STAKEHOLDER ENGAGEMENT: LESSONS LEARNED

THE ROLE OF STAKEHOLDERS IN FLOOD DISASTER RISK MANAGEMENT (FDRM)

Source: HKC, 2022

Participation of key stakeholders has the potential to:
- enrich the resilience of communities
- improve accountability and legitimacy of Flood Diasaster Risk measures
- facilitate implementation of flood management strategies
- increase trust among stakeholders

When using the term "stakeholders", we speak of individuals as well as organized groups and institutions, including both public agencies and non-state stakeholders (Ansell & Gash, 2008)

Stakeholders typically involved in FDRM processes are:

- State agencies,
- Civil society and local communities,
- International organizations,
- NGOs,
- Private/Business actors,
- Metropolitan/Municipal assemblies, and
- Research/academia.

These stakeholders can have quite different perspectives, interests and ideas about flood risk management. Their perspectives matter and need to be actively engaged in a collaborative process. Participants do not necessarily have to agree all the time. It is more important to create a space in which differing opinions are welcome, and where all forms of knowledge are equally acknowledged. Through active and skilled facilitation, multiple perspectives, resources, experiences and ideas can be used to identify and discuss new solutions (Reed, 2008).

Here, we address potential methods on
- how to create common ground,
- how to ensure exchange,
- how to create mutual understanding,
- how to increase learning.

All methods contribute to building trust, mutual understanding, and commitment to the collaborative process.

Source: Johann, 2022

STAKEHOLDER ENGAGEMENT METHODS

METHOD 1: CREATING COMMON GROUND

Goals:
- Getting to know the participants
- Breaking the ice
- Identification of similarities and differences
- Anchor for collaboration

Set-up:
- Materials needed: no material or beamer

This method can be done as **physical activity** (everybody is involved and activated) or **digital activity** (everybody is involved, works also in hybrid/online format).

Start your workshop by asking the participants questions. Start with questions that are unrelated to FDRM as "ice breakers". Continue with resourceful questions that help you to understand the participant's background, motivation and interests in FDRM. This provides ground to create mutual understanding of problems and solutions. It can act as an anchor for collaboration.

POLL

Source: Open Source

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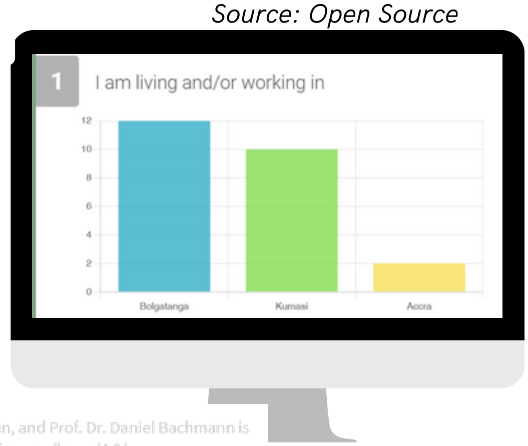


METHOD 2: WORLD CAFE

Goals:

- Facilitation of collaborative dialogue
- Sharing of ideas and finding solutions to specific questions
- Actively engaging each participant in large groups
- Participants get to know each other better, build trust and identify common ground

Set-up:

- Materials needed: Various large sheets of paper/posters, pens, various tables
- Set up the room with various tables not too close to each other
- Each table is equipped with large sheets of paper/posters and pens

Step by step:

SET-UP

Step 1: Set up the room

- Set up the room so that there are various tables with large papers and pens designated for small group discussions.
- Optional: If you want to create a cafe atmosphere, you can offer coffee and snacks on the tables.

TOPIC

Step 2: Formulate a question or topic for each table

- Every table should have a different topic/question to discuss.

Source: Open Source

FORM GROUPS

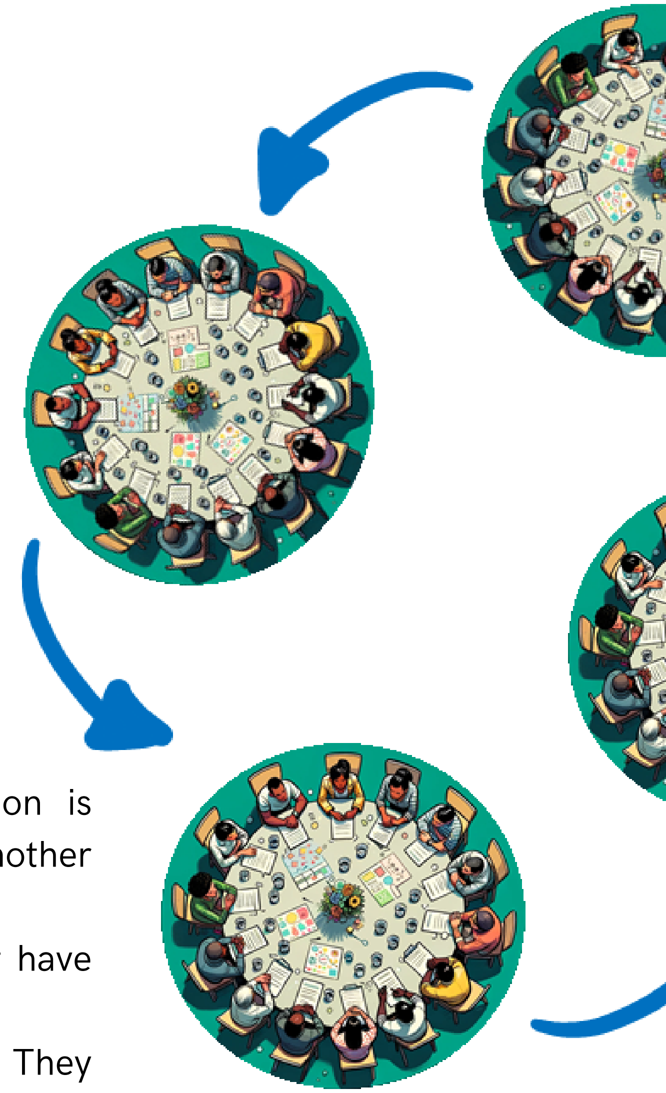
Step 3: Form small groups

- Let the participants split up in even-sized groups or designate groups for each table.
- Assign a "table host" for each table.

DISCUSS

Step 4: Discussion

- Let the small groups discuss their "table topic".
- The table host is responsible for taking notes and summarizing the main points of the discussion.
- Do not forget to set a time limit. Minimum 7 minutes.
- When the time is over, the table host closes the discussion and the groups.



Source: Open Source

ROTATE

Step 5: Rotation

- After a set time for discussion is over, groups move on to another table.
- Groups can change but do not have to. Ensure even-sized groups.
- The table hosts don't move. They briefly report about the results from the previous group.

PRESENT

Step 6: Plenary presentation

- When all groups have been at all tables, the rotation stops.
- The table hosts present the notes they've taken and their presentation can be discussed with all participants.

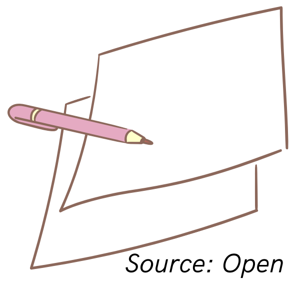
METHOD 3: PROBLEM TREE

Goals:

- Identification and analysis of causes and effects of complex problems
- Coming up with ideas and solutions
- Integrating different stakeholder perspectives

Set-up:

- Materials needed: Various large sheets of paper/posters or a flipchart, pens, index cards



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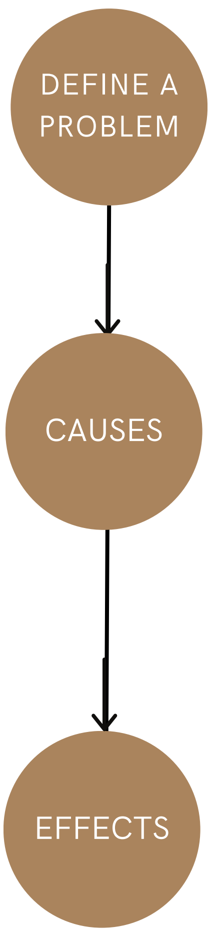
Step by step:



Step 1: Define a problem

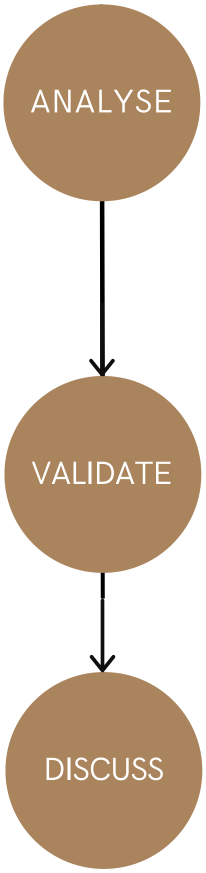
- Define and agree on a core problem you/the group want to solve and formulate it in a clear and concise statement
- Write it on an index card and place it in the middle of the paper/the flipchart - this is the trunk of the problem tree.

Step 2: Identify causes

- Causes are factors that contribute to the problem. Brainstorm with the whole group to generate as many causes as possible.
- Write each on a separate index card and place them below the core problem. Those form the roots of your problem tree.

Step 3: Identify effects

- Write all effects that may result from the core issue on a separate index card and place them above the trunk.



Step 4: Linking causes and effects

- Draw arrows to link causes and effects and indicate causal links. With this exercise one can identify feedback and reinforcing loops.
- It's recommended to include the whole group. It should be clear for all participants what each arrow symbolizes.

Step 5: Adaptation

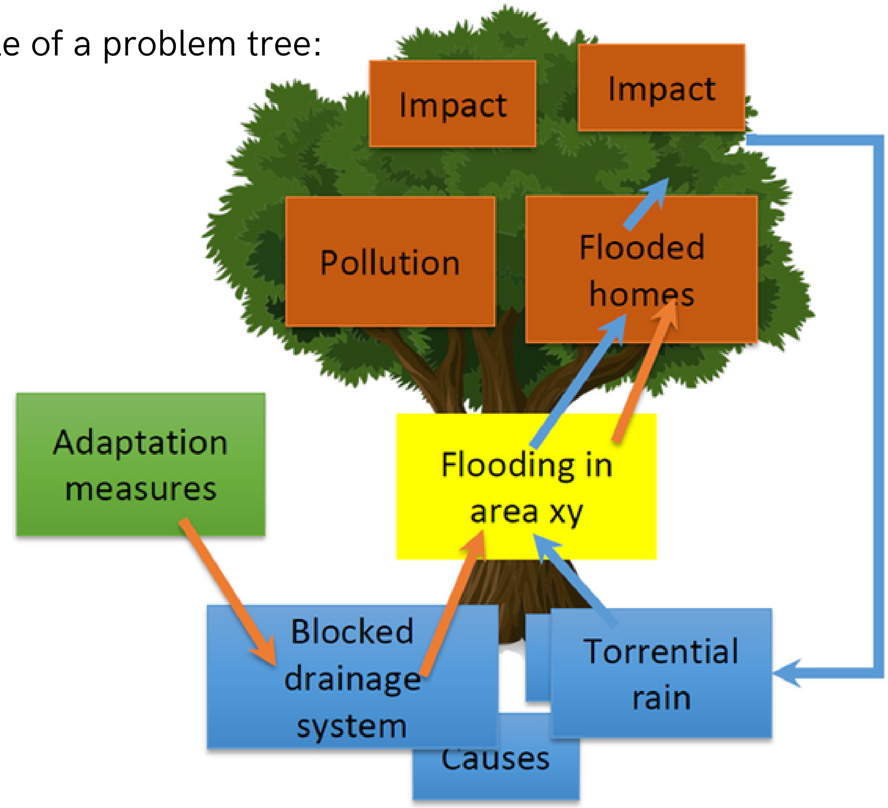
- Identify measures which may alter cause and effect. Show how a specific measure might affect the whole tree.
- This step is not necessarily needed, however, it increases system thinking.

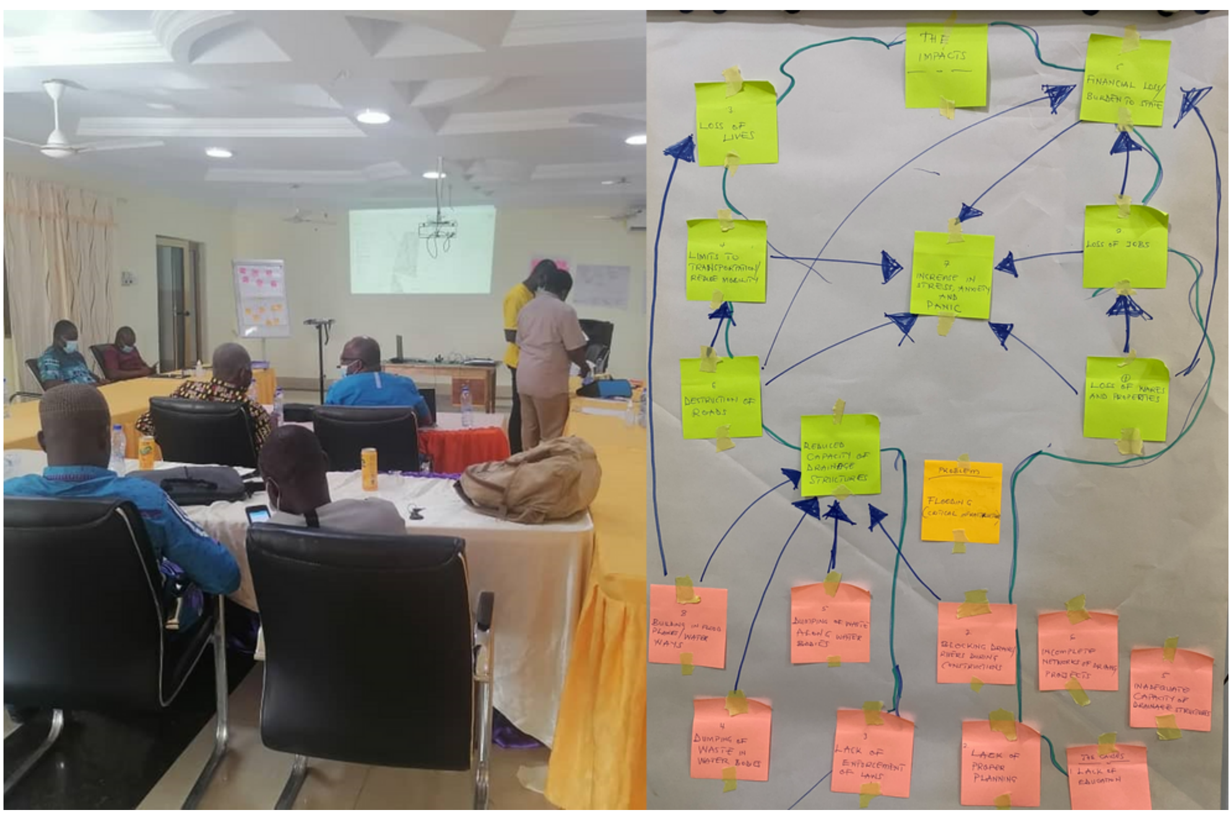
Step 6: Discussion

- The final step is to validate and refine the problem tree.
- If the exercise was done in various small groups, now is the time to present each problem tree and discuss the results.

Source: Johann, 2022

Example of a problem tree:





Sources: Höllermann, 2021, 2022 & 2023

METHOD 4: DEBRIEFING

Debriefing is an important part to reflect on exercises or activities and to integrate its learnings. Debriefing is an episode of an activity where participants reflect on and share their experience with fellow participants, with the purpose of transforming experiences into learning (Crockall, 2023).
Ideally the debriefing covers 4 phases:

- **Emotional Check-in:** Ask participants how they felt during the network exercise and how these feelings have evolved in the aftermath. This can be done in the form of a group sharing, but also as private and individual reflection.
- **Highlights**: Ask participants about what they perceived as the session's highlights. Participant`s sharing their perspectives on significant events is a key to understanding the overarching experience.
- **Insight**: Ask participants, what were the most relevant insights or take-aways they gained from the exercise. This helps participants to contextualize their experience and deepens their learning.
- **Transform/Action:** The last phase of debriefing aims at transformation and action. By asking: "What will you change?"/ "What will you do differently in the future?" the experiences from the activities will transform into learning.

Source: Johann, 2022

LITERATURE REFERENCES

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Crookall D (2023) Debriefing: A practical guide. In: Stimulation for Participatory Education: Virtual Exchange and Worldwide Collaboration (pp. 115-214). Cham: Springer International Publishing.

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PARADeS Participatory assessment of flood-related disaster prevention and development of an adapted coping system in Ghana