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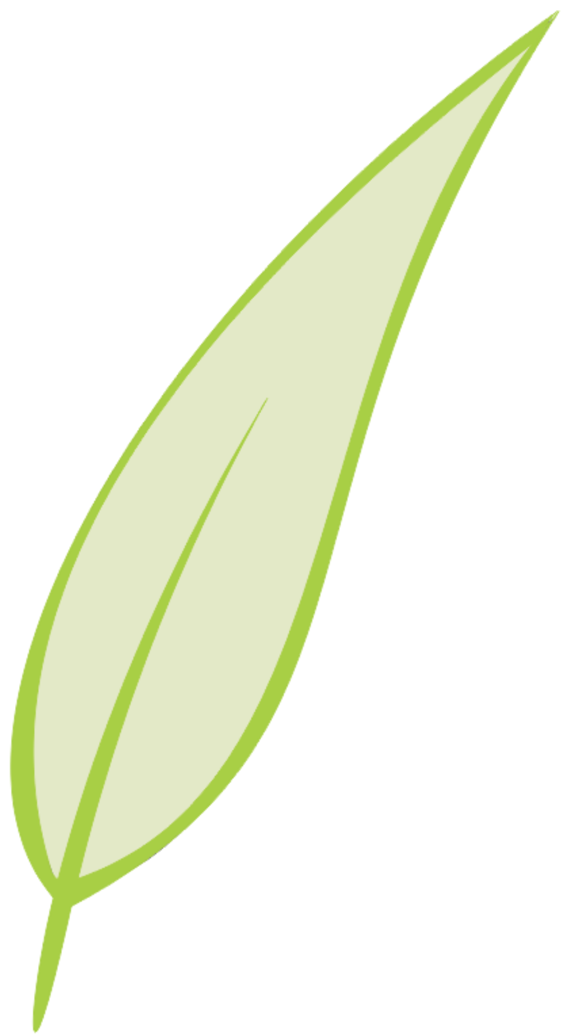
CIVIL SOCIETY FACILITY
Partnership Action

GOOD GOVERNANCE TOOLKIT

manual for municipalities and CSOs



European Partnership for Local Green Agendas

Implemented by:

EDEN Environmental Center for Development Education and Networking

OZON

KOЦKA www.kocka.org.mk

MILIEUKONTAKT INTERNATIONAL

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CIVIL SOCIETY FACILITY
Partnership Actions

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The toolkit has been produced within the activities of the project "European partnership for local green agendas" No. IPA226312 MKI and represents a joint effort of the four partner organizations.

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About this toolkit

This Manual for Municipalities and CSOs is part of the Good Governance Toolkit, developed within the project European Partnership for Local Green Agendas, supported by the European Union under the IPA 2008 Program – Civil Society Facility, Support to Partnership Actions "Environment, Energy Efficiency and Health and Safety at work"

One of the project's overall objectives is to develop a network of Civil Society Organizations (CSOs), operating in the Netherlands, Macedonia, Albania and Montenegro which will work together with local government (municipalities) in implementing environmental projects, developed through the Green Agenda process. This toolkit focuses on the second part of this objective and aims to assist municipalities and local CSOs develop sustainable local partnerships during the green agenda development and implementation process.

For nearly three years, our partners and collaborators were working directly in the field with local civil society organizations and municipal administrations in five municipalities in Macedonia, Albania and Montenegro, helped with the experience and assistance of our Dutch colleagues. During these activities, our team of trainers, supported by the project management team, developed this Manual for Municipalities and CSOs as part of the Good Governance Toolkit.

The Toolkit takes the experience of our targeted municipalities and uses it to assist possible new Green Agenda initiatives and new municipalities and CSOs interested in using these tools to bring municipal activities closer to citizens. The Toolkit is made of three parts:

- *Green Agenda Online Tool – a website that guides you trough the entire Green Agenda process step-by-step;*
- *Manual for Municipalities and CSOs – a practical manual that includes supporting topics necessary for efficient good governance practices by municipalities and public participation in the decision making process;*
- *Best Practices - factsheets from implemented pilot projects in each of the municipalities targeted with this project.*

This manual includes four different chapters, each of them covering one tool for good governance and sustainable and effective local cooperation.

- *Chapter 1: Good Governance – main principles*
- *Chapter 2: The Green Agenda – method for effective public participation*
- *Chapter 3: Mediation as a tool for effective conflict resolution*
- *Chapter 4: Monitoring and Evaluation – tools for achieving sustainable results*

The Toolkit was drafted and printed in four languages – English, Macedonian, Montenegrin and Albanian, since it is aimed at municipalities and CSOs in the target *countries. It also is a result of the joint efforts of the four partner organization and our partner municipalities.*

I would hereby like to thank for the efforts in producing this manual especially to:

- *Milieukontakt International, the Netherlands,*
- *KOCKA Training Institute, Macedonia*
- *EDEN Center, Albania*
- *CSO OZON, Montenegro*

I also thank the country trainers' teams and to all other trainers, experts, support staff and to all that took part in the implementation of this project. I am also thankful to our partner municipalities:

- *Vevcani – Macedonia*
- *Delcevo – Macedonia*
- *Preza – Albania*
- *Dajci – Albania*
- *Mojkovac – Montenegro*

These municipalities showed enormous interest to become more effective and better municipalities and to demonstrate to their citizens that their opinion does count and that they support local activism.

This project was a continuation of a longer process of development of effective tools for public participation using the Green Agenda method in the Western Balkans, initiated by Milieukontakt International. This project went one step further and worked directly with citizens and municipal administration to help them understand the importance of joint actions. It showed that local partnerships are possible in the Western Balkans and are a strong tool for effective and sustainable development.

Igor Slavkoski
Regional Project Coordinator

European Partnership for Local Green Agendas

This project is a joint initiative of CSOs (Civil Society Organizations) from Albania, Macedonia, Montenegro and the Netherlands. The project aims to establish a network of CSOs that will grow and become recognized as a leading structure for promotion of public participation on environmental issues in the participating municipalities. The network members cooperate with local government and strive to play a leading role in promoting sound environmental practices in the Western Balkans region.

Overall objectives:

- To develop a network of CSOs from The Netherlands, Macedonia, Albania and Montenegro which will work together with local governments (municipalities) in implementing environmental projects developed through the Green Agenda process.
- To share experience and best practices in implementing environmental projects developed through the Green Agenda process between one EU country and the three Western Balkan countries.
- To initiate, build, and strengthen a Green Agenda network between the countries of Western Balkans and the European Union.

Beneficiaries:

The essence of the project is for local governments to take account of and incorporate good governance principles in developing local environmental policies.
Direct project beneficiaries are:

- Members of the working groups established in each of the targeted municipalities
- Citizens in the targeted municipalities
- Environmental civil society networks and local governments

The project activities are designed to combine development of local public participation and democracy with practical actions that will contribute visibly and concretely to the improvement of quality of life in the communities where the project is implemented.

Main activities:

- Establishment and capacity building of a regional training team
- Development of a common regional methodology
- Capacity building program for the municipalities' professional staff
- Direct work with CSOs and citizens
- Organization of international study visits
- Identification and implementation of priorities from the existing Green Agenda strategies
- Establishment and development of an international CSO watchdog network
- Organization of best practices sharing events with participants from other countries from the region
- Public awareness campaigns

- Field surveys
- Promotion of best practices through development of a toolkit, newsletter and web portal

IMPLEMENTING ORGANIZATIONS:

Milieukontakt International is an organization of committed professionals with a huge network of individuals, organizations and institutions working for a better environment through: building capacities, involving citizens and solving environmental problems.

Milieukontakt International provides training, coaching, support and advice for organization working for sustainability, seeking to stimulate and support the involvement and empowerment of citizens and develop processes of participative strategy development and decision making, and connecting these activities to solutions for environmental problems.

EDEN (Environmental Center for Development, Education, and Training) is a trainers' organization which vision is development of a sustainable and healthy environment through building capacities, promoting participatory approach, offering expertise and services to civil society and governmental structures, and lobbying at national level. EDEN manages a group of eight trainers, well trained in a wide range of participatory training techniques.

KOCKA is a network of independent trainers, aiming at providing training and consultancy services to CSOs and local self government, especially in the field of environment protection. The network consists of a group of trainers that have become widely recognized by the civil society sector for combining their skills and training methods and using specific participatory facilitation techniques, which were build through various ToT courses.

OZON is a citizen's association established to raise awareness, educate, initiate, carry out, and assist in activities focused on environment protection and enhancement. *Ozon's* vision is that Montenegro is sustainably developed as a democratic, ecological society with citizens who are related to nature and who care for their place on the planet.

Achievements of the Green Agenda

The implementation of the Green Agenda process started in 6 (six) countries of the western Balkans in 2007.

Preparatory activities started in mid 2006.
Countries:

1. Macedonia
2. Albania
3. Montenegro
4. Kosovo (under UN resolution no. 1244)
5. Bosnia and Herzegovina
6. Serbia

Each country started with 3 pilot communities.

The project finished in October 2010 with the last Regional Skills Sharing Seminar in Macedonia.

Before the process ended, each country organized a GA conference, presenting the results and successes of the process and the benefits for citizens.

- 18 municipalities implemented the GA project
- 18 municipalities adopted a GA document as an official document of the municipality
- 1 municipality implemented 85% of the Document
- New funds and matching projects attracted based on the GA strategy
- New green agendas implemented in new 8 municipalities
- 2 pilot projects in each community implemented.
- 18 short documentary movies about the GA process, filmed by the local people
- Over 400 people actively involved in the GA process
- Established international trainers team, specialized in GA
- Delivered 60 trainings on different topics in all 6 countries
- 10 international meetings and share experience events
- 3 international TOT's
- 6 GA manuals in 6 languages
- Network of GA CSO's
- GA platforms in each country
- New CSO's specially formed to implement GA Priorities

Chapter 1

GOOD GOVERNANCE

Chapter 1

Introduction to good governance

There is no single and exhaustive definition of "good governance," nor is there a delimitation of its scope, that is universally accepted. This term is used with great flexibility. This has its advantages, but also causes certain difficulties at operational level. Depending on the context and the general objective sought, good governance has been said to include: full respect of human rights, rule of law, effective participation, multi-actor partnerships, political pluralism, transparent and accountable processes and institutions, efficient and effective public sector, legitimacy, access to knowledge, information and education, political empowerment of people, equity, sustainability as well as attitudes and values that foster responsibility, solidarity and tolerance. However, there is a significant degree of consensus that good governance relates to political and institutional processes and outcomes that are deemed necessary to achieve development goals.

Good governance is an essential precondition for sustainable development. Various countries that are quite similar in terms of their natural resources and social structure have shown strikingly different performance in improving the welfare of their people. Much of this is attributable to standards of governance.

Governance vs. Good governance

Governance can be seen as the exercise of economic, political and administrative authority to manage a country's affairs at all levels. It comprises the mechanisms, processes and institutions through which citizens and groups can articulate their interests, exercise their legal rights, meet their obligations and mediate their differences.

Good governance is, among other things, participatory, transparent and accountable. It is also effective and equitable. And it promotes the rule of law. Good governance ensures that political, social and economic priorities are based on broad consensus in society and that the voices of the poorest and the most vulnerable are heard in decision-making over the allocation of development resources.

Good governance has 8 major characteristics. It is:

1. Participatory
2. Consensus oriented
3. Accountable
4. Transparent
5. Responsive
6. effective and efficient
7. Equitable and inclusive and
8. Follows the rule of law

It is also responsive to the present and future needs of society.

In addition, it allows for sound and efficient management of human, natural, economic, and financial resources for equitable and sustainable development. Moreover, under good governance, there are clear decision making procedures at public authorities' level, civil society participation in decision-making processes, and an ability to enforce the rights and obligations through legal mechanisms.

Principles of Good Governance

The European principles of good governance are summarized in the White Paper on European Governance, published by the European Commission in 2001. It provides a set of good governance principles and recommendations on how to enhance democracy and increase the legitimacy of institutions at all levels of government. According to the White Paper, the five principles which reinforce good governance are:

1. Openness
2. Participation
3. Accountability
4. Effectiveness, and
5. Coherence

Good governance is required at all levels of public administration. At local level it is of fundamental importance because local government is closest to citizens and provides them with essential services. It is at this level that they can most readily feel the ownership of public action. [1]

The Principles of Good Democratic Governance at local level are:

1) Fair Conduct of Elections, Representation and Participation, to ensure real possibilities for all citizens to have their say in local public affairs;
2) Responsiveness, to ensure that local authorities meet the legitimate expectations and needs of citizens;
3) Efficiency and Effectiveness, to ensure that objectives are met while making the best use of resources;
4) Openness and Transparency, to ensure public access to information and facilitate understanding of how local public affairs are conducted;
5) Rule of Law, to ensure fairness, impartiality and predictability;
6) Ethical Conduct, to ensure that the public interest is put before the private one;
7) Competence and Capacity, to ensure that local representatives and officials are well able to carry out their duties;

[1] From the Strategy on Innovation and Good Governance on Local Level. The strategy was adopted by the Committee of Ministers of the Council of Europe in March 2008.

8) Innovation and Openness to Change, to ensure that benefit is derived from new solutions and good practices;
9) Sustainability and Long-term Orientation, to take the interests of future generations into account;
10) Sound Financial Management, to ensure prudent and productive use of public funds;
11) Human rights, Cultural Diversity and Social Cohesion, to ensure that all citizens are protected and respected and that no one is neither discriminated against nor excluded;
12) Accountability, to ensure that local representatives and officials take responsibility and are held responsible for their actions.

A necessary precondition for the implementation of these Principles is that local authorities have the powers, responsibilities and resources enabling them to regulate and manage a substantial share of public affairs under their own responsibility and in the interest of the local population.

Good Governance in Practice

The countries from the Western Balkans have undergone profound transformations in the last decade which led to an environment characterized by high unemployment, significant out-migration, ethnic tensions and deteriorating infrastructure. It is only recently that significant progress has been made in modernizing public institutions, establishing market economies and achieving some human development outcomes. Stability in the region has been largely maintained. The region has continued to enjoy high growth rates, albeit to varying degrees, partly due to domestic and foreign investments. Reforms have generally advanced and overall living standards have improved. However, considerable challenges remain, particularly with respect to governance, democratization, the rule of law and addressing poverty and social inclusion. At the same time, the EU accession process has emerged as the main driver of ongoing reforms.

Although Western Balkan countries have linked territories, an intertwined history, similar administrative cultures and share EU ambitions, they have different systems of local self-government and they are in different stages of reform and EU integration processes. However they all face with similar challenges:

A key challenge is to have capacity at local government level, which is able to transpose, implement and manage the new rights and responsibilities in the areas of service delivery that decentralization, as part of the EU integration efforts, has brought. It is in this way that issues of good governance through quality local service delivery, European integration and capacity development intersect in the countries of the Western Balkans. While it is clear that improvements to governance are a precondition for eventual EU accession of the Western Balkan countries, it is equally clear that relevant capacities at local government level are not sufficiently developed to meet EU standards and norms.

Effective local government should rely on public confidence in elected councilors and appointed officers. Good governance strengthens credibility and confidence in public services. The function of local governance is to ensure that authorities, local government organizations or connected partnerships fulfill their purpose and achieve their intended outcomes for citizens and service users and operate in an effective, efficient, economic and ethical manner. This concept should guide all governance activity. Good governance leads to good management, good performance, good stewardship of public money, good public engagement and, ultimately, good outcomes for citizens and service users. All authorities should aim to meet the standards of the best and governance arrangements should not only *be* sound but be *perceived* as sound too.

Green Agenda Local Offices

With the support of IPA Civil Society Facility funds within the project European Partnership for Local Green Agendas a GA local office has been established in each of the participating municipalities. The office is a place where citizens can get all information they need from the municipality, exercise their rights, and fulfill their obligations towards municipal government especially related to environmental issues. The establishment of the offices increased the level of efficiency, effectiveness and transparency of municipal administration to the benefit of local citizens.

Chapter 2

THE GREEN AGENDA METHOD

Chapter 2

THE GREEN AGENDA METHOD

Green Agenda - 17 steps towards a sustainable future

The Green Agenda is a participatory method for developing and implementing local sustainable development strategies and plans which actively involve various local community sectors where the process is conducted. Compared to other processes with similar aims, this method is special in at least 3 main aspects:

- it starts out by identifying local values rather than problems;
- participation in the process is not limited to experts or certain stakeholder groups but is wide and open to all; and
- as a result, the process and its outcomes are genuinely owned by the local people.

VALUES

At the start of the community work local stakeholders identify their community's values. The main idea is instead of focusing on problems, to focus on things local people are proud of. Examples of values are local water resources (lake, river, drinking water supply) and cultural heritage (ruins from the Roman times, museums, local food and songs). Of course, values may be in a bad shape, which may require remedy activities within the future Green Agenda steps.

WIDE PARTICIPATION

The Green Agenda process is open to all interested, be they recognized experts or not. We believe that everyone committed to their community can contribute to the process and its outcome, and should be able to do so. This implies that we pay special attention to local capacity building with a view to providing the local population with the tools to effectively take part in the process and in the implementation of actions.

LOCAL OWNERSHIP

After selecting 3-4 priority values, local Working Groups are set up, each of them focusing on a single value. These groups analyze the status of values and come up with ideas for actions and projects within an agreed strategy. All these steps are taken by the local people, and are based on their priorities, needs and wishes. As a result, they are very motivated to really implement their plans as laid down in the Green Agenda document. Often new local groups are formed with the express aim of implementing and monitoring implementation of the plans.

METHOD

The term Green Agenda is used for both the process, involving all the different groups and sectors in a local community, as well as for the document which lays down the conclusions and plans for the future.

The aim of the Green Agenda is twofold: the participatory *process* is important to achieve common agreement, communication and cooperation; the *output* of that process is equally important: a local action plan to improve the local quality of life by sustainable development.

The Green Agenda method, as developed by Milieukontakt over the years in several countries (Romania, Croatia, Moldova, Russia, Macedonia, Montenegro and Albania), consists of 17 steps, divided over 5 phases as follows:

PHASE 1:	Step	Stakeholder analysis
Preparation and organization of the process Steps: 1 – 2 Month: 1	1	• Registration, clustering and analysis of interrelations between all relevant stakeholders (CSOs, local self-government, institutions, business sector, individuals) and others that can affect the project results. • Preparation of working and promotional material • Informing the local community about the project existence • Creating visual presentation and web design
	Step 2	Document analysis • Collecting all relevant documents and regulations (primary and secondary legislation, local documents, work programs of relevant institutions, CSOs and other stakeholders) • Analysis of documents relevant at local, regional and national level
PHASE 2: Initiation of the process Steps: 3 – 4 Month: 2	Step 3	First meeting of stakeholders • Meeting with stakeholders • Identification of local community values • Mapping of values by the cluster method • Establishing working groups based on identified values
	Step 4	Establishing working groups • Taking inventory, setting priorities and assessment • First group meeting - value analysis, final document analysis • Inviting the local community to join in the process (media, flyers, personal contact)
PHASE 3: Work carried out by working groups Detailed analysis of key issues (problems, solutions, alternatives) by sectors, social groups or areas Steps: 5 – 11	Step 5	Trends • Analyzing the trends of the past 5 to 10 years • Inventory of pressure indicators and positive exceptions • Second group meeting – Trends
	Step 6	Impacts of trends • Clustering • Assessment of social and economic impacts • Influence on sensitive stakeholders • Third group meeting – Impacts of trends
	Step 7	Coming up with a vision and setting minimum standards • Risks identification for the key functions • Setting measurable minimum standards to avoid risks or undesired changes • Defining a vision and sustainability of goals • Fourth group meeting - Vision and standards

Months: 3 – 7		
	Step 8	Defining the main problems • Defining and describing the problems • Indicating “winners” and “losers” from trends • Fifth group meeting - Problems
	Step 9	Analyzing problem causes • Identification and grouping of problem causing factors • Identification of opportunities that can help solve the problem • Analysis of interrelations between different factors • Policy issues and other factors, insight into mechanisms • Sixth group meeting – Causes of problems
	Step 10	Defining potentials and opportunities • Making an inventory of potentials; setting priorities • Connecting potentials and problems • Seventh group meeting - Potentials and opportunities
	Step 11	Defining priority potentials • Assessment of feasibility of solutions • Defining priorities • Eight group meeting – Priorities
PHASE 4: Synthesis and planning, defining vision and strategic orientation Steps: 12 – 16 Months: 8 – 10	Step 12	Defining a strategic plan • Designing the vision and the best way of action • Ninth group meeting – Strategy
	Step 13	Action plan • Aims, indicators, responsibilities, information flow, required resources, data analysis, evaluation and public presentation • Tenth meeting - Action plan
	Step 14	Writing the document • Introduction, description of the community, description of the steps, vision, action plan, monitoring and evaluation plan • Eleventh meeting - Corrections
	Step 15	Public presentation and debate • Sending the document to stakeholders to introduce changes and comments; public debate • Twelfth meeting - Adoption of stakeholder comments
	Step 16	Adopting the document • Adoption of the Green Agenda by the local council • Printing the document (in a form of a book or a CD)
PHASE 5: Monitoring and evaluation Step: 17 Months: 10 and	Step 17	Evaluation and pilot projects • Press conference, results • Evaluation and pilot projects (forums, working groups)

later		

Step 01 – Analysis of Existing Documents

Aim:
To identify existing strategies and documents, that make up the policy and legal environment in which the Green Agenda process will take place.

Background:
It is important to know what laws and regulations local authorities and enterprises have to comply with already, and what decisions are foreseen within the Green Agenda. In that way there will be a link between the Green Agenda process and outcomes (plans), and the existing policies that authorities and businesses already have to take into consideration and to plans they already plan to develop. This will minimize the risk of seeing the Green Agenda results as something separate and as yet another burden that might be easily neglected. The Green Agenda should not be (seen as) a parallel process that means nothing to the regular community plans.

Activities:
Meeting with local authorities to identify plans, policies and laws that are relevant to the Green Agenda; to check if the local library has such documents on file; look up the documents on the Internet, etc, etc

Themes you can look for are: environment, sustainable development, economic development, social development, public participation, spatial planning, infrastructure, educational programs, urban planning…

Step 02 – Stakeholder Analysis

Aim:
To identify the relevant stakeholders for a successful Green Agenda process and their expected attitudes towards the process and its results, as well as identify ways to convince them to take part in the Green Agenda work and process.

Background:
It is important to find out who is present in the community where the Green Agenda process is to take place and what their attitude towards the Green Agenda would be. Everyone who may influence the process or may be affected by the process is a

stakeholder. Some stakeholders will be more obvious to you than others and some will seem more important than others. However, each stakeholder in their own way can make or break the process and its results. Even if local authorities would support waste separation, if local inhabitants (such as teachers, children, shopkeepers etc.) do not cooperate, the system will not work well.

It is also important to find out the connections between stakeholders and the powers and interests they have that could be affected by the process and its results. The more you know about the stakeholders in advance, the easier it will be for you to find a way to convince them to take part in the process: after all, you will know what their interests are, whom they have relations with (who can help convince them) and what their power or influence is (you can show you are aware of that and of the benefit they can thus give to the process: everyone likes to feel important).

If important stakeholders are not involved in the process, it can negatively impact the implementation of the made plans, as they themselves do not feel as owners of the plans and may even feel threatened by them. If that is the case, they might not feel like helping the implementation or might even feel they need to oppose it. Having the necessary background information on these stakeholders, you may be able to include them from the start which will greatly help the effectiveness of the work. To do this, you have to be able to think from the stakeholders' viewpoint and to find a benefit for them and a reason why they should join the process. This might be hard if it concerns a stakeholder you usually work in opposition to, but it is really crucial

Activities:
Discussions within your group, discussions with local authorities and others to find out what stakeholders are there, reading local newspapers, Internet, watching local television, etc.

Step 03 – First Stakeholder Meeting

Aims:
To inform the community about the project, its aims and steps; to involve stakeholders in the work and to initiate the next phase of work; to select priority values and to create working groups.

Background:
The Green Agenda process should be a process by and for the local people of the community. In the first steps you have identified the existing framework in which the Green Agenda process will take place and who are the stakeholders that need to be involved. The first stakeholder meeting is not the first meeting you will have with some of the stakeholders, as you may have had meetings with individual stakeholders before to convince them to take part, but it is the first public meeting of all

stakeholders interested and able to attend in which you will, for the first time, be able to present your project idea to the community as a whole.

Activities:
Public meeting between all stakeholders and project team, preparation of the meeting, reporting on the meeting.

Step 04 – Values

Aim:
To identify the main environmental and cultural values of the community, as perceived by the local stakeholders

Background:
Before making a Green Agenda strategy you must know what issues to address and what issues are priorities to the local stakeholders. In order to find out what issues to address, you need to take stock of all possible issues: the values of the community in environmental or cultural sense. After all values are listed, you can priorities them and select the 3-4 highest priority values that can be addressed in the Green Agenda process. The listing and prioritization takes place at the first stakeholders meeting.

Prioritization means of course that some values will **not** be prioritized and will **not** be included into the Green Agenda work at that time. It is important to make clear to people that this does not mean these themes will **never** be dealt with. They might be included in a next round of the Green Agenda. Or they might become part of another process. For practical reasons, you just cannot include in the Green Agenda process all the themes raised at the first stakeholders meeting. Our experience has shown that 3 to 4 themes is already a lot of work with and really the maximum you can handle.
The Green Agenda method is different than the other methods because it does not want to start out with problems. If you start out thinking in terms of problems, you are likely to be drawn into a negative spiral of thinking, to be directed towards bigger issues and to have a narrower view of these issues. It is important to make the Green Agenda an open, creative and innovative process that breathes a positive atmosphere and focuses on things that are doable for the local stakeholders. This does not mean that important issues cannot come up, or that themes like sewage are out of bounds. But it does mean that you have to look for a positive constructive angle and that you should try to break down the bigger issues into smaller steps that can achieve real visible results and can thus keep people motivated to continue.

In our experience, starting out from values makes the discussions start out from things people in the community are proud of, even if at that time they are not in a good shape (for example a polluted lake or a derelict monument). This is more motivating for them. After identifying the values, you will start with an analysis in which later on the exact problems will be identified related to the values (for instance: the water of the lake is so polluted that you cannot use it for recreation or fishing which is what the stakeholders would like to use it for). In our experience, the start with values also makes it possible to include cultural heritage.

Activities:
The inventory is made at the first stakeholder meeting. After the inventory, participants choose the priority values.

Step 05 – Working Groups

Aim:
To form and support working groups in the community that will elaborate further steps of Green Agenda process.

Background:
At this step you already know what the major values in the community are. A lot of work still needs to be done: for instance to collect information on the trends of values, impacts, standards, etc. *(see next steps).* This is the task of the local working groups. Thus, the working groups will work on the values identified in and by the community at the first stakeholder meeting. The working groups consist of local people, representatives of the different stakeholders as well as active and interested citizens that may not belong to a specific organization, company or structure. It is important to involve different stakeholders in each of the groups.

The first thing to do is develop an approach for working group selection. Please bear in mind that it is wise to form not more than 4 working groups in each community. It is difficult to follow, support and maintain more than four working groups. This means, that you can select up to 4 values in the community, so that each working group can work on one value.

After selecting the community values we ask the participants at the first stakeholder meeting to choose a group(s) they would like to join. It is also possible for others to join later on. No real selection of working group members is made, in the sense that people do not have to apply for this.

In general, the optimum number of working group members is 5-7. Each group should have its own coordinator. Usually, in the beginning the coordinating CSO is in charge and later during the work one of the working group members takes this role over.

It is important to have a work plan at the very start of the working group deliberations. That way, people know what to expect and when to expect it.

If the working groups members have no experience in group work it is a good idea to have them trained. Working group members are usually trained on the following topics: planning and communication, project management, public participation, corporate and social responsibility, project proposal writing, fundraising, etc.

The coordinating CSO plays an important role in helping the working groups organize themselves and their work effectively by sharing its experience in structuring work and communication.

Activities:
Group discussions, training, selection procedure (different methods: questionnaires, interviews, etc.), collecting information.

Step 06 – Trends

Aim:
To identify the main trends related to the priority values selected by the stakeholders: what changes related to the priority values have been made in the past and what changes are expected in future?

Background:
This step is taken within the local working groups working on the identified values.

Until this step you have looked at what is there, a static situation. To fully understand the situation and to find the best steps for a solution later on, you need to understand the dynamics underlying the situation. What has led to the current situation? How have values changed in the past and how are they expected to change in the future? These changes are what we call trends. It is important to find out what people think about the 'trends'. It is equally important to be aware that there is a difference between facts and ideas/thoughts/feelings/beliefs people may have. After identifying what people believe to be true about trends, it may be important to acquire experts' advice or to run experts tests to verify the truthfulness of those beliefs. For the process it is important to *first* identify what local stakeholders think, *before* bringing in an expert. The expert's role should be discussed with the working group members beforehand and they should be able to trust the expert. This is the only way to make them accept a possible different opinion expressed by the expert.

In Croatia, there was a case where people were sure the water was polluted in several places. Expert tests on water quality proved that in one of these, the water was actually clean. The stakeholders accepted this as true, and as a result of the work carried out thus far announced to the public that the water in one of the wells was actually safe to use.

In order to verify the stakeholders' ideas in the working group, you can also conduct interviews or distribute questionnaires. For instance, if they think the river water is getting more polluted, they can ask for opinion the people who use it (fishermen, tour operators, etc, etc).

Activities:
Group discussions, conclusions, tests, interviews and questionnaires, expert advice, etc.

Step 07 – Impacts

Aim:
To assess the (expected) impacts of the identified trends on the priority values in social, economic and ecological terms.

Background:
This step is taken in the working groups working on values.

Doing something about the trends identified requires investment of time, money and effort. Before these investments can be argued and lobbied for we need to be able to justify them. We need to show what would happen if nothing was to be done about the trend. What would be the effect of that on the community and stakeholders? In other words, we need to identify the impact trends and find arguments why we or other stakeholders need to act now. Impacts can be measured in different dimensions. For instance a social dimension might be what are the impacts of the trend on people's health or on their income security?

Please mind that so far we are making a more or less neutral analysis: we have not identified a problem yet! We are just analyzing what is there (values), what is going on with what is there in space and time (trends) and what is the result of these changes (impact). We of course have our ideas whether trends or impacts are positive or not, but at the same time, for the time being, we are just observing!

Activities:
Group discussions, analysis, conclusions, questionnaires and interviews, tests, expert advice, etc

Step 08 – Standards

Aim:
To set the minimum standards acceptable to stakeholders concerning the impacts identified in step 7.

Background:
This step is taken in the working groups working on values.

To have the stakeholders committed for actions to implement solutions, they have to understand and feel the need for such actions, which will require their input, time, money, creativity, etc. To achieve this, it is important that they decide about what is acceptable to them and what is not. To find out what is acceptable to them, you look at the impacts related to the trends identified. The graph will show you roughly what might happen if the trend is not reversed or stopped. For instance, if water pollution continues to increase at the current pace fish mortality will increase which will lead to less fish caught by fishermen who, as a consequence, will lose income. What level of income loss or what percentage of fishermen who need to find other sources of income to survive is acceptable to people? Sometimes it is not possible to say '0', or sometimes people feel that some loss is inevitable. But there is a line, which stakeholders do not want to cross: if the impact will (sur)pass that line, it is unacceptable to them, because of the consequences for the community as a whole (if a lot of people lose employment they might leave the community for instance, and then social life will be lost, schools might need to close if there are not enough pupils, etc.).

This line is what we call a standard. It is *not* related to a legal or a scientific standard, it is based on what people find acceptable. This means that it could be lower than the legal standard in force! Experience shows that it is never set higher, above the legal limit. If this were to happen, it would of course be problematic. Therefore, in the document analysis in step 1 it is crucial to be aware of the legal framework regulating areas of the Green Agenda work, so that you can avoid that problems from occurring.

The point at which the line is crossed, overstepped, could be in the past, 'now' or in the future. If it is in the future, you need to be able to show to others why you are sure the point will be reached if nothing is done: your analysis of the trend and its impact needs to be solid and valid. You might like to get this checked again at this point by an expert, questionnaires, interviews or tests, to prepare for discussions with the wider community about the findings of the working group.

Activities:
Group discussions, expert advice and checking data.

Step 09 – Problems

Aim:
To identify problems, at last!

Background:

This step is taken in the working groups working on values.

Now that you know the lowest standards acceptable to the group and their vision, you can easily identify, almost in a mathematical way, what the problem is: on one side we have the difference between the current situation (trends, impacts) and the standards, and on the other is the difference between the current and the desired situation (vision). Usually the problem identified as the difference between the standard and the current situation is "smaller" and thus might be easier to work on.

Discussing the problem at this stage helps to make it more clear, measurable and visible because you can clearly indicate the trends, impacts and standards and show the problem in your graph. You will find that now your problem is very clear and well-defined (for instance, if more than "*x*" percent of fishermen lose "*y*" amount in income, the consequences for the community will be "*z*", which, according to the group, is not acceptable (see previous step). *This* is going to happen in the next 2 years if the trend of river pollution continues with the same pace.).

If you would have tried to formulate the problem at the start, you would not have achieved this level of detail in its description and you might not even have identified the real problem!

Now you have placed the problem really inside the community and you can show the relationship between the problem and the community (the dying fish might not seem to be a real problem to those not working for an environmental CSO, until they see the consequences to their own lives). This gives you a powerful tool to mobilize the community in finding and implementing solutions!

Activities:
Group discussions, expert advice if needed.

Step 10 – Causes

Aim:
To identify as clearly as possible the causes and underlying causes of the problems identified and analyzed before.

Background:
This step is taken in the working groups working on values.

To deal with a problem, you need to know its causes, the involved parties, those to gain and those to lose after the problem is solved. You need to find a cause at a level you can address. For instance, global causes are hard to solve within your community and may cause the local stakeholders to lose interest when they realize they cannot solve the problem in a way that is visible and satisfactory.

The analysis of causes, underlying causes and root causes might seem artificial at first, but the idea is to get to a level of causes where a small action can make a big difference and where the working group members can actually implement this small action. A visible result can motivate them and others to continue with the good work.

Activities:
Group discussions, expert advice if needed.

Step 11 – Potentials & Opportunities

Aim:
To identify potentials and opportunities related to the problems and causes analyzed in the previous steps that can serve as starting points for solutions and actions that will support sustainable development.

Background:
This step is taken in the working groups working on values.

Of course you cannot just look at problems and their causes. You have to look into possibilities in the community that might help deal with these problems and causes. We make a distinction between potentials and opportunities. Potentials are human and natural resources that are present but could be put to use differently and be more effective that way. For instance, a derelict monument that could attract people (and money) if renovated. Opportunities are provided by changes and new initiatives. An example could be technological developments that can help decrease pollution by factories or legislative changes.
In a way this step means going a step back in your analysis, focusing on positive angles of things that are or could be. This requires some mind gymnastics because just before this step you have been looking at problems and negative issues and their causes. Now you need to try to focus not on the results of the previous steps but to look at the community from a positive angle and find its potentials and opportunities. Usually, people mix the concepts of potentials and opportunities with solutions, but actually opportunities and potentials are only the start of solutions. For instance, the derelict monument is not the solution itself but what you decide to do with it can be part of the solution. The possible changes in laws are also not a solution per se, as the laws also need to be observed and enforced and for that you might need to educate people or lobby institutions. Solutions and concrete actions will be discussed at a later stage in the Green Agenda method.

Activities:

Group discussions, tour around community to look around, making pictures and videos.

Step 12 – Prioritizing Potentials & Opportunities

Aim:
To prioritize the identified potentials and opportunities of the previous step.

Background:
This step is taken in the working groups working on values.

To decide which potentials and opportunities are best to start with, you need to prioritize them. For that, you will need to develop criteria. Criteria could be: match between potentials and opportunities on one hand and problems and causes identified on the other, impact of potentials and opportunities on sustainable development and a possibility to realize visible and attractive results in the short term, thus mobilizing enthusiasm and support for further steps. These are possible criteria, but you need to discuss within your group which selection criteria they would like to use.

One important aspect to keep in mind is win-win (and possibly win-win-win) potentials and opportunities. By that we mean potentials and opportunities that will have a positive effect in the eyes of different stakeholders. If you choose options that cause a group of stakeholders to be worse off, they are not likely to like those options, however good they may be, and they might even withdraw their support for the process as a whole or even obstruct it. To think in terms of win-win options, you need to be able to visualize yourself in the shoes of all stakeholders concerned by the problem and the potentials/opportunities and to identify the positive aspects for them. If you have those stakeholders present in your group this will of course be easier to do, because they themselves can react and explain their position. Thinking win-win is often new to people involved and will need some guidance from the coordinator. This is typically a situation where you will need the explicit agreement of all involved in order to be sure that the selected options are viable.

Activities:
Group discussion, if the group does not include all affected stakeholders you may want to organize additional discussions with these missing stakeholders to get their consent and input.

Step 13 – Developing a Strategic Plan

Aim:
To develop a strategic plan, based on the results of the previous steps.

Background:
This step is being in the working groups working on values.

A strategic plan is a plan identifying the directions to be taken in order to move from the current situation to a desired situation, a vision (see step 8). A strategic plan is not the same as action plan. The strategic plan lays down the main directions and the action plan based on the strategic plan describes the concrete steps to be taken, deadlines, responsibilities, etc. The strategy defines how the target group will be approached in general (by information campaigns, involving them in activities, in a confrontational way or by putting some pressure on them – as in a lobbying). The action plan would then describe in more detail what the steps would be of the information campaign if that would be the strategy selected: writing materials, designing leaflets, publishing them, disseminating them etc.

A strategic plan can contain different strategies for different themes. For instance lobbying the (local, regional, national) government to change a law, an information campaign on … and learning by doing on ……

Discussing a strategy can be hard, as it is a bit more abstract, than discussing activities and deadlines and therefore may be harder for participants to focus, without going into detailed activities. You will need a good facilitator for this discussion, and perhaps even a trainer who can help explain the task and can help the group to stay focused.

Activities:
Group discussion, with facilitation and perhaps a short ‘training’ on strategic planning’.

Step 14 – Action Planning

Aim:
To design an action plan on the basis of the strategic plan designed in the previous step.

Background:
This step is taken in the working groups working on values.

In the previous step you have decided about the general directions of the Green Agenda plan: you have identified the priority themes and the ways (strategies) how to tackle them. You have received feedback from others on this. Now it is time to become more concrete and operational. You need to define concretely what should be done, by whom, when, how and for what money.

Activities:

Group discussions.

Step 15 – Monitoring Plan

Aim:
To design a plan when and how to monitor the progress of implementation of the Green Agenda strategic and action plans.

Background:
This step is taken in the working groups working on values.

In the action plan made previously you will have divided tasks and roles and will have set deadlines for achieving certain results. However, you are certainly aware that not all plans are always implemented as agreed and that sometimes unexpected things come up that cause delays, create a need for change of plans or force people to spend less time than anticipated on implementation of the plan. In order to keep track of implementation and to be able to adjust the plan if needed, it is wise to design a monitoring plan. Monitoring is thus conducted at three levels: (a) is the strategy working? (b) Is the action plan adequate and (c) are the people performing as planned? The monitoring is performed by those implementing the action plan as well as by the target group: are they responding as predicted or not? If the target group does not respond as expected, maybe your strategy or action plan needs adjustment. If the implementers are not performing as planned, maybe they need further assistance or training.

In the monitoring plan you indicate who is monitoring what, when and how. You can plan the monitoring moments in such a way that you can also adjust to unexpected circumstances. For instance, some monitoring meetings can be carried out with the whole team after or before crucial events. Do not save all monitoring until the end of the action plan, because then you cannot make any changes anymore, you can only conclude whether or not something went well.

It is useful to keep notes of the monitoring. You can use these as lessons learned for future plans as well as for internal evaluation of all tasks and roles.

Activities:
Group discussion, maybe with help of an external trainer to explain further monitoring and evaluation.

Step 16 – Writing the Document

Aim:
To prepare a public and written version of the work done and the plans made that can be disseminated in the community.

Background:
The Green Agenda document lays down the results of the months of work and thinking of the local working groups. It gives a thorough overview of the local situation, existing advantages and disadvantages in nature, environment and cultural heritage, trends, analysis of deeper causes of problems, threats and opportunities, proposed solutions, operational plan for implementation of solutions, appendices, etc.

This is a huge task to accomplish and it usually takes more than one draft to get all ideas included and presented correctly. In our experience at least two drafts are publicly presented and discussed before reaching a final version, ready for adoption by the mayor and the council. In some cases even three drafts are made and discussed.

Bearing in mind the local commitment, time and energy, it is recommendable that the initiating organization (coordinating CSO) takes charge for this task. This means that the working groups deliver the information regarding content, perhaps some draft pieces of text, as well as pictures and graphs, whereas the CSO or a contracted writer brings all this together in a draft comprehensive document.

The draft can then be discussed by a bigger gathering or in separate working group sessions. The expressed comments, suggestions and adjustments may be further introduced in the document. The new draft can be circulated and finalized, or further adjusted, circulated and finalized. In some cases, local working groups have chosen to present a first draft to a wider audience not originally involved, and this naturally brings more new input than it can be expected if the document is just presented to the people who actually helped create it. This also proved to be a good way to increase the local commitment to the end result and to improve the overall document quality.

The document can contain pictures or drawings, and should mention all people who contributed in any way to the process and/or the document. Don't forget to mention any donors who helped realize the project.

Activities:
Group discussions, collecting and making photographs and graphs, public meetings, adjustments, editing, design, printing.

Step 17 – Pilot Projects

Aim:
To design and implement pilot projects.

Chapter 2

Background:

One of the most important risks of long planning processes is dissatisfaction of the participants at the end of the process if they perceive they were just talking and preparing a document and that in reality nothing will change in their community. This disappointment should be avoided at costs, because it will harm the credibility of all organizations involved and will make people less open to cooperation in the future. This means that it is important to focus not only on discussions and developing a document (which is needed as a basis for future actions), but to also focus on the actions to follow from there. For this, concrete ideas have to be developed and elaborated and funds have to be raised. Fundraising has to start at an early stage, as it is usually a time-consuming activity.

Thus, once the planning process is finished and the Green Agenda document prepared and adopted by the Municipal/City Assembly, work on the Green Agenda is far from completed. In order to keep the Green Agenda alive it is necessary to implement projects connected to the Green Agenda priorities.

Pilot projects are small or not so small activities that can and should be initiated even during the process implementation, to show the possibilities of the Green Agenda and process. This step therefore is not necessarily the last and final step: the working groups can and should also design and implement small pilot projects during the work on the analytical steps.

It is important to prepare a list of possible pilot projects that will visualize the solving of problems mentioned and analyzed in the Green Agenda during the process, and to start looking for funding so that when the document is ready and adopted, work can begin immediately or at least soon, to show people what they were working for.
In some cases municipalities earmark a separate budget line to the Green Agenda from which pilot projects can be financed. But you can also start raising additional funds.

Activities:

Group discussions, small action planning, and implementation of actions

The Green Agenda in Practice

The start of implementation is a phase where the first GA information is spread around to interested parties.

The goals to be achieved through this phase include:

Knowledge

- Stakeholders know the theory behind the setting up a Green Agenda

- Stakeholders know the different steps in the GA process
- Stakeholders know the differences and similarities between the LEAP and the GA
- Stakeholders know of the possible co-operations & partnerships
- Stakeholders know their role in the GA process
- Stakeholders know about positive examples of GA in other countries and are aware how the GA has been implemented in other countries

Skills

- Stakeholders are able to develop a concrete plan for the first steps: stakeholder analysis; 1st meeting; start of Working Groups; partnership work
- Stakeholders know how to apply the GA method
- Stakeholders have experience on basic communication skills for approaching different groups
- Stakeholders are able to involve other stakeholders in the Green Agenda process

Attitude

- Stakeholders are motivated to implement the GA in their community
- Stakeholders can see the benefits of GA and PP
- Stakeholders are enthusiastic for the possibilities of Green Agenda
- Stakeholders appreciate other CSO's, quality and commitment
- Stakeholders are aware about the process's flexibility

Proposed agenda for the Green Agenda introduction workshop

Hour	Day 1	Hour	Day 2	Hour	Day 3
	Participants' arrivals	09:00 09:20	Reflection on the previous day **Session 3** Overview of GA steps and results	09:00 09:20	Reflection on the previous day Preparation of the presentations
		10:10	Examples of different countries	10:00	**Session 10** Presentation of the working groups
		10:30	*Coffee and tea break*	*10:30*	*Coffee and tea break*
16.00	Arrival of participants Welcoming participants	11:00 12:00	*Initiation and preparation* **Session 4** Stakeholder analysis Document analysis **Session 5** First meeting/ Values Establishment of local working groups	11:00 12:15 13:00	**Session 10** Presentation of the working groups (continues) Discussion **Session 11** Q and A Role of the local CSOs and Next steps **Session 12** Evaluation of the GA training
16:30		*13:00*	*LUNCH*	*13:30*	*LUNCH*
17:00	**Session 1** Getting acquainted, expectations and experience	14:30 14:45 15:30	Warm-up game **Session 6** Detailed analysis of a key issue per sector, social group or zone Trends and Impact **Session 7** Standards and problems		End of training
18:00	*Coffee and tea break*	*16:00*	*Coffee and tea break*		
18:30	**Session 2** - Module of GA and GA approach - Link between local legislation and GA	16:30 17:30 18:30	**Session 8** Root causes, potentials and opportunities **Session 9** Prioritizing Evaluation of the day		
20:00	Dinner	19:30	Dinner		

Chapter 3

MEDIATION AS A TOOL FOR EFFECTIVE CONFLICT RESOLUTION

MEDIATION AS A TOOL FOR EFFECTIVE CONFLICT RESOLUTION

Chapter 3

Introduction to the mediation as a process

Mediation is any process for resolving disputes/conflicts in which another person helps the parties to negotiate a settlement.

Every group experiences conflict. Most people do not like conflict and will try to avoid it. Since root causes of the conflict are not dealt with, most likely the conflict will surface again. By then the underlying emotions might cause serious damage to the persons involved.

Instead of avoidance and head-on confrontation, there are alternative ways to deal with conflicts. Mediation offers an approach to conflict that fully acknowledges the differences that exist within groups. These differences make interaction lively and interesting and when handled productively these differences provide a strong basis for group work.

Conflicts can be defined as unresolved differences. Mediation offers a clear framework and structure to deal with these unresolved differences in a productive way. Since mediation takes the future relationship into account the basis for group work will be reinforced.

Mediation is not rocket-science. Nearly everybody has experience with intervening in conflicts. Training in mediation builds upon implicit capacities, so that people sense the value of pro-actively dealing with conflicts. With the necessary background knowledge and mediation skills the small 'm' mediator can develop into a capital 'M' mediator.

Goals of this training divided in three levels are given below:

Knowledge

- Participants know the main elements of mediation

Skills

- Participants are able to recognize their role as mediators
- Participants are able to use basic mediation skills consciously

Attitude/ spirit/ products

- Participants understand the need for mediation

At the end of the training everybody asks him/herself: Can I mediate? We simply can encourage and say that once you learn the basic mediation format and hone the people, process and problem solving skills you will probably find yourself using them often. However if you want to go to the next step and mediate conflicts/disputes in your community or as a professional mediator, you need to attend professional training and obtain an official certificate.

Use of Mediation

Mediation is useful and effective if several of these statements are true:

- ✓ The issues are complicated by a strong emotional element;
- ✓ The parties know each other;
- ✓ Maintaining the relation with the other party is important;
- ✓ One party feels uncomfortable confronting the other side unless someone else is present;
- ✓ The parties work or live together and for other reasons cannot avoid the conflict;
- ✓ A decision must be reached soon;
- ✓ The parties doubt on their own ability to work out the problem;
- ✓ Many people are involved or indirectly affected;
- ✓ One or both parties want to avoid formal proceedings;

But there are cases when mediation is unsuccessful or even harmful if any of the following is true:

- ✓ A serious incident has just occurred and people are still upset to carry on a conversation;
- ✓ You strongly suspect one party intends to use mediation to escalate the dispute;
- ✓ One party seems incapable of listening to anything you say;
- ✓ The main problem cannot be mediated;
- ✓ Power imbalance;
- ✓ Issue deserves public attention;
- ✓ Key parties are unwilling to participate;

MEDIATION AS A TOOL FOR EFFECTIVE CONFLICT RESOLUTION

Chapter 3

Mediation is often confused with arbitration and people are often not clear what its key characteristics are.

	Negotiation	Mediation	Arbitration	Litigation
Who makes the decisions	The parties	The parties	The arbitrator	The judge
Who controls the process	The parties	The mediator: firmly but informally with the parties	The arbitrator: relatively informally	The judge: with high degree of formality
Role of third parties	N/A	Independent, impartial facilitator	Independent, impartial expert	To act as advocate and discredit the opposition
Direct involvement of the third parties	Complete, but on their own terms	Full participation in deciding on issues, creating, evaluating and agreeing options	They give input on issues, ideas and background material, then the arbitrator decides	Representatives participate on their behalf
Types of outcomes that emerge	Whatever the parties are prepared to agree to	Aiming for win/win mutual acceptance	Compromise: between what parties want based on evidence and technical assessment	Win/lose: based on legal precedent and consideration of evidence

MEDIATION AS A TOOL FOR EFFECTIVE CONFLICT RESOLUTION

Chapter 3

What happens in mediation	What mediators do	What people get out of mediation
It is a structured process; **It is confidential and speedy;** **There are separate meetings then a joint session if appropriate;** **Issues are clarified;** **Options are created;** **Win/win solutions are sought.**	Remain impartial, don't judge; Listen and help people listen to one another; Help people communicate; Create a safe environment; Manage conflict constructively; Help people think more creatively about solutions.	Agreements; Understanding/information that can improve future relationships; Better communication if future problems occur; Clarification about misunderstanding; Less stress, more confidence.

Main tools and methods

The whole training is designed as participative and several role plays and small group work are practiced. Participants are guided through the steps of mediation to play a role of mediator and ask the right questions for leading parties to solve their problem. Each participant is given the chance to play the role of a mediator at least once during the training.

Basics of Mediation - Trainer presents flipcharts hanged around the room with five questions on Mediation. Through a carousel method participants are asked to answer to questions as area of conflict where mediation would be useful; area of conflict where mediation is not recommendable; basic skills of a good mediator; associations with an image (song, play, film, painting etc.) that comes to your mind when you think of mediation.

By the end of this session the trainer will have a clear picture of the knowledge of participants on mediation as a process and then will briefly present the p*hases* of the mediation process:

0. Preparation
1. Opening statement
2. Uninterrupted time (each party has a chance to air - without any interruption - their own points of view)
3. Exchange phase (open discussion period)
4. Setting the agenda (creating common ground for negotiation)

5. Building an agreement (formulate a (tentative) agreement and exploring its consequences)
6. Writing the agreement
7. Closing statement (bringing the mediation to a positive close)
8. Wrap-up (finishing all paperwork and evaluating)

Three Guiding Principles apply in mediation and will be repeated several times during the training.

1. Mediating is about exploring non-violent alternatives (setting them apart from various other types of conflict resolution: avoiding, ignoring, threatening, quitting, going to court, negotiating, hiring a lawyer, protesting, calling the police, filing a grievance, getting even, or going to arbitration). Asking a third party to mediate is another alternative.

2. Mediation is based on consensus: more than simple compromise. It is based on personal resolutions, based on unity (although sometimes not 100 % satisfactorily for all parties).

3. Mediation is based on respect:
- Everybody has an element of good will and integrity
- Everybody is capable of change
- People can and should make decisions about their own lives
- The parties speak for themselves, think for themselves, and decide for themselves. *The hard work is theirs, so is the outcome.*

Another important concept is the 'Conflict Triangle'. The three sides / 3 P's of the triangle are addressed separately:

- **People:** history of relationships and personalities
- **Process:** certain patterns of interaction can be distinguished; e.g. the way conflicts intensify, spread or ease
- **Problem:** every conflict has content, issue and interests at stake

For mediation to be effective, a lasting resolution should address all three sides of the conflict. At the very end of the session the trainer asks for mediator volunteers to arrange settings of the room / table in different situation for example when there is an emotional conflict between the two parties; when you want to create a homey environment; when the mediator wants to express authority, etc..

Exercise 1:

Opening statement and uninterrupted time - Trainer asks for 3 volunteers and explains the roles they are expected to play as an illustration for the opening statement and uninterrupted time step of the mediation process. While the volunteers get the instructions on the role play, the rest of the group is asked to carefully watch the actors' body language, content of the role and note what questions the mediator is asking. This practice will apply to all sessions. Usually participants are given more time to prepare for the role and 10-15 minutes to play it. It is very important to give instructions and to explain what types of questions the mediator can ask.

After the role play participants are invited to reflect on the role and on their feelings:

How did you feel?
What went well?
What would you do differently next time?

Observers are invited to reflect on:

Emotions that were expressed
Body language that was visible
Whether the mediator managed to establish rapport with the parties
The questions the mediator asked?

It is very important that the trainer focuses the group discussion on the mediator's role and skills and not on the core of the conflict. Later, the trainer lists out possible questions to be asked during the opening statement and uninterrupted time (see annex 3).

Exercise 2:
Exchange – The trainer introduces the role play and asks 3 volunteers to play and 3 coaches / advisors to help them during the preparation time but also to replace them during the role if players have a question. Usually, it is recommendable to keep the same case in order to build it step by step.

After the role play participants are invited to reflect on the role and on their feelings, while the observers on the emotions and body language.

At the end of the session the trainer explains the main elements of the Exchange part:

1. Gain Rapport
2. Keep control
3. Include each person
4. Ask necessary questions
5. Listen for interests and issues
6. Refrain from finding solutions yet
7. Watch for moments of understanding or reconciliation
   The turning Point!
8. Summarize their interests and concerns

The trainer also lists out possible questions to be asked during the phase (see annex 3).

MEDIATION AS A TOOL FOR EFFECTIVE CONFLICT RESOLUTION

Chapter 3

People involved in a conflict are usually stuck in all kinds of negative emotions, such as anger, resentment, sadness, etc. As a mediator, you can provide a reliable structure and process that enables parties to work their way through the conflict in a productive way.

The heart-felt support that a mediator can provide to both parties in the conflict is based on "rapport". Rapport is an emotional bond or friendly relationship between people, based on mutual liking, trust, and sense that they understand and share each other's concerns. Rapport = meaningful contact.

1) Verbal rapport
You can consciously work on establishing verbal rapport by:

- becoming aware of the speed of talk of the person and tuning in
- by consciously applying that same speed of talking
- Use similar wording / "jargon"
- By consciously using the tool of "backtracking"
  - Summarizing
  - Repeating parts of the phrase as a question
  - Repeating key words
- Through humming, nodding, and adding: 'yes, I see…'
- By giving good attention (see table below)

2) Non verbal rapport – establish rapport
"Mirror" the posture of the other person. Focus on P.R.L.E.T

- Position of head & torso
- Respiration
- Limbs
- Eye contact
- Timbre/tone, frequency of the voice

Exercise 3:
***Setting the Agenda and Building Agreement* -** During this session participants formulate 3 problems for each role play identified during the first day. The trainer gives a presentation on how can a problem be interpreted and how are positions of each party formulated. Based on the positions, you can draw interests and at the end find common issues.

Problem Interpretation Position Interest Issue

What matters and why, may have several layers concentric circles:

Outer layers: immediate and visible interests (work of authorities, courts, police, parents, etc.).

Center/core: priests, therapists, psychologists: the underlying psychological and spiritual concerns and needs of the person.

Middle layers: where mediators are working; connected to the deeply personal/emotional layers, but involving tasks, things, and other people.

The mediator is not a psychotherapist, but is speaking to the persons' interests, providing focus in the mediation process.

As an advice - when taking notes for identifying issues, in separate columns in your notebook try to list:

- Interests: what seems to be most important to each person?
- Values: note differences and shared ones
- Issues that can be mediated: will become an issue checklist
- Ideas and suggestions raised
- Sticking points
- Important information
- Potential notes of agreements

Exercise 4:

Participants are divided in 6 groups and each group takes a problem and formulates the specific issues. The results can look like:

Problem	Interpretation	Position	Interest	Issue
Music is too loud	Neighbor is uncaring or deaf	Call police	Need a quite place to leave in	Decide and agree on common rules
Children make noise	The children are not raised properly; The neighbor does not respect me	I don't respect the collective that lives in the building	To be recognized as an equal member of the building community	How to put the new neighbor in an equal position. Get respect! How to prevent children from making noise;
New neighbor, friction with old neighbors	He feels left aside because neighbors don't like him; Neighbors don't like him because he is not following rules	Everyone should follow house rules	To be accepted and feel free; To remain in the quite building atmosphere	Tea party
Employee is not promoted	The boss is unfair, ungrateful; Employee feel that works more than rewarded	Sue for better position;	Respect	Require better position; How can boss show respect;
Employee is underpaid	Company pays less money that I deserve	I want to get more money for the work done	You need to respect me more and acknowledge what I have done for the company;	To get trained; Better evaluation interpretation details; relation between scoring vs salary; Set up a system which acknowledges the best employee of the period;

It is a very positive role play and the mediator shows a lot of skills. He starts with formulating the problems and gets an agreement on the issues from the parties. At the end the other participants reflect on the exercise. The trainer presents questions that can be asked in this phase (see annex 3). After that, the trainer explains the next phase - ***building the agreement***. The trainer divides participants in groups of four and they brainstorm on possible solutions for the issues given. There is one mediator, 2 parties and one observer in each of the groups. The observers' task is to present in plenary how the process has gone and their group's results. An example of results in this phase might be:

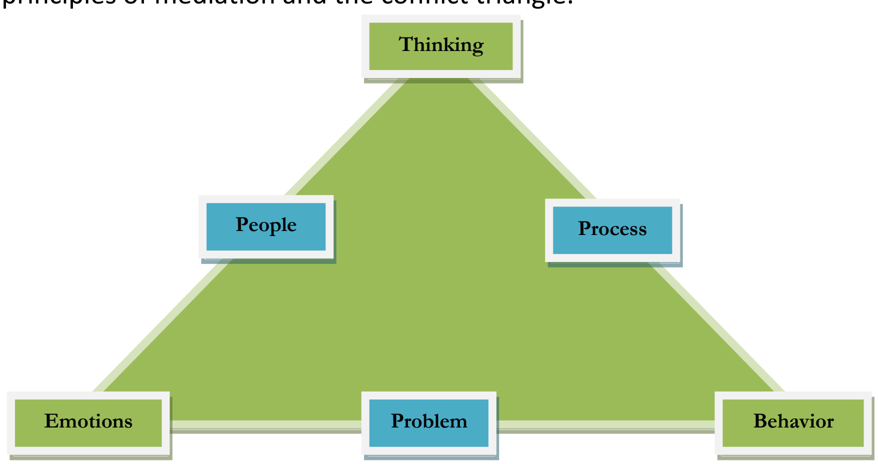
Issue: to get trained; better evaluation interpretation details; relation between scoring vs. salary; set up a system which acknowledges the best employee of the period;

Basis of standard evaluation forms
- Improvement of grey areas
  - Experience elements
  - Quantity of activities (tasks, projects, meetings, products)
  - Overtime (including holidays / weekend)
  - Qualifications received (independent / in job)
- Scoring vs. salary
  - Responsibilities (no / decisions)
  - Role in decisions
  - Salary vs. quality / quantity evaluation criteria
- Common agreement
  - Agreement Ee/Ev + External support

Trainer finishes the session by repeating once more the questions to be asked during the writing, the agreement and the closing steps (see annex 3).

Integration of skills - Combining the mediator's skills

Participants are introduced to the table below, in order to establish links between the main principles of mediation and the conflict triangle.



Then the trainer divides the participants in three groups and asks each group to write down skills of the mediator while ***supporting people***; ***caring the process*** and ***solving the problem***.

As a summary of the working presentation the trainer gives some points and skills that the mediator should take into consideration while working with people and helping them solve their problem. The main skills a person, a CSO member, a manager should have to be good mediators are:

- Reflective listening

MEDIATION AS A TOOL FOR EFFECTIVE CONFLICT RESOLUTION

Chapter 3

- Impartiality
- Judgment
- Win/win problem solving skills
- Defusing aggression and moving people

We are talking about a small ‘m’ mediator and it takes a long way to a big ‘M’. We are taking the first steps and we can help CSOs, with manuals and materials, thus build their skills and see which deeper perspectives will develop.

Small M Mediator	***Big M Mediator***
Insider	Outsider
Stake at the outcome	No stake at the outcome
Maybe a decision maker	Not a decision maker
May have had mediation training	Trained in mediation
May not be acceptable to all parties	Formally accepted by parties
Able to act impartially	Able to act impartially
May not be seen as impartial	Seen as impartial
Role is flexible, multi sided	Formal mediation process
Authority and values come from one’s	Role is relatively bounded
position in the group	Authority and value come from profession
May work with an official mediator	May work with an informal mediator

Conclusions and recommendations

1. Mediation is akin to facilitation and coaching and all three domains reinforce each other. They resemble one another in the way in which the mediator/facilitator/coach provides a reliable structure, so that the participant/client can gain more insight and deal more effectively with the content. Skills, knowledge and attitude of each of the 3 domains will be of good use in the other 2 domains.

2. The principles of experiential learning (KOLB) can be directly applied when using Mediation as a topic. The training becomes very effective if participants for instance can bring their own cases and experience into the role-play. The daily practice of participants will hence become a starting point for reflection (by participants). With some extra theory on conflict management/mediation based on that direct experience, a new role play can be acted out where everything learned previously can be applied.

3. It is recommended to repeat phases in order to reinforce the participants' skills;

4. Be aware that people playing roles might stay within their roles and continue discussing the conflict during the day. Try to keep them alert on the fact and once the role play is finished they have to step back and get out of the role.

5. Training can give a lot of information and insights, but to become a mediator you need to practice and be coached in your daily life.

Annex 1: Proposed agenda for a mediation training

Day	Session	Goal	Time
1	**Presentation of participants**	Participants present their personal experience with mediation, share their expectations and reflect on their interest in the training	9.00
1	**Basics of mediation**	Participants agree on the basics of mediation.	10.00
		Coffee/tea	11.30
1	**Opening Statement and Uninterrupted Time**	Participants deepen their insight on the opening statement and uninterrupted time	11.45
		Lunch	13.00
1	**Exchange**	Participants understand the process in the exchange phase	14.30
		Coffee/tea	
1	**Evaluation of the day**	Participants evaluate the day	16.10
		End	16.30
2	**Reflection on day 1**	Participants look back on day one	9.00
2	**Setting the Agenda**	Participants know how to set an agenda	9.50
		Coffee/tea	11.20
2	**Building /Writing the Agreement**	Participants understand the development of an agreement	11.35
		Lunch	13.30
2	**Integration/ closing statement**	Participants understand all steps in the mediation process	14.45
		Coffee/tea	16.15
2	**evaluation**	Participants express their opinion on the training	16.30
		End	17.00

Annex 2 - Case description:

An employee is having a dispute with her supervisor, because she does not agree with the performance evaluation that the supervisor has made for her.

<u>You are the employee.</u>

You are very angry and upset. You were counting on a promotion and a higher salary. After all, you received a very good performance rating (high score).

You have worked for this company for some years and your promotion has been very slow. During your student years at the faculty you were an excellent student and you are convinced that you accomplished with success all the duties that the company assigned to you.

Your home situation causes you some concerns. Recently your financial situation is not so good, because you have just taken a loan for a new house.

You think that your evaluation has not been objective. At a meeting two weeks ago you disagreed with your supervisor on an important issue concerning the company. You are sure your supervisor got offended that you and all the others at the meeting disagreed with your supervisor on that important point. You think that is the real reason why your supervisor failed to give you a good performance evaluation.

You assume your supervisor has been strongly influenced by his emotions, subjective judgments and opinions during the performance evaluation.

<u>You are the supervisor:</u>

You believe that you have done an objective evaluation, applying all the procedures, regulations and standards. You think that this employee has manifested a good performance in her job, but not enough to merit a promotion and a very high salary (for example new skills, capacity, cognition, ability etc. in accordance with the new position). According to you this is the only reason why this employee has not been promoted.

You don't agree with the assumption of your employee, that this evaluation has been influenced by the disagreement during the meeting 2 weeks ago. In your opinion it is the exact opposite; you are sure that such diversity of opinions, as expressed during that meeting, is really helping the organization to develop and consolidate.

- *Which is the root cause of this dispute?*
- *How did the employee and her supervisor defend their arguments?*
- *How can this situation be mediated?*

<u>You are the mediator:</u>

Feel free to do in your role what you think would be helpful to mediate this case. There is no right or wrong in this role play; you might want to practice some mediation skills that you would like to develop for yourself.

Annex 3 – Questions asked by Mediator in each phase

Uninterrupted Time

Opening questions

- *Could you tell us the concern that brought you here?*
- *Please explain to us what has been happening*
- *Can you give us some background? Tell us your view of the situation*

Exchange Time

Questions to get information

- *Can you give me an example?*
- *Could you tell me more about how you view ____?*
- *Can you explain ____?*
- *Can you help me understand why ____?*
- *Could you describe what happened when ____?*

Questions to get at interests

- *What is important to you?*
- *Can you help me understand why that is important to you?*
- *What concerns you about the situation?*
- *How does ____ affect you?*
- *____ matters to you a lot, is that right?*
- *Is there something you think the other party does not understand about your situation?*

Building Agreement

Questions to get at solutions

- *What might work for you?*
- *What can you do to help resolve this issue?*
- *What other things might you try?*
- *What would make this idea work better for you?*
- *Is there some way we can meet both X's need for ____ and Y's need for ___?*

Questions to get at consequences

- *What other options do you have if you don't reach an agreement today?*
- *Are you planning to move? (get another job…?)*
- *What problems might there be with this idea?*
- *If you agree to this solution and ___ happens then what?*

Writing the Agreement

Questions to test agreement

- *Is this agreement acceptable to everybody?*
- *Have we covered everything?*
- *Is there any piece of this you are uneasy with?*
- *Now is this what we are agreeing to: ___?*
- *Can you live with this every day, every week from now on?*

Chapter 4

MONITORING AND EVALUATION

MONITORING AND EVAUATION

Chapter 4

Introduction to monitoring and evaluation

"Monitoring and evaluation are geared towards learning from what you are doing and how you are doing it, by focusing on: Efficiency, Effectiveness and Impact"

Monitoring and Evaluation (M&E) seems to be a jargon used mostly by program developers, central government bureaucrats, and to certain extend the civil society. The need to understand the importance of monitoring and evaluation for the success of our daily work is progressively becoming a must. It is also crucial that the CSOs and civil society groups that we assist can comply with the requirements of the donor community.

The training's main aim is to raise the capacity of CSOs in terms of knowledge and skills in monitoring and evaluation of community projects. The training will help CSOs improve their management skills and will provide monitoring and evaluation tools and techniques, which they can use to improve their project management and reporting.

Since M&E is a component that influences the quality and success of CSO work, they consider the topic of this training very important. CSOs, and later their target communities, will benefit from the training and will be able to monitor the progress of their projects and evaluate their success.

The agenda of the "Monitoring and Evaluation" training is such that at the end participants will have:

Knowledge on
- Definition of M&E
- Differences between M&E
- Techniques of M&E;
- Elements of M&E;
- Steps of M&E

Skills on
- Use of basic techniques of M&E in the CSO;
- Writing an M&E report;

Positive behavior on:
- Understanding M&E in the near future;
- Making M&E part of the daily practice of their CSO;

MONITORING AND EVAUATION

Use of monitoring and evaluation

Exercise:
Divide participants in groups and ask them on separate papers to present the main elements of monitoring and evaluation. The input and their findings could be put into a table that might look as the one below.

Monitoring	In between M&E	Evaluation

Monitoring and Evaluation are two states of analysis of the progress made in relation to the goals. These two states of analysis differ in their manner of approach. Monitoring is the systematic analysis of information made occasionally to identify changes over a period of time. On the other hand evaluation is the analysis of effectiveness of an activity that would finally prompt a judgment regarding the progress made in relation to the goals. This is the main difference between monitoring and evaluation.

Monitoring keeps track of the implementation process. It consists of examining the progress made in a project against time by taking performance into account too. Evaluation on the other hand consists of estimating the value of something. It involves a fact finding process.

Evaluation can also be explained as a study of the past experience in the project performance and implementation. Monitoring does not take into account the past experience involved in the project performance. In short it can be said that evaluation aims at the submission of the valid information on the conduct and impact of the project.

Evaluation is a study of the projects' effectiveness. On the other hand monitoring consists in periodical checks of progress made in the conduct of the projects against the targets and goals laid down. It has to be clear that the purpose of monitoring is to ensure the timely completion of the project. This in fact is the main purpose of monitoring.

The purpose of monitoring is also to provide constructive suggestions. These suggestions can be about rescheduling of the project if necessary, allotment of separate budget to the project and even reassigning the staff for the particular project implementation.

On the other hand the purpose of evaluation lies in bringing about the process of accounting close to perfection. It also consists of making the best possible use of available funds, methods to reduce the probability of mistakes, testing efficiency of new techniques employed in project implementation, verifying the real benefits of projects and understanding the participation of the people in the project though surveys, interviews and the like. It might be said that evaluation is future oriented.[2]

Monitoring is about Performance and Results

1. Check
2. Statistical Trends
3. Results (What) - Target
4. Performance (How) – Quality – Ethics – Timelines - Efficiency

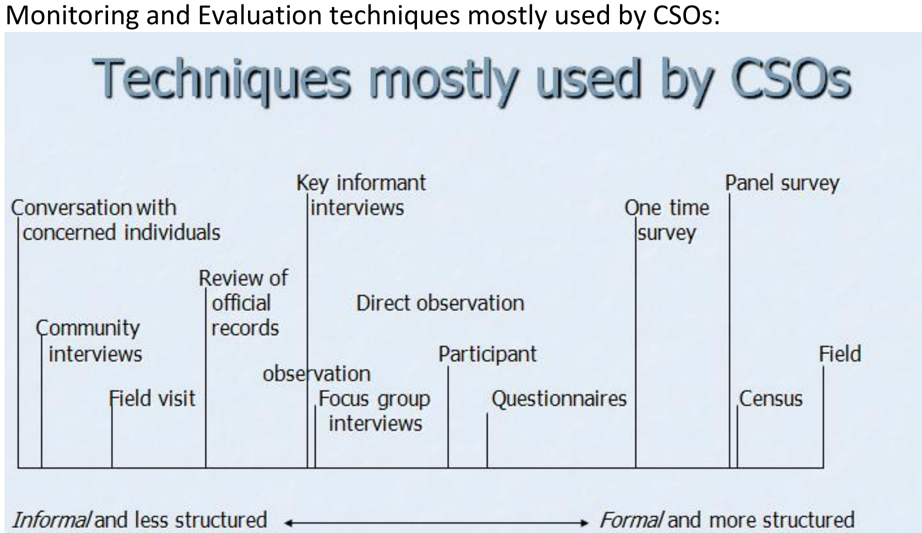
Evaluation is about Impact and Strategy

1. Baseline, Midterm, Final (data elaboration)
2. Facts (presentation in graphics)
3. Performance Assessment along the chain (focus on program design)
4. Impact Evaluation (focus on wider effects of results)

Main tools and methods

Exercise:
Start the session with brainstorming by asking participants to share their concrete experiences with M&E. After getting feedback on this question, you may ask the following question: Have you used M&E techniques in your daily work? At the end you may ask participants to write at least two techniques they know/used and the trainer can put them up on a flipchart and together with the participants they can group the cards trying to give some kind of definition of the methods.

Monitoring and Evaluation techniques mostly used by CSOs:



[2] Read more: http://www.differencebetween.com/difference-between-monitoring-and-vs-evaluation/#ixzz1fvOZMxhz

Proposed models for conducting monitoring in the field - examples:

Model A – Informal interview
Where - Local bar table
Who - Local Organization
What to know:
- What is the organization's opinion about the campaign?
- Was the campaign only informative or did it have some impact too?

Questions:
- What are you doing?
- Did the campaign have any impact?
- Which subject\party won more votes?
- What promises have they made?
- What were your requests?
- Who was promoting the environment more?
- Who do you trust more?

Model B - Review of Official Records
Who? – A CSO
What to know / Documents to be obtained:
- Local level documents related to the subject
- National plans and strategic documents
- How to do it / Milestones
- Establishment of a team to conduct the review
- Division of tasks among team members
- Timeframe 6 months
- Sharing of knowledge
- Preparation of a background paper

Optional/Follow up:
- Comparison of the exiting relevant documents in the Green Agenda countries with EU member countries

Model C - Focus Group Questionnaire
Who - Society
What to know/do:
- Need assessments on local capacities
- Strengthening local capacities

How to asses:
- Develop a to-do checklist of things that need to be done during the needs assessment

Whom to asses:
Split two main Groups for assessment:
CSOs & Working Groups (WG)
Municipal Authorities

Outputs:

- Define number of questionnaires per group and draft specific questions
- Define the gaps in each of the groups
- Define a specific list of training for each group
- Adopt existing and develop new trainings with a realistic approach

Questions:

- Did you participate in the field work during this time?
- How many groups did you participate in?
- Did you know if the groups were engaged in environmental issues?
- How many of them did reflect on findings?
- Did this approach help to collaborate with environmental CSOs?
- What will happen in the future?

The three main parties in the monitoring:

EVALUATOR – the person conducting the monitoring/evaluation. The Evaluator should demonstrate that the person has principles, is experienced and has the skills and attitudes that each monitor/evaluator must possess.

CONTRACTOR – usually a donor who hires the monitoring/evaluation expert.
Evaluator must demonstrate responsibility and objectiveness towards the CONTRACTOR and towards the evaluated subject

SOURCES – all relevant stakeholders which will be contacted when writing the M&E report (individuals, groups, institutions, etc.). Sources include the beneficiaries and the parties involved in the activity which are to be monitored/evaluated.

Sources of information include people, institutions, activities, or materials that we need to survey or review in order to answer the evaluation questions and collect the information needed. Major sources of information are: participants; colleagues, supervisors; funders; facilitators; managers; activity records and documentation; information packages, resources, activities; and media. Identifying sources of information will help define your evaluation indicators, measures, strategy, and tools.

Evaluator must not have prejudice towards SOURCES, must be open to all sources and use a participative in the approach.

In addition to the elements that are distinct for the three interactive parts, some elements may apply equally to all of them. These defined elements may for example include honesty, confidentiality and compliance to rules.

Indicators versus Targets

“What are indicators about”? Indicator is the instrument that helps you and your organization assess the extent to which you are fulfilling the project aims and whether you are on the right track.

MONITORING AND EVAUATION

Chapter 4

Evaluation indicators are defined as specific aspects, units or categories that need to be measured or observed to collect the information needed for the evaluation.

Indicators may be quantitative (presented as a number or percentage) or qualitative (cannot be measured and presented as a number) variables that help easily and reliably measure the achievements or reflect the change caused with the respective intervention.

Target is a specified objective that shows a Number, Time and Place of the activity to be realized.

The following table gives a very general and very wide accepted three different points relevant for the indicators:

Types of indicators:	Elements of indicators:	Indicators must be (CREAM):
Quantitative **Qualitative**	Reliability Validity Timeliness	**C**lear **R**elevant **E**conomic **A**dequate **M**onitorable

Exercise:
After the theoretical presentation, participants could be invited to define two indicators on the outcome of a project (Ex: “greening local elections”). They may include some assumptions:

- No. of candidates
- No. of environmental issues brought up in the campaign
- 60% of candidates participating in election campaign have put environmental issues on their agenda
- About 40% of the inhabitants (in community X) have received information about environmental issues
- No. of problems raised and their relevance to the program

What is evaluation?

Evaluation is a systematic process for determining the worth, meaning, or the value of something to the persons involved.

There is no standard or universal definition of evaluation. However, evaluation is a common activity in everyone’s personal and professional life. We want to learn if, and to what extent, we have improved ourselves, we want to find out what our strengths are in order to be able to promote them. Hundreds and hundreds of times per day we evaluate hundreds and hundreds of things - our feelings, our successes and failures, and our advantages and disadvantages.

Three major part of evaluation

- **Planning** (defining the purposes of evaluation; defining evaluation goals;
  identifying sources of information; determining indicators and measures; designing evaluation tools; determining methods for data analysis; designing an evaluation implementation plan; and identifying and finding resources).
- **Implementation** (data collection; data storage; and data analysis).
- **Utilization** (improving; reporting; and promoting).

The importance of evaluation

There are different reasons why we need to evaluate, and evaluation can have different goals:

- To develop a strategy for improvement;
- To reinforce decision-making activities;
- To keep the funders informed;
- To gain information for promotional materials;
- To establish an information database.
- To assess if the things we do are contributing to achieving our goals
- To assess if the things we do are done in a cost-effective way

The process of determining evaluation goals consists of identifying which concerns need to be addressed by the evaluation and developing specific questions that can help define the information needed. Some evaluation goals could be to compare the effectiveness of our activities to similar activities implemented by different organizations in order to estimate our major strengths and weaknesses. Other serve to determine the cost/benefit status of the program by comparing the costs of the program to its usefulness or value.

Applying analytical methods is a very difficult step which involves data analysis and interpretation. The tools and analytical methods that have been selected for the evaluation will determine the type of collected data, the validity of data interpretation, and the quality of the evaluation report.

The Resources needed for evaluation include:

- staff needed for evaluation, data collection, analysis, interpretation, and reporting;
- materials and facilities, such as office supplies, stamps, meeting rooms, etc.;
- budget to cover all of the above, plus travel and communication costs.

- after all of the above is in place, a work plan should be designed that would include a list of all activities related to the evaluation process, the actual and target date for each activity, and the person responsible.

Agenda for the M&E training:

Day I	Day II
09:00 Introduction of the training, participants & expectations 09:30 Main elements of M&E 10:45 Coffee break 11:00 Monitoring & evaluation techniques	09:00 Look back at day one 09:20 Indicators vs. Targets
12:30 LUNCH	10:50 Coffee break
14:45 Practice evaluation techniques 16: 15 Ethics 16:40 Evaluation of the day	11:05 Terms of Reference 11:25 Reporting on evaluation 12:30 Next steps 12:45 Evaluation and closure
17:00 End	13:00 LUNCH