obstacles to create the best possible solutions and action plans. Demonstrating that you learn along the way also enhances the credibility and legitimacy of the process.

Ownership: Co-creating processes and outcomes creates shared ownership and commitment, which is needed to legitimise the process and ensure that agreements and action plans are implemented.

Transparency: Sharing information about what you do, who is coming together, and pursuing which goals is very important. When stakeholders come together in one forum they can see who is involved and hear opinions and suggestions directly. Whenever possible, you should also inform those who are not participating and the general public about the process.

Elements to consider on how to involve and bring on board key stakeholders, including most vulnerable groups

Approaching stakeholders meaningfully

When reaching out to stakeholders it is important to arrive well prepared.

If you already know them the approach should be easier. If, instead, it is your first contact, and depending on the type of player and the context, you might consider a formal letter requesting a meeting, an email or telephone call.

A good starting point will be to introduce yourself, the organisation you represent and the core group of champions (if applicable). You could then present briefly the challenge at stake (at least the way you see it) and your idea of dialogue process, disclosing and eliciting background information that is needed for better understanding and meaningful negotiation. Expose your intentions by sharing why you wish to initiate the dialogue and highlight the reasons why it would be so important to have that particular stakeholder on board.

Tailor your message to each stakeholder. Think of the most appropriate language and format to be used for each. Disclose as much objective information as possible: present the facts, be transparent, and explain the uncertainties (if any).

Challenges of engaging unusual and/or high-level actors

Be careful: some of the target stakeholders will be hard to reach!

You may find it very difficult to access the right people and even to keep them on board. Or, if you did manage to have the right person attend the first meeting, he or she might not be available for the following ones. Almost all of the dialogues we observed faced challenges of this sort.

For example, in Albania the officers that replaced the invited Government representative had little idea about the dialogue process they were attending. In other cases, inviting directly technical officers from government (as in the case of Venezuela's dialogue) allowed for greater participation in the discussions although without much decision-making power. In even less fortunate cases, as happened in Sri Lanka with key private companies that were mostly responsible for the pollution of the river basin, stakeholders did not want to engage at all in the process.

All the above examples show how difficult it can be to bring on board high-level representatives or other key players that do not belong to your existing network. Anticipating and addressing the reasons will help you to minimise the risk of not getting key players on board! In all instances you will have to go the extra mile in order to secure their active participation: rarely will you secure high-level participation through a letter of invitation alone.

In the table below we highlighted the most recurrent causes that we observed and, for each one, tried to suggest possible mitigation strategies.

REASONS FOR FAILURE IN ENGAGING	POSSIBLE MITIGATIONS
Approaching people with the wrong portfolio	<ul style="list-style-type: none"> Carefully determine which tier, body and department (from local to national, from bureaucrats to politicians, from government offices to public bodies) would be the best placed to engage in the process.
Conflicting agendas, especially of high-level representatives	<ul style="list-style-type: none"> If it is not possible to have decision-makers at the meeting, work your way downwards to what may be possible. For example, can their representatives be delegated to make decisions? Try to brief these delegates before the dialogue clarifying what would be expected from their institution.
Change of focal points, restructuring of organisations	<ul style="list-style-type: none"> Engage institutions as 'an organisation' rather than 'with individuals'. Make sure you have multiple contacts and points of entry even if only one person is participating in the meetings.
Lack of motivation or fear of expectations	<ul style="list-style-type: none"> Explain clearly the expectations of other actors regarding their participation, and make transparent how the process, and its results, will be used. Understand what they may want out of a dialogue process, and what they find justifiable in terms of time and resources. Try to identify who would understand and share your interest in a dialogue process, and seek to engage these individuals. Find out what they need to enable them to participate, and respect their contributions.
Weak leverage on them	<ul style="list-style-type: none"> Draw on your network. Consider who in the core group would be best placed to approach each stakeholder. If you and the core group lack the relevant connections, consider mobilising the communities represented by target politicians or other people that may approach key representatives on your behalf.

Listening and managing expectations

When holding the preliminary conversations with key stakeholders, you have a great opportunity to listen to what they have to say about the challenge and the proposed dialogue. They probably see the challenge from a different angle so let them tell you frankly their own perspective, which will have to be considered ahead of and during the dialogue.

They also may have some doubts or hesitations about joining the dialogue which will require some clarifications and reassurances from your side. For example, institutional actors may be more reluctant to engage in a process unless their expected role is clear. This is particularly true for government representatives who may fear joining a dialogue where everyone will expect them to have the right answers and to take care of addressing all requests. Similarly, representatives of private companies may fear that everyone will be finger pointing at them as the enemies.

It is very important to understand stakeholders' expectations, how they will measure success of the dialogue and what obstacles do they envision. Try to find a common thread on the expectations and - in case of conflicts – bring this up during the meeting.

Building trust and mutual understanding

The most difficult part of a MSD addressing socio-political change is to ensure that stakeholders agree to re-evaluate their initial positions and pre-conceptions in favour of a more collective approach, which can only happen if the relationships are genuinely based on trust and confidence.

As pointed out by the vast majority of surveyed stakeholders, trust and trustworthiness of the actors are key ingredients of a MSD since it deals with aspects of uncertainty over the future and over the success of the process. A trusting relationship, however, neither happens by itself, nor does it occur instantly. It evolves alongside the dialogue process and over time.

Securing trust is only possible once there is a good level of knowledge and understanding across stakeholders. Trust is then nurtured through openness, transparency, patience, inclusiveness, respect and accountability.

CASE STUDY 1

Building knowledge and trust across faith communities in Richmond, Canada

The MSD “Highway to Heaven” dialogue series in Richmond, Canada, was set out to develop an understanding of the various faith communities amongst a range of stakeholders, discuss and explore certain dynamics of faith in public culture and agree concrete steps towards a more cohesive interfaith society. A challenge for constructive and equitable dialogue was the imbalance of power and societal influence that some participants enjoyed. In the lead-up to the dialogue, faith communities opened their doors for influential participants such as government and the private sector.



© Richmond Multicultural Community Services, Canada

Tours were organised to the various centres of faith to create awareness and understanding, but also to provide a space for stakeholders to build trust amongst each other and an opportunity for the convenors to come to grips with the underlying dynamics in the group prior to the actual dialogue.

The tours were led and facilitated by leaders in the faith communities themselves, and were meant to illustrate how that particular community expressed faith in public spaces. Many participants indicated that the opportunity to learn about various faith communities in thoughtful ways while also building relationships and connecting with the other stakeholders were positive outcomes of the tours.

Visiting and hosting stakeholders in this manner created commitment, ownership and appreciation, and also helped participants to get to know each other better.



© Richmond Multicultural Community Services, Canada

Building capacities to engage

“ *The concept (of MSD) was quite abstract, it was difficult for some participants to understand that they had to imagine how they would perceive the dialogues when asking them in the pre-interviews.* ”

Local partner from CIVICUS' New Social Contract project.

To address possible power imbalances, in principle, all stakeholders joining a MSD should engage with an even level of awareness and understanding of the issue and should all be given an appropriate space to be part of the process.

CASE STUDY 2

Empowering vulnerable groups ahead of a MSD

In Timor-Leste, the dialogues initiated by CFHD aimed to address sexual and gender-based violence against women and girls from two villages. Knowing that communities tend to participate more when given a longer time to prepare, CFHD decided to organise a workshop prior to the dialogue to increase their knowledge on sexual and gender based violence and gender inequality and to allow them time to prepare material they wanted to discuss with other stakeholders.

High illiteracy rates are often barriers to learning; therefore CFHD used pictorial methods in their workshop.

The use of pictures or diagrams was intended to explain the various stakeholder groups that would be included in the MSD process, gather information on their perceptions and share some basic information on the challenge at stake (law and its enforcement, relevant support groups and institutions, etc.). Pictures were also used in the surveys and questions on the community issues. For instance, different female demographics were placed along a horizontal axis



© Centru Feto Haburas Dezenvolvimentu, Timor-Leste

(female girls, females with a disability, single mothers, etc.) and different issues were placed along the vertical axis (violence, leadership, education, health, etc.). Using post-it notes, participants were able to draw or write about specific problems affecting their community, which were then presented to other stakeholders.



© Centru Feto Haburas Dezenvolvimentu, Timor-Leste

Following the workshop, CFHD arranged for service providers and local government to travel to both communities for the local dialogues.

Particular attention needs to be paid to the most vulnerable groups, the marginalised voices that are typically left out in these processes. Think about the challenges such as remoteness, customary law and tradition, language barriers, illiteracy, insufficient information or lack of infrastructure.

Once gaps and weaknesses of these vulnerable groups are known, the core group could consider organising preparatory workshops where relevant information is collected or shared in a more understandable and culturally appropriate way.

Imagining together the desired change

The way to anticipate a desired future follows a logical flow that, starting from the present situation, tries to first imagine the ideal future and then works out what is the change that needs to happen in order to get there. By engaging stakeholders through one-on-one meetings, small focus groups and large gatherings, this will become progressively clearer.

The table below suggests a simple three-step approach and provides sample questions that may be useful when initiating the different conversations.

The 3 stages of a transformative collective, reflection and action process

STAGES	PURPOSE	SAMPLE QUESTIONS
Stage 1 <i>Analysing</i> the current situation	Getting people to describe their concerns and goals	<ul style="list-style-type: none"> • When you think of this issue, what comes to your mind? • How does this issue affect you and people you know? Your organisation/members? • How important do you think this issue is for you and your organisation/members? • How important do you sense the issue is for the community as a whole? • What do you see as the major barriers to improving the situation?
Stage 2 <i>Visioning</i> how it could be different	Getting people to imagine paths to improvement	<ul style="list-style-type: none"> • What should we aim for? What objective should we set to improve this issue? • How will we know when we have reached the desired change? What would it look like? • How would it affect you/your organisation/members? How would you/they benefit?
Stage 3 <i>Identifying</i> possible steps to that future	Getting people to begin planning to take action	<ul style="list-style-type: none"> • What do we think can be done to help improve the situation? • What ideas do we have about how to address the barriers we have mentioned previously? • What role might you/your organisation/members have in implementing some of these suggestions? • Who else should we engage in making this happen? • What resources do we need? • Who else do we need to address the challenge?

3.2 Convening dialogue meetings

Group meetings need to be well prepared and well facilitated otherwise they can become a waste of time and resources, creating frustration amongst participants and hindering the whole dialogue process.

Getting everyone ready for the meeting

Making sure that everyone arrives prepared is crucial for a successful meeting. If appropriate, you may want to share useful background information ahead of the meeting⁷.

Another good way to prepare participants for a meeting is circulating the meeting agenda in due time. An agenda will typically indicate the purpose, date and venue of the meeting, the starting time and duration, the order of proceedings, the facilitator or chairperson and the rapporteur (if applicable).

A well thought-out agenda will also allow you to think through how the meeting could unfold, what topics will be covered and how much time it may take. It should help in unpacking what the outcomes of the meeting could be.



SEE AN EXAMPLE: *To see the example of a (quite detailed!) agenda, you can have a look at the one used in Bolivia for the Dialogo Amazonico (Chaper 4, page 48). The Agenda lists different thematically-driven working sessions, conceived to make the most of the meeting by dividing a large audience in smaller mixed groups, and also by addressing simultaneously different themes related to the identified local development challenges.*

In a true co-creation spirit, it will be important to share a proposed agenda enough in advance and to revise it according to the feedback received. This will ensure that all the issues considered important by stakeholders are addressed.

Using a facilitator

Having a good facilitator is important for a successful meeting and will avoid mixing the leadership role of the core group that guides the dialogue process with the actual facilitation of the meetings. In case you cannot hire a professional facilitator, identify who from the core group is able to facilitate some meetings, exploring co-facilitation in pairs and/or rotating the facilitation. Whatever the circumstances, always prepare together and support designated facilitators. You might also need to find interpreters in case of language diversity.

Good facilitators:

- Introduce procedures at the beginning
- Ensure that the meeting agenda is kept
- Help to engage everyone and prevent individuals from dominating
- Keep a timely and focused conversation
- Assist in bringing out differences as well as common ground
- Leverage common ground to bring the group closer together
- Support conflict resolution, resolve disputes
- Practice neutrality and impartiality

⁷ This could include relevant background documents, media clippings and articles, think pieces, website addresses and blogs, policies and legislation, official and verified statistics, annual reports, pamphlets and/or video links.

Creating a safe space and fostering good dialogue

Dialogue meetings should be facilitated in a way that ensures participants feel safe to express their views and encourages an attitude of working collectively. The facilitation should be mindful of cultural diversity and culture's impacts on the discussions and behaviours.

Meeting formats should provide a platform for exchanges on an equal basis, and panellists should not be given too much space (otherwise it becomes a monologue, not a dialogue!). Good dialogue moves from speaker to speaker in a flow.

Ensure that facilitation makes use of informal times and spaces to promote continuous dialogue⁸. Giving people sufficient breaks for them to engage with each other in informal, off-the-record conversations might work better than presentations.

Agreeing on ground rules

With the objective of enhancing respect and equity among participants, agreeing on some guidelines for behaviour in a dialogue meeting can be helpful. Group conversations can benefit from a set of simple "ground rules", fostering listening, respect and openness, to be agreed at the outset. One approach is to suggest a few of these rules (see Box below), go over them with the participants and invite them to ask questions and suggest modifications. Write these down and put them up on the wall during each meeting to serve as a reminder throughout the process.

Example of possible ground rules:

1. Listen to what others say.
2. Support the participation of everyone.
3. Suspend judgement.
4. Avoid monopolising the time.
5. Don't only make statements, but ask questions to learn from others.
6. Be open to different perspectives.
7. Forget about titles and status.
8. Talk about what is truly important.
9. Respect what others have to say.

Using participatory methods

There are many participatory methods for facilitating workshops that need to create visions and actions around agreed goals, the most famous being World Café, Open Space Technology, Future Search or Fish Bowls. All are great methods for a MSD as long as they are well-prepared and adapted to each context. To learn more about these methods and see which ones could be most appropriate for your dialogue have a look at Chapter 4, page 39.



SEE AN EXAMPLE: *The method used for the first dialogue meeting in Venezuela included a participatory exercise that allowed stakeholders to build a comprehensive map of all the organisations, initiatives and knowledge existing in the domain of emergency response for Sucre Municipality. All participating stakeholders shared their knowledge on institutions, legal frameworks, major risks and hazards for the area, as well as existing early warning systems. The meeting was a great achievement in itself confirming the validity of cross-sector cooperation for knowledge generation, while it also provided insights on how to create a more systemic and integrated and effective emergency response.*

⁸ To foster active participation and mutual understanding of stakeholders, consider making people work in small groups on certain phases of the dialogue. Alternatively, you can send people on 'dialogue walks': ask a small group of participants to address a specific question, then let them go out if at all possible.

3.3 Nurturing the dialogue over time

Typically, in the medium and long-term, most day-to-day actions are carried by individuals, smaller groups or a core group of champions on behalf of all the dialogue stakeholders. Only major decisions are brought to all the partners as a whole group. This entails making sure that between group meetings there is regular, easily accessible and succinct information sharing between the stakeholders.

Moving forward

At the end of each meeting, try to agree on the next steps that will take the process forward: a short summary of what the group would like to achieve with clear, manageable tasks, how they are going to do it and who will be responsible for what. In the days following the meeting, a designated rapporteur should share an abridged report of the meeting with the rest of the group for comments and feedback. A final version should then be circulated more widely. By doing so, the process will be made more transparent and possibly it will attract more attention for future gatherings.

Keeping momentum

The dialogue process does not stop between meetings. Each stakeholder will be reporting back to their constituency and/or implementing the agreed actions. It will be important that the core group checks the pulse of what is going on with each stakeholder and keeps everybody else in the loop as well so that all efforts remain aligned and participants hold each other accountable. Every successful step along the way should be celebrated. This can be done by thanking people for their contributions or highlighting a milestone reached.

Determine together with stakeholders how they wish to be contacted. Keep in touch regularly with as many stakeholders as possible. Allocate time to do appropriate individual follow-up sessions using accessible communication tools.

Be mindful that maintaining momentum between meetings and even after the end of a MSD process will require dedicated resources (both human and financial) to coordinate all the actors and players.

Reviewing, sustaining, and terminating a MSD

A MSD will continue over time only on the basis of the agreements made between all parties involved, the value and motivation to continue, and the trust among stakeholders.

To ensure a more structured and long-term perspective for the MSD, stakeholders may agree to build appropriate mechanisms. For example, they may consider signing an agreement (such as a Memorandum of Understanding) to define partners' roles and responsibilities more clearly and outline all the necessary resources. Whilst not legally binding, these agreements can help in developing the partnership by outlining the way forward in a clear and transparent manner.

Whatever the form, agreements and structures should accommodate the possibility of changing circumstances. As MSD develop, they are inevitably subject to change: for example, staff changes occurring with core group representatives and other key actors; wider contextual implications, such as political and economic disturbances; and the issues related to securing wider stakeholder involvement. MSDs therefore need to be flexible enough to withstand, manage and adapt to change over time; and their success or failure will inevitably depend upon their ability to do so.

Periodic reviews amongst key stakeholders will assist in checking progress towards the desired change and assessing if there is any value in continuing the dialogue. These moments may highlight the need to reconsider parts of the plan that are not working well, introduce more suitable ways of working amongst stakeholders, or suggest new stakeholders who should join and dormant ones that should leave the dialogue.

Based on these reviews, stakeholders will decide how to further sustain the process or agree on an appropriate conclusion for the MSD.

“ *Engagement and participation on a meaningful and effective level is at times overlooked in the context of Timor Leste. Therefore, this methodology was useful in guiding local staff through effective engagement with all stakeholders; providing on the job learning for them. Through the process academic institutes were identified as potential stakeholders, a stakeholder previously never included in many dialogues and network meetings in Baucau.* ”

Local partner from CIVICUS' New Social Contract project.

4.

USEFUL RESOURCES

This chapter complements the toolkit with useful resources and readings, structured as follows:

- Tools, methods and tips on stakeholder mapping and group work;
- Examples from the New Social Contract project partners;
- Selected readings;
- Relevant communities of practice, networks and associations.

4.1 Suggested Tools & Methods

A) Stakeholder mapping and analysis tool

This five-steps approach can help you list all the relevant players, understand each one's abilities and constraints, as well as their attitude towards the proposed dialogue, all crucial information to develop an engagement strategy. This exercise is best done together with a core group or during the initial phase of individual conversations with different actors.

Step 1. Brainstorm on possible stakeholders

Take a few minutes by yourself, in an initial one-on-one conversation, and/or with the core group to identify the most important stakeholders by simply making a list answering few questions. A non-exhaustive list of questions can be for example:

- Who is affected by the issue? In which ways?
- Who has relevant knowledge that could help better understand the issue?
- Who could influence the course of the current situation?
- Who can make decisions that would change the current situation?
- Who has the necessary resources/skills to implement potential ideas and solutions?
- Who of the above listed players can be an obstacle to change?
Who might have no interest in change? Who has a desire for change?
- Of all the listed players, who can really play a key role then?

Step 2. Profile each identified stakeholder

Find different key information on each person or institution you have listed as a key player such as their roles in the system, their possible interests which will motivate them to participate in the process and their potential contributions among others. Using a matrix like the one below could be very helpful to easily collect and visualise relevant information. List the stakeholders by the name of their organisation or position. Determine if it would be relevant to list several people belonging to the same organisation when they have different portfolios, positions, motivations or views on the process. Make sure that the information you gather is based as much as possible on actual data and not only subjective perceptions or intuitions.

STAKEHOLDER NAME	TYPE	ROLES	INTERESTS	CONTRIBUTIONS TO THE DIALOGUE PROCESS	RELATIONSHIPS	CONTACTS
	government, civil society, private sector, scientific community, other	local planning, service provider, advocate, rights holder, production, etc.	i.e. what would motivate their participation in the dialogue	knowledge, decision-making, money, labour, etc.	who in the core group has or should keep the relationship with this stakeholder	name, position, email address

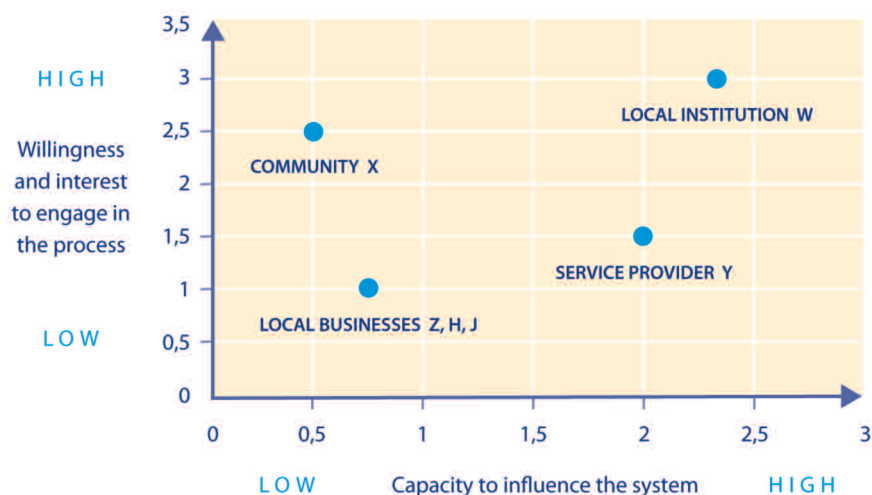
You may want to regroup stakeholders following a determined criteria (be their geographical location, type, sector or interests) to make it more manageable, or you can keep the full list as it is. The list can also be re-adjusted overtime, with new stakeholders or updated information, and further columns for additional information can be added if needed. It will serve as the primary contact database of the MSD process, even if not all the stakeholders listed will be active or participate in the MSD.

Step 3. Assess the stakeholders' influence and interest

Continue the analysis by evaluating two main elements for the MSD process: each players' capacity to influence the system, and their interest in engaging in the process. The assessment should be rooted as much as possible on facts and concrete data, not just on subjective opinions.

To visualize each player's position you can use an Influence Grid. Mark out four quadrants and name the vertical and the horizontal axes as per the below example. Place each stakeholder in the matrix based on the information collected. The result will look like the example below.

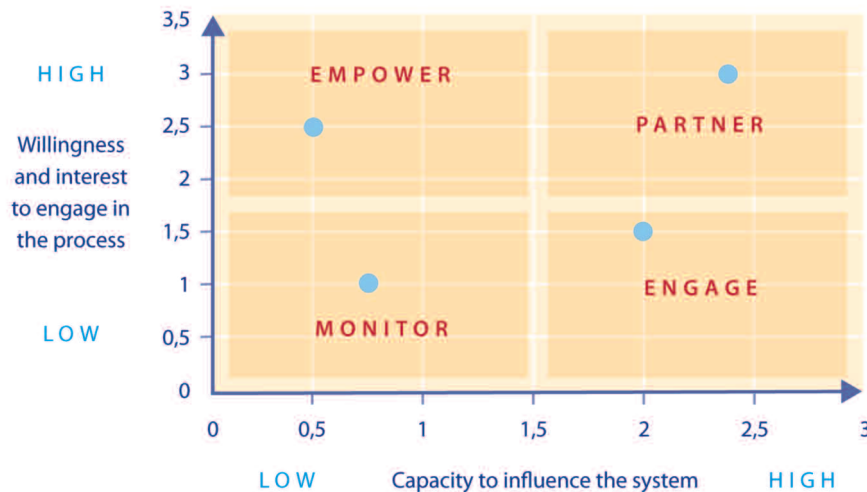
Example of an influence grid



Step 4. Determine an engagement strategy

Once completed, the influence grid can be used to prioritize stakeholders and to strategize how to best involve key actors. Four main engagement patterns are suggested below.

1. With stakeholders whose support for the dialogue is high but whose influence is low, the strategy should be to **empower** them. Work with these stakeholders to enhance their influence by supporting their efforts to communicate their points of view and recommendations to the larger group.



2. With stakeholders whose support for the dialogue and whose influence are low, the strategy is simply to **monitor** them, tracking their behavior and communications so that if the dynamic should change such that these stakeholders gain greater influence, you will be prepared to change your approach. For now, engagement can be minimal.
3. With stakeholders whose support for the dialogue is high and whose influence is high, the strategy should be to **partner** with them. Look for opportunities to work together in co-convening the proposed dialogue and enhance their ownership over the process, thereby increasing the chance of creating a successful and sustainable MSD.
4. With stakeholders whose support for the dialogue is low but whose influence is high, the strategy is to **engage** them. Actively keep the lines of communication open, seek areas of agreement, and add value by highlighting reasons for their participation and potential long term partnerships.

Step 5. Select the key stakeholders

All in all, some stakeholders will need mobilizing, others convincing and others capacity building but not all can or should be included in the dialogue. Consider what needs to be done given the resources available. Now go through all the listed stakeholders and strategically select the ones that will be really necessary to involve at this stage. This should be a collective decision, agreed at least with the core group of champions.

B) Suggested methods and formats for participatory group work

World Café

Purpose:	Exploration
Group size:	Up to hundreds in one room at tables of four
Session type:	Single event ranging from 90 minutes to 3 days
Participant selection:	Often held at conferences, involving all attendees; otherwise, invitations boost representativeness
Description:	World Cafés enable groups of people to participate together in evolving rounds of dialogue with three or four others while at the same time remaining part of a single, larger connected conversation. Small, intimate conversations link and build on each other as people move between groups, cross-pollinate ideas, and discover new insights into questions or issues that really matter in their life, work or community.
Website:	www.theworldcafe.com

Open Space Technology

Purpose:	Exploration; collaborative action
Group size:	Up to hundreds in one room, then break up into interest groups once or multiple times
Session type:	Varies
Participant selection:	Varies
Description:	Open Space Technology is a self-organizing practice that invites people to take responsibility for what they care about. In Open Space, a marketplace of enquiry is created where people present topics they are passionate about and reflect and learn from one another. It is an innovative approach to creating whole-systems change and inspiring creativity and leadership among participants.
Website:	www.openspaceworld.org

Future Search

Purpose:	Conflict transformation; deliberation and decisionmaking; collaborative action
Group size:	60-80 people
Session type:	3 days
Participant selection:	All-inclusive (attempts to bring in all involved)
Description:	Future Search is an interactive planning process that helps a group of people discover a set of shared values or themes (common ground) and agree on a plan of action for implementing them.
Website:	www.futuresearch.net

Fish Bowl

Purpose:	Exploration; exchange; wide participation
Group size:	Up to hundreds
Session type:	Varies
Participant selection:	Varies
Description:	<p>A fishbowl conversation is a form of dialogue that can be used when discussing topics within large groups. It allows the entire group to participate in a conversation. Several people can join the discussion. Four to five chairs are arranged in an inner circle. This is the fishbowl. The remaining chairs are arranged in concentric circles outside the fishbowl. A few participants are selected to fill the fishbowl, while the rest of the group sit on the chairs outside. In an open fishbowl, one chair is left empty. In a closed fishbowl, all chairs are filled. The moderator introduces the topic and the participants start discussing the topic. The audience outside the fishbowl listen in on the discussion. In an open fishbowl, any member of the audience can, at any time, occupy the empty chair and join the fishbowl. When this happens, an existing member of the fishbowl must voluntarily leave the fishbowl and free a chair. The discussion continues with participants frequently entering and leaving the fishbowl.</p>
Website:	http://en.wikipedia.org/wiki/Fishbowl_(conversation)

Other methods and formats include:

AmericaSpeaks,	
21st Century Town Meeting	http://www.americaspeaks.org/
Appreciative Inquiry	http://appreciativeinquiry.case.edu/
Bohman Dialogue	http://www.infed.org/archives/e-texts/bohm_dialogue.htm
Deliberative Polling	http://cdd.stanford.edu/polls/docs/summary/
National Issues Forums	http://nifi.org/index.aspx
Search for Common Ground	http://www.sfcg.org/
Sustained Dialogue	http://www.sustaineddialogue.org/
Wisdom Circle	http://www.wisdomcircle.org/

C) Tips on the physical environment of dialogue meetings

We often don't think much about the physical environment where we meet, and most of the time, we don't have the resources to choose particularly beautiful or convenient venues. But even being mindful of the constraints, considering where to meet and how to use a room can foster dialogue, listening, understanding and learning:

- Having an open space with natural light is helpful. Being outdoors is good if there isn't too much noise and the weather cooperates.
- Everything that brings people together is useful. Do you really need tables for people to sit around? It's better if they can sit in a circle of chairs, which you can also quickly re-arrange to form small or big groups.
- Use simple materials such as paper and pens on flip chart boards and/or walls rather than writing at tables or giving PowerPoint presentations.
- Put up pictures relating to the issue to focus people's minds while providing something colourful, lively or soothing.
- Use beautiful, or fun, objects as talking sticks when sitting in a dialogue circle.
- It is good to be in an environment that relates to what the meeting is about. See if you can go to a national park when discussing biodiversity, a school when talking about education, and so on

4.2 Examples from New Social Contract Project

A) Context analysis

Centru Feto Haburas Dezenvolvimentu, Timor-Leste.

Multi-stakeholder dialogue on gender-based violence.



Dialogue 'Finding Solutions Together: Issues Facing Rural Baucau Women and Girls.'



Centru Feto Haburas Dezenvolvimento (CFHD) in partnership with CIVICUS will implement dialogues in Baucau District-Timor Leste in two villages; Buibau and Loi Lubu. "Finding Solutions Together: Issues Facing Rural Baucau Women and Girls" Dialogues will seek to address challenges of gender inequality and discrimination, that contribute to high levels of sexual and gender based violence (SGBV).

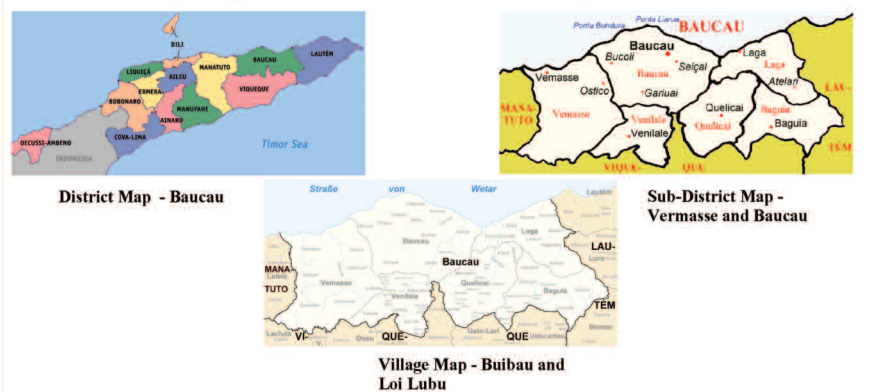
Discrimination against women and girls is a major challenge for Timor Leste and continues to prevent many women from being able to access their full rights. The empowerment of women is well recognized as an effective tool to combat SGBV.

Context Analysis - National and Local Governing Structures.

The Timorese Constitution, recognized in 2002, affirms the principle of no discrimination to any person and prohibits any discrimination against women; directly or indirectly. In 2010 the Government implemented the Domestic Violence Law, declaring domestic violence as a public crime. This was built upon with the National Plan for Gender Based Violence being adopted in 2011. Despite considerable legislative measures to combat discrimination and SGBV, it remains a significant issue. Knowledge of women's rights and understanding of national laws and legislations needs to be increased at a village level, particularly in rural areas. The Government planned a process of decentralization, working to establishing municipals at a local level. The plan began in 2009 but is still being established. It is hoped that services will be more focused and widely distributed when power is given at a local level- including services for women and girls.

Currently, Timor Leste has complex social make up, in which society is divided into numerous hierarchal divisions. When implementing a program, permission must be sought from District Administrators down to the Chief of Sub-villages.

National and Local Maps - Areas Relevant to CFHD's Dialogues:



Governing Structure of Timor Leste:

Key Networks:

Government of Timor Leste/ Governo
Semi-presidential republic
President
Prime Minister

Referral Network (*Rede Referral*).
The network is operated by MSS for all service providers (governmental, national or international NGOs) who provide services to women and children. The objective of the network is to increase partnership and communication between service providers and ensure protection issues are referred quickly to appropriate services.

Other Relevant Ministerial Bodies to the Dialogues:

Ministry of Social Solidarity/MSS (*Ministerio da Solidariedade Social*).

MSS operates to promote solidarity and assistance, guarantee social justice and participation of the most vulnerable and to build, develop and support the relevant institutions of the Ministry and civil society in order to promote the well-being of the population. Gender Focal Points within MSS are responsible for coordinating services for women and girls, along with the Child Protection Officer.

State for the Promotion of Equality/ SEPI (*Sekretaria Estadu ba Promosaun Igalidade*):

SEPI works to promote and defend gender equality. Its roles are to assist in preparation and implementation of overall, sectoral or international guidelines and policies, promote multi-sectorial coordination with Government, especially through Gender Focal Points to ensure an integrated approach is taken in all gender policy; develop partnerships and provide assistance to women's organisations concerned with gender equality; ensure mechanisms for consulting civil society, national and international organisations and to promote public sensitisation, awareness and good practice in regards to gender equality.

District/ Distritu
District Administrator (*Administrator do Distritu*)
13 Districts; Bobonaro, Liqueica, Dili, Baucau, Manatuto, Lautem, Ermera, Aileu, Oecuss- Ambeno
CFHD will work within Baucau. (114.830 people)

Sub-District/ Sub-Distritu
Sub-District Administrator (*Administrator do Sub-Distritu*)
6 Sub-Districts; Baucau, Bagaia, Laga, Quelicai, Vermasse, Venilale. CFHD will work within Vermasse and Baucau.

Sub-Division/Villages/Suco
Chief of Village (*Chefe do Suco*)
Baucau has 63 different villages.
CFHD will work with *Suco* Buibau (3,745 people) and Loi Lubu (5,215 population)

Sub-Village/ Hamlet/Aldeia
Chief of Hamlet (*Chefe do Aldeia*)
Buibau has 6 aldeias and LuiLubu has 7 aldeias.
CFHD will look to get representatives from all aldeias.

Village Mediators/ Lian Nain
Each village has Lian Nains; respected leaders in the community who have the authority to resolve community conflicts at a village level. Working alongside Chief of Villages and Chief of Hamlet.
Use traditional (*adat*) practices.

Village Women Representatives/ Feto Rua Representatives.
Each village has two female representatives, who act to guide local women and attend to issues relating to women.

B) Self-Assessment

Partnerë për Fëmijet, Albania.

Multi-stakeholder dialogue on equal access to education including minority ethnic groups.



Partnerë për Fëmijët Self-Assessment

Remember that this is not “your dialogue”: you are only initiating it as a neutral convener and will take part in it as one of the many stakeholders! For this reason, your organisations should also be part of the analysis through an honest **self-assessment**. This will help you understand how to approach and engage stakeholders playing as much as possible a “neutral” role.

Consider these questions:

- **How do we currently communicate with the target stakeholders? Do we have established open lines of communication that permit both sides to express needs, concerns, and problems easily and honestly?**

Much of the communication between Partnerë për Fëmijët and the stakeholders in Fier are conducted through our partners IRCA, Director and the Director of Voice of Roma in Fier. Staff of Partnerë për Fëmijët conduct regular visits for meetings and training and assessments, but the two hour drive each way prohibits weekly meetings for one off questions. For stakeholders in Tirana we arrange and have direct meetings and discussions with them.

We think that there is room for improvement in the frequency of communication between the stakeholders and us and for each party to express their specific needs in more detail. This also takes time in Albania to develop this 'trust' especially between government representatives and civil society. IRCA and the Voice of Roma have years of working with the stakeholders in Fier so are presently best placed to do much of the communication.

Since the recent change in central government and the subsequent changes in regional staff in the main directorates such as education, there is a need to introduce the NGOs and their history of collaboration and experience to the newly appointed representatives.

- **What are our interests/positions on the identified challenge? How will they affect our proposed dialogue? How can we best disclose our position with others or mitigate it for the sake of the dialogue?**

Partnerë për Fëmijët believes strongly in the value and benefits of inclusive education for all children and for the relevant improvements in the education system to be begun and embraced by all relevant government stakeholders, financial institutions, civil society, community members; school directors and teachers, parents and children. Experience has shown us not only in Fier but in the rural north east districts that bringing people together is a means in slowly breaking down the challenges and barriers to better communication and to changes in mindsets and behaviour. But we know that this takes a long time of continuous efforts on parties and the motivation for change, without which nothing will change.

Having these values we are more motivated and engaged in trying to bring about change, however small or seemingly insignificant. Sometimes our eagerness for change and having



more people interested in the topic overwhelms some of the participants as they do not feel the same or take a much more long term and slower approach.

Partnerë për Fëmijët is recognised for its openness and sometimes overtly direct approach when things are prolonged or procrastinated upon with no action. Being aware of this sometimes 'confronting' manner of working or discussion, we will work closer with our partners and adapt our communications and/or proposals to ensure the messages about inclusive education and the need to improve the enrolment and academic achievement of Roma children is seen as a benefit to all children and members of Albanian society rather than just for an individual child.

• What objectives, explicit or implicit, has our organisation set for the dialogue?

To bring together stakeholders, particularly young people directly affected by discrimination and exclusion from education with policy makers, governmental structures and civil society who are working to make education inclusive and to begin the process of breaking down the stalemate through constructive dialogue.

Explicitly we want to address the issues that continue to prevent the inclusion and educational achievement of children from Roma Communities and seek to change attitudes, behaviour and plan a better way forward.

• What are the major conflicts (if any) between the anticipated needs of the stakeholders and those of our organisation? How are those conflicts being managed? Will the proposed dialogue really create an avenue for moving toward a mutually satisfactory resolution of those conflicts?

One commonly held belief that the problem of education and Roma children and families is based purely on financial issues, whether it is the low level of family income of the families and the need therefore for the children to work to increase the level of income or the lack of money that the local governments or Education Departments have to provide transport to and from the Roma settlements to the schools. There has been a reliance on NGOs to provide food for the children or transport or basic school materials to the children so that they attend school. Once these benefits are no longer provided by the NGOs then a large number of children once more drop out of school. Our NGO has not provided this type of support to the families nor to the children, so this could be viewed as not tackling the problems if viewed from the purely economic angle.


Our NGO and our partners have tried rather to work on the social and discrimination issues of culture and diversity and respect for differences to build a better understanding between teachers, school directors, parents, children, communities and the local government. Because these efforts do not involve the immediate giving of money or materials, some people are not interested in participating.

Therefore we tend to work with a small number of interested and motivated persons over longer periods of time to effect change and transformation through discussion, information

C) Stakeholder map


Nation Builders Association, Sri Lanka.

Multi-stakeholder dialogue on sustainable management of a river basin.



CIVICUS

“Clean Mahaweli River”
Sustainable Watershed Management in Upper Mahaweli River Basin with Cooperate Service Delivery System and with Community Participation



NBA

1. Stakeholder Analysis:

Stakeholder	Interest	Potential	Role	Interaction
National Water Supply & Drainage Board	Supply safe drinking water to citizens living in cities and rural areas in the river basin and adjacent villages and management of waste water in Kandy city	Has the capacity to meet the public demand and maintain purification plants; conduct awareness/training programmes, work closely with CBOs	Implement/Construct water supply schemes, purify and distribute pipe water to the public in collaboration with the local authorities. Also assist CBOs to manage small water supply schemes.	CBO managed water supply schemes and pollution control measures. Work with MCs, UCs, Pradesiya Sabas and Communities.
Central Environmental Authority (CEA)	CEA is the legally authorized Govt. agency entrusted with the prevention of damage to the watershed and pollution Provide/Maintain standards for waste disposal from industries to the river	CEA implements the legal provisions of the Environment Act to protect Mahaweli and the catchment as well in addition to environment protection in the rest of the country. Capacity to conduct awareness/training programs and supervision	Provide/maintain standards for waste disposal from hotels, industries, farms etc Project appraisal, monitoring, set standards, enforce rules and regulations, inspections, authorization and cancellation of environment permits CEA has the capacity and mandate to assist in this task as an active stakeholder with community participation	Could interact with Local Government institutions, Obtain views of the public, inquire into complains from public & take appropriate Action

National Building Research Organization (NBRO)	Advice on building houses on slopes to avoid earth slip prone land areas.	A new institution established by the Government to protect the environment. Limited capacity/staff to implement their program	Work through the divisional administrative structure to achieve the objective, inspection/supervision. Approval of building plans, after examining the suitability of sites for buildings	Work with local authorities and divisional administration
Mahaweli Authority (Upper Mahaweli Environmental Unit Kotmale) (UME&FDU)	Upper Mahaweli Peripheral Unit is entrusted with environment conservation & forestry of upper mahaweli catchment. To enrich the upper Mahaweli catchment area, monitor harmful activities in the catchment and control the situation to keep the river clean	Capacity to conduct awareness/training programs and supervision; equipped with training centers & can generate funds	Implement land use projects, re-forestation, soil conservation projects and educational programs. Raise and manage plant nurseries and \distribute to the public Encourage the community/CBOs to plant perennial trees along the river banks to control soil erosion and siltation. Maintain plant nurseries and conduct training programs.	Interact with other govt. departments, NGOs and CBOs and especially with the NBA.
Department of Forest Conservation, Kandy/Nuwara Eliya Districts	Protection of existing forests, Re-forestation and buffer zone management. Prevent illicit felling of forests.	Have funds and capacity to undertake awareness /training programs on contract system, inspection and supervision	Protect existing forests and re-forest new areas depending on the fund situation. Encourage the community/CBOs to plant perennial trees in the buffer zone to control soil erosion, siltation. Maintain plant nurseries and conduct training programs.	They implement the programs through direct labour or through contracts and not through NGOs /CBOs..

Organisation Name.	Type.	Willingness to engage in this process.			Sense of the need for collaboration.			Capacity to influence the system.			Comments.
National Water Supply & Drainage Board	GOVT	High	Medium	Low	High	Medium	Low	High	Medium	Low	
National Building Research Organization	GOVT	High	Medium	Low	High	Medium	Low	High	Medium	Low	
Mahaweli Authority Kotmale	GOVT	High	Medium	Low	High	Medium	Low	High	Medium	Low	
Forest Department	GOVT	High	Medium	Low	High	Medium	Low	High	Medium	Low	
MOHs of Kandy, Nawalpitiya and Gampola	GOVT	High	Medium	Low	High	Medium	Low	High	Medium	Low	
Central Environmental Authority (CEA)	GOVT	High	Medium	Low	High	Medium	Low	High	Medium	Low	
DS/Gampola/Kandy/Nawalapitiya	GOVT	High	Medium	Low	High	Medium	Low	High	Medium	Low	
Provincial Council (Central Province)		High	Medium		High	Medium	Low	High	Medium	Low	

D) Dialogue Meeting Agenda

Fundación Construir, Bolivia.

Multi-stakeholder dialogue on the inclusion of indigenous groups' development views into regional development planning.

MATRICES "MESAS DE TRABAJO"

1. MINERÍA

Integrantes de la Mesa de Trabajo:

- a. Pueblos Indígenas
- b. COMIBOL
- c. FERRECO

CARTA DE DERECHOS	TEMAS	PROPUESTAS
<p>Los derechos de los pueblos indígenas a los recursos naturales existentes en sus tierras deberán protegerse especialmente. Estos derechos comprenden el derecho de esos pueblos a participar en la utilización, administración y conservación de dichos recursos. (Artículo 15, Convenio N° 169 OIT)</p> <p>(...) Las naciones y pueblos indígena originario campesinos gozan de los siguientes derechos: A ser consultados mediante procedimientos apropiados, y en particular a través de sus instituciones, cada vez que se prevean medidas legislativas o administrativas susceptibles de afectarles. En este marco, se respetará y garantizará el derecho a la consulta previa obligatoria, realizada por el Estado, de buena fe y concertada, respecto a la explotación de los recursos naturales no renovables en el territorio que habitan. A la participación en los beneficios de la exploración de los recursos naturales en sus territorios (Artículo 30, numerales 15 y 16 Constitución Política del Estado)</p>	¿Cuáles son los principales desafíos que debe enfrentar la empresa estatal minera para respetar el derecho a elegir las prioridades de desarrollo de los pueblos indígenas?	<ol style="list-style-type: none"> 1. 2. 3.
	¿Cuáles son los principales desafíos que deben enfrentar las Cooperativas mineras para respetar el derecho a elegir las prioridades de desarrollo de los pueblos indígenas?	<ol style="list-style-type: none"> 1. 2. 3.
	¿Cuáles son los principales desafíos que deben enfrentar los pueblos indígenas frente a la empresa minera estatal y a cooperativistas mineros para hacer respetar su derecho a elegir sus prioridades de desarrollo?	<ol style="list-style-type: none"> 1. 2. 3.
	¿Cuáles son las principales acciones que se deben llevar a cabo para compatibilizar las posiciones de los pueblos indígenas, la empresa minera estatal y los cooperativistas mineros?	<ol style="list-style-type: none"> 1.1. 1.2. 1.3.

2. HIDROCARBUROS

Integrantes de la Mesa de Trabajo:

- a. Pueblos Indígenas
- b. YPFB

CARTA DE DERECHOS	TEMAS	PROPUESTAS
<p>Los derechos de los pueblos indígenas a los recursos naturales existentes en sus tierras deberán protegerse especialmente. Estos derechos comprenden el derecho de esos pueblos a participar en la utilización, administración y conservación de dichos recursos (Artículo 15, Convenio N° 169 OIT)</p> <p>(...) Las naciones y pueblos indígena originario campesinos gozan de los siguientes derechos: A ser consultados mediante procedimientos apropiados, y en particular a través de sus instituciones, cada vez que se prevean medidas legislativas o administrativas susceptibles de afectarles. En este marco, se respetará y garantizará el derecho a la consulta previa obligatoria, realizada por el Estado, de buena fe y concertada, respecto a la explotación de los recursos naturales no renovables en el territorio que habitan. A la participación en los beneficios de la exploración de los recursos naturales en sus territorios (Artículo 30, numerales 15 y 16 Constitución Política del Estado)</p>	<p>¿Cuáles son los principales desafíos que deben enfrentar las empresa hidrocarburífera estatal para respetar el derecho a elegir las prioridades de desarrollo de los pueblos indígenas?</p>	<p>1.</p> <p>2.</p> <p>3.</p>
	<p>¿Cuáles son los principales desafíos que deben enfrentar los pueblos indígenas frente a la empresa hidrocarburífera estatal para hacer respetar su derecho a elegir sus prioridades de desarrollo?</p>	<p>1.</p> <p>2.</p> <p>3.</p>
	<p>¿Cuáles son las principales acciones que se deben llevar a cabo para compatibilizar las posiciones de los pueblos indígenas y la empresa hidrocarburífera estatal?</p>	<p>1.</p> <p>2.</p> <p>3.</p>

4.3 Readings

- Biekart K. and Fowler A., 2012, *Civic Driven Change 2012: an Update on the basics*, The Hague http://www.iss.nl/fileadmin/ASSETS/iss/Documents/Research_and_projects/CDC_Update_-February_2012.pdf
- Capacity.org, 2010, Issue 41, *Facilitating Multi-actor Change* <http://www.capacity.org/capacity/opencms/en/journal/issues/facilitating-multi-actorchange.html>
- CIVICUS, 2014, State of Civil Society Report 2014: *Reimagining Global Governance* <http://civicus.org/index.php/en/socs2014>
- CIVICUS, 2013, State of Civil Society Report 2013: *Creating an Enabling Environment* <http://socs.civicus.org/>
- Isaacs W., 1999, *Dialogue and the Art of Thinking Together*, Doubleday, New York
- Hassan Z., 2014, *The Social Labs Revolution: A new approach to solving our most complex challenges*, Berrett-Koehler Publishers, San Francisco
- Hemmati M., 2002, *Multi-stakeholder Processes for Governance and Sustainability: Beyond Deadlock and Conflict*, Earthscan, London
- Kahane A., 2001, "How to Change the World: Lessons for Entrepreneurs from Activists", in *Reflections*, Vol. 2, No. 3, pp16-29 <http://reflectionsjournal.net/>
- Lederach J. P., 2003, *The Little Book of Conflict Transformation*, GoodBooks, Skyhorse Publishing, New York
- Parks W. et al., 2005, *Who measures change? an introduction to participatory monitoring and evaluation of communication for social change*, Communication for Social Change Consortium, South Orange, NJ http://www.communicationforsocialchange.org/pdf/who_measures_change.pdf
- Pinnington R., 2014, *Local first in practice. Unlocking the power to get things done*, Peace Direct, London <http://actlocalfirst.org/wp-content/uploads/2014/10/Local-First-In-Practice.pdf>
- Rein M. et al., 2005, *Working Together. A Critical Analysis of Cross-Sector Partnerships in Southern Africa*, The University of Cambridge Programme for Industry, Cambridge (UK) <http://r4d.dfid.gov.uk/PDF/Outputs/ECPREP/CrossSectorPartnershipsFinalReport.pdf>
- Scharmer, O. & Kaufer, K., 2013, *Leading from the Emerging Future: From Ego-System to Eco-System Economies*, Berrett-Koehler Publishers, San Francisco
- Tembo F. and Chapman J. 2014, *In search of the game changers: Rethinking social accountability*, ODI, London <http://www.odi.org/sites/odi.org.uk/files/odiassets/publications-opinion-files/9381.pdf>
- Tennyson R., 2011, *The Partnering Toolkit. An essential guide to cross-sector partnering*, the Partnering Initiative (IBLF) <http://thepartneringinitiative.org/tpitools/toolbook-series/the-partnering-toolbook/>

4.4 Communities of practice, networks and associations

The **National Coalition for Dialogue and Deliberation (NCDD)** “is a network of innovators who bring people together across divides to discuss, decide and act together on today's toughest challenges. We serve as a gathering place, a resource center, a news source and a facilitative leader for this vital community of practice”. The website offers resources, access to networks of dialogue practitioners, information about events, and news. www.ncdd.org

The **International Association of Facilitators** was created by a group of professionals in order to have an avenue for exchange, professional development, trend analysis and peer networking. It has over 1200 members in 60+ countries. www.iaf-world.org. There is a specific methods database at <http://www.iaf-methods.org> that can be searched by purpose and group size, and offers brief descriptions, how-to's and materials on over 560 methods.

The **Partnerships Resource Centre (PrC)** is a (virtual) network of professionals, academics and practitioners around the world that share and collect information on selecting appropriate partnerships and increasing their efficiency, impact and effectiveness.

<http://www.partnershipsresourcecentre.org>

The **Partnering Initiative** sees partnering as a key mechanism for creating a sustainable world, and works in action research, services & training, networking & knowledge exchange. The website offers information and tools for professional development, support services, resources, etc.

<http://thepartneringinitiative.org>

The **IDS Participatory Methods** website provides resources to generate ideas and action for inclusive development and social change. It explains participatory methods – from programme design to citizen engagement - , their use, problems and potentials. <http://www.participatorymethods.org>

University of Wageningen, The Netherlands - the **Portal on Multi-stakeholder Processes** offers a wide range of resources on all aspects of multi-stakeholder processes.

<http://www.wageningenportals.nl/msp/>

The **Consensus Building Institute** is a not-for-profit organization founded by leading practitioners and theory builders in the fields of negotiation and dispute resolution. They engage in research and teaching, and offer tools for analysis, design and facilitation. www.cbuilding.org

The **Community Development Resource Association (CDRA)** is a civil society organisation serving as a centre for organisational innovation and developmental practice. The site offers resources, information on programmes and courses, etc. <http://www.cdra.org.za>

The **Democratic Dialogue Network** website offers resources, communities of practice, and links relating to dialogue and change. <http://www.democraticdialoguenetwork.org>

The **Change Alliance** is an emerging global network of organisations joining forces to increase the effectiveness of the multi-stakeholder processes. The site offers concepts, resources, news and information on events. <http://thechangealliance.ning.com/>