Facilitating Peer Learning with Adaptation Policy-Makers: Approaches and insights from the NAP Global Network's Targeted Topics Forums

NAP Global Network

Authors

Catherine Fisher and Blane Harvey

About the NAP Global Network

The NAP Global Network was created in 2014 to support developing countries in advancing their NAP processes, and help accelerate adaptation efforts around the world. To achieve this, the Network facilitates sustained South-South peer learning and exchange, supports national-level action on NAP development and implementation, and enhances bilateral support for adaptation and climate-sensitive sectors through donor coordination. The Network's members include participants from more than 110 countries involved in developing and implementing National Adaptation Plans, as well as 11 bilateral donors. Financial support for the Network has been provided by Austria, Canada, Germany and the United States. The Secretariat is hosted by the International Institute for Sustainable Development (IISD). For more information, visit www.napglobalnetwork.org.

Contact Information

NAP Global Network Secretariat
c/o International Institute for Sustainable Development (IISD)
111 Lombard Avenue, Suite 325
Winnipeg, Manitoba, Canada R3B 0T4
Phone: +1 (204) 958-7700
Email: info@napglobalnetwork.org

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1 Purpose of the Guide

Successfully developing and implementing a National Adaptation Plan (NAP) process requires high levels of collaboration, often between groups who have not worked together and who might have strong differences of opinion on how to proceed. This collaboration might be cross-ministerial, with civil society organizations, with the private sector, and even with researchers and the media. In all of these cases, it is essential to create spaces where people can work together to better understand the challenges and prioritize adaptation actions that will help the country confront the impacts of climate change. As a result, the path to effective NAP planning and effective adaptation is one of many gatherings, meetings, workshops and forums. Some of these gatherings generate ground-breaking ideas, foster new partnerships and inspire positive action.Many of them, sadly, do not. They are instead characterized by packed agendas, endless PowerPoint presentations, and little time for creativity, interaction or problem solving. This facilitation guide aims to address this problem, helping the people within ministries tasked with developing and implementing the NAP process to make their events as successful as they can possibly be.

Too many gatherings are characterized by packed agendas, endless PowerPoint presentations, and little time for creativity, interaction or problem solving.
Image: [CC BY 2.0] via Flickr

The guide is based on approaches piloted by the NAP Global Network through seven Targeted Topic Forums (TTFs)—multi-day events that explored key themes related to the NAP process, including sectoral integration, financing and gender. Attended by government representatives from 23 countries, these international learning and knowledge-sharing events successfully shared technical know-how, facilitated peer-to-peer exchange and inspired advances in countries' NAP processes around the world.

A common reflection from TTF participants after these events was how helpful they would find it to use these same facilitation approaches with their own departments or ministries. In response to these requests, we have developed this guide to share the approaches used during the TTFs so they can be applied in other domestic and international planning processes.

This guide is for people that want to hold inclusive, participatory events in which different stakeholders come together to collectively generate ideas and identify actions they will take to make progress toward adaptation. It will help move away from presentation-heavy meetings and invite people to think and plan differently for their next event.

2 About the NAP Global Network and its TTFs

Since 2014 the NAP Global Network has been working with developing countries to enhance their national adaptation planning and action. It does so by enhancing bilateral support for countries' NAP processes, supporting countries to develop and implement their NAP process, and facilitating international peer learning and exchange between countries facing similar challenges in the NAP process.

TTFs are the NAP Global Network's initial flagship offering, bringing together representatives from developing countries around the world to discuss key challenges and issues in the NAP process. The forums are designed to be highly participatory to allow for a free and open exchange of knowledge between country representatives.

To provide an environment that is rich in learning, exchange and opportunities for action, each TTF is designed around three pillars of interaction:

- **Technical**, where inputs from experts enhance understanding and frame discussions around key topics
- **Relational**, where participants share experiences and learn from their peers from around the world
- **Reflexive**, where country representatives take time to reflect on what they have learned from the technical inputs and peer interactions and consider how they might apply it in their home contexts

Importantly, TTFs are not one-off or stand-alone workshops. The network uses a "cohort" approach where participating countries each send teams of three representatives to participate in forums. These teams then reconvene annually through TTFs that build on each other. This way, the TTFs helped to build a community of peers who know and trust each other and can offer support between meetings throughout their NAP processes. TTFs are also embedded in a wider cycle of activities that feed the events with robust theoretical and practical content, and they support opportunities for national action based on the outcomes of the workshops (see Figure 1). This cycle is intended to increase the relevance and usefulness of NAP Global Network knowledge products and TTF events for network members.

To date, this approach has inspired participants and given them practical ideas about how to advance their NAP process.

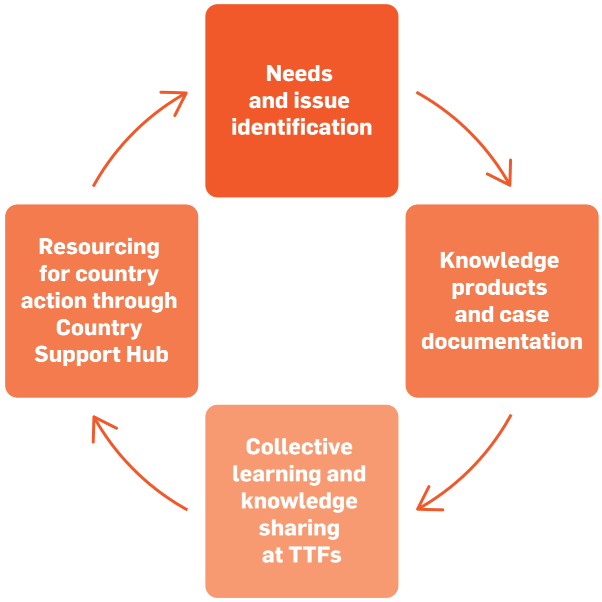

Figure 1. TTFs are part of a change process involving generating new knowledge, convening dialogue, and supporting national action on emerging opportunities

"At last year's Targeted Topics Forum, we exchanged lessons with Vanuatu on how to integrate all sectors. In Vanuatu, all the stakeholders in the NAP process shared their experiences on a coordinating committee. We adopted this approach in Madagascar and it went well."

Jane Razanamiharisoa, NAP Focal Point, Madagascar

3 Fundamentals of Facilitation

Most of us would agree that great events have a few common characteristics: they are well organized, have a clear purpose, provide the opportunity to connect meaningfully with other participants and leave you with ideas that you can use in the future. Three days of watching a never-ending series of PowerPoint presentations rarely fits this description! There is no blueprint for creating events that match all of these characteristics: every event is different. We do know, however, that careful planning can be a great help to avoid organizing an event that fails to engage and motivate its participants. In this section, we outline key areas to think about when planning an event with links to resources that can help.

1. Purpose: What are you trying to achieve?

Why are you holding an event, and what do you hope will happen afterwards? Are you sure that holding an event is the best way of achieving your purpose? Defining a clear purpose may be the single most important basis for all other decisions about your event. As you plan your event, you may find the need to scale back your level of ambition or refine your purpose in response to feedback from others.

Learn more: The Gather guide provides a series of tools to help you define the purpose of your event: https://www.rockefellerfoundation.org/report/gather-the-art-and-science-of-effective-convening/

2. Context: What is happening around you?

The political, geographical and social events that surround the event and its participants may be difficult or impossible to control, but you must take them into account. In the context of adaptation policy-making, for example, the policy and finance landscapes are constantly changing, opening up new opportunities for countries and closing down others. This is likely to affect what people want to discuss and may even have an impact on the mood in the room. It is useful to reflect on which contextual factors might be significant when you begin your planning process. This can be particularly challenging when hosting a series events: changes in context might mean you need to adjust your approach from one event to the next. Similarly, if your event is part of a wider change process, as was the case with the TTFs, then reflecting on where participants are within the process and the experience to date will be important. Consider how your event can build on, or feed into, other relevant events or processes, including those organized by other stakeholders. For example, a theme identified at another meeting could be developed during your workshop, or participants could share outcomes from your workshop at another national or international event.

3. People: Who needs to be there to achieve the purpose, and how can you enable them to benefit and contribute effectively?

Who needs to be in the room to achieve the purpose of the event? One rule from Wageningen University's Multistakeholder Partnerships Guide is to "have the whole system represented in the conversation, and to aim for a high level of diversity." (Brower et al, 2015, p.18) This might not always be appropriate or practical for NAP process discussions; however, when putting together an invitation list, think about those who are not invited as well as those that are. Bigger is not always better for events.

How can you enable participants to benefit and contribute? Once you have decided who will be in the room, think about the characteristics of the group and how these characteristics might influence individuals' participation. Consideration of power dynamics is vital and explored in the next point. Other characteristics to consider include participants' relationship to the topic area (are some experts on adaptation and others strangers to the topic?), languages spoken (do you need translation?), the level of familiarity and trust among participants, and personality traits such as introverts and extroverts. Above all, try to put yourself in your participants' place and reflect on what they might need or want. Or better yet, ask them in advance!

4. Power: What are the power dynamics, who holds power and how can it be shared?

Unaddressed power imbalances can be a barrier to identifying the best ideas and collaborating to realize them. Power may stem from organizational hierarchies or from individual characteristics such as gender, ethnicity or economic status. As a convenor, it is important to be mindful of power and to think about ways that power can be shared more equitably at the event. For example, plenary sessions are often dominated by the most powerful, as they are used to speak and being heard. Balancing plenary sessions with small groups, pairs and individual work using less formal approaches of sharing such as drawing or theatre can support engagement from the less powerful. Remember that, by convening the event, you are exercising power by deciding what should be on the agenda, where the event will be held, who should speak first, etc. Consider whether you can share this power, for example by co-creating the agenda and/or leaving space for participants to identify their own interests.

Learn more: For a range of resources on understanding and working with power see www.powercube.net

5. Place: Where will you hold your event?

The venue you choose conveys many messages to your participants and contributes to the tone of the event. Holding an event at your organization may be practical; however, it may also signify you are trying to support or conversely maintain control of a process. Holding an event at a luxury hotel may signify that you value your participants' comfort but may be intimidating or hard to access for some participants. Practically speaking, it is important to have a comfortable and flexible space in which the chairs and tables can be reconfigured for different sessions, ideally with space for breakout discussions. Natural light is also important!

6. Process: Which processes will help you achieve your purpose?

Once you have considered these areas, it is time to think about a process that will deliver on the purpose, work for all of the people in the room and aim to address power imbalances. This needs careful thought and can take time to get right. Never assume that a group will simply agree on a process to follow once they are in the room! Professional facilitators can be helpful in designing a process that meets everyone's needs, but it is not always practical or feasible to use one (for example for small events). When thinking about individual sessions, first consider the event as a whole. There needs to be a good flow between sessions and variety between them.

The *Gather* guide (see resources at the end of this guide) outlines six commonly used stages for participatory events in which people are coming together to explore challenges and create strategies for tackling them (as opposed to information sharing or training events, for example). The emphasis on each stage of the facilitation process, and the form it takes will vary in each event. Figure 2 (below) illustrates how facilitation can bring people together around a shared theme, open up the group space for creating new ideas or knowledge, and then bring people back together to agree on shared learning and collective actions.

There is a vast range of potential processes that you can adopt and adapt for your event, some of which are explored in the following section. It is important to consider the expectations and habits of the participants you expect to attend, but this does not mean you have to limit yourself to these habits. Often, breaking participants out of their habits is one of the best ways of generating new ways of thinking. However, it is also important to think about whether some participants might be uncomfortable with certain processes, for example, if they have mobility challenges that prevent them from taking part. The facilitation approaches we describe in the section that follows have all been tested with national policy-makers from a range of backgrounds and helped us to achieve the aims set out by the NAP Global Network's TTFs.

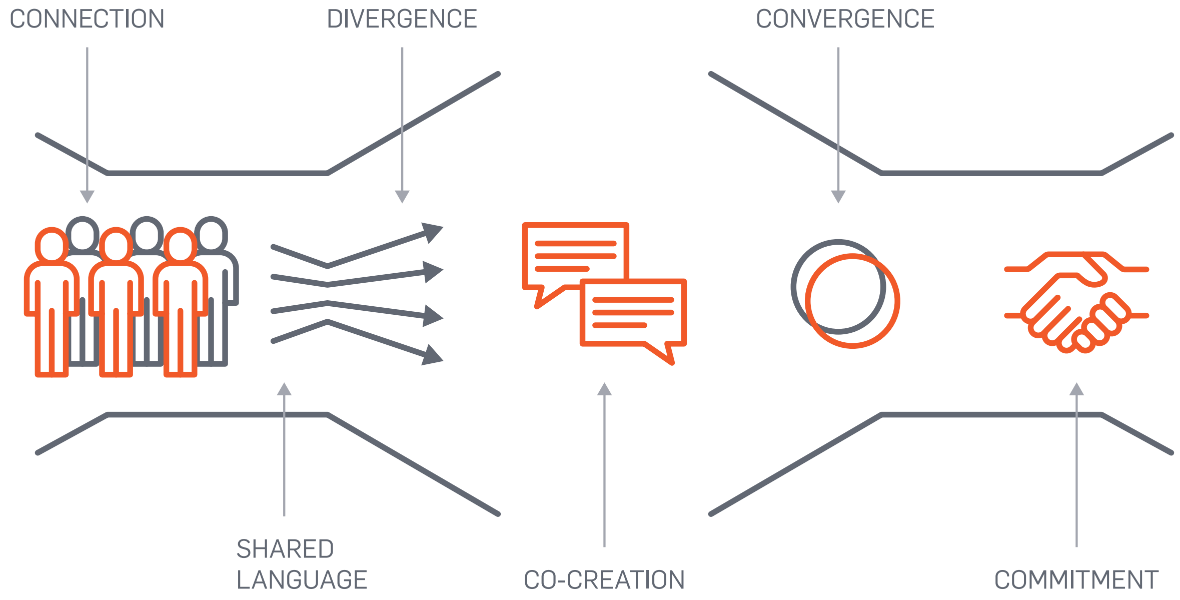

Figure 2: Stages in facilitated knowledge co-creation. Reproduced from *Gather: The Art and Science of Effective Convening*

7. Monitoring and Evaluating Impact: How will you know if it has been a success?

Finally, one of the most frequently overlooked, or under-used aspects of effective facilitation is the use of monitoring and evaluation (M&E) to track the short- and longer-term impacts of your event. When we think of event M&E, we often think of a written feedback form submitted at the end of an event, but effective M&E can mean much more than that. Kirkpatrick (1996) describes four levels of evaluation that we can use in interventions like trainings, and these can be useful to consider for event evaluation as well. The levels, in ascending order of impact, include reaction (to the event), learning, behaviour changes and results (in terms of the longer-term targeted outcomes). The table below draws on these levels and provides an overview of M&E activities across the full timeline of an event, from pre-event planning through to post-event reflections.

Before the event	Set M&E baselines. These should be aligned with event objectives and might ask: What are participants' expectations of the event? What is their current knowledge or confidence level around the event theme? Whom do they already know or collaborate with inside the room? • *Suggested approaches:* Pre-event surveys or interviews.
During the event	Monitor whether the event is unfolding according to expectations, checking with participants, co-facilitators and organizers about the level of participant engagement and perceived relevance of the content and discussions. Use this information to do course corrections from day to day. • *Suggested approaches:* Rapid assessments can include one-word summaries of the day from participants, human spectrums (participants form a line in the room organizing themselves from most positive to least positive feeling), or short feedback forms, such as "one thing I liked from today; one thing I felt today was lacking." Consider whether you need to make changes to the agenda in response to feedback.
Immediately after the event	Use post-event evaluations to collect early impressions from participants and to document their expectations for how the event will inform future thinking and actions. While the full impact of events cannot accurately be assessed immediately after its conclusion, it is valuable to inquire about initial reactions about the relevance of the content and discussions and about participants' perceptions of their learning. Learning can include knowledge, skills or attitudes that might have changed. • *Suggested approaches:* We recommend always collecting this information while participants are still on site. This ensures a much higher response rate. Questionnaires can be useful, but in cases where participants are involved in collective actions (a project or an organization, for example), having participants share their intended follow-up actions can be a powerful tool for keeping momentum going after the event. After Action Reviews are a valuable process for structuring reflections by facilitators and hosts immediately after the event. Document these reviews and be sure to review them before your next event.
Medium- to long-term follow-up	Too often we neglect to follow up with participants about whether they were able to take their intended actions forward. This is an important step, particularly when events are part of a wider change process, as we have described in this guide. Revisiting intended actions with participants 2–3 months after the event can also remind them of their plans, which can sometimes be forgotten amid busy back-to-office activities. • *Suggested approaches:* Brief follow-up interviews are the ideal way to reconnect with participants, discuss the longer-term outcomes stemming from the event and see what kinds of support may be helpful to enable them to take their planned actions forward. They can also provide valuable learning on how to make future events more impactful.

4 Facilitation Approaches for Adaptation Policy-Makers

As outlined in Section 2, TTFs adopted a range of approaches for each of the NAP Global Network's three pillars of interaction: technical, relational and reflexive. Here we share a few that we found effective.

Approach: Expert Presentations	**Interaction type: TECHNICAL**
Overview: Presentations in which one person talks while others listen; presentations often use PowerPoint slides.	
Time required: 10–15 minutes per presentation plus a 5–10 minute Q&A. Up to 60 minutes for follow-up activities.	
Why use this approach: Presentations from experts are a staple feature of events and the presence of well-known keynote speakers can help to attract participants to your event. Presentations are useful for sharing theoretical thinking and knowledge, practical experience and case studies. When used carefully, they can provide a useful launching point for subsequent discussions.	
How it was used in the TTFs: In the TTFs, we use technical presentations from experts in the area to frame and introduce key topics, share new concepts and ideas, and present participants with the latest thinking on a topic. Examples of topics we have introduced through expert presentations include: financing NAP processes, accessing financing through the Green Climate Fund, and developing indicators for monitoring and evaluating the NAP process. We usually combine theoretical presentations with more practical case studies based on national experiences to help participants understand the relevance of technical concepts. Presentations are always followed by group activities designed in collaboration with presenters. These activities are intended to help participants test and apply the ideas that they have been introduced to and are an important part of the learning process for professionals.	
How to use this approach: • Consult participants in advance about what types of technical input are of interest. Don't base these choices solely on which kinds of expertise are most easily available. • Limit the length of presentations to 10–15 minutes and include time for a question period. • Work with presenters in advance of the event to ensure length, relevance and style are appropriate. A presentation written for experts will not be helpful to people learning about a concept for the first time. Many guides to making good presentations are available online. • To make the most of presentations, give people time to discuss, apply and contextualize what they have heard, for example through group discussion or a structured activity after the presentation. If you cannot think of a practical application of the information shared in a technical presentation, ask yourself if it is really necessary to include it.	

Tips and tricks:

- Use presentations sparingly in the overall agenda, balancing them with other activities.
- Avoid scheduling presentations immediately after lunch.
- Help presenters to keep to time by showing cards (2 minutes, 1 minute, Stop Now Please). Warn presenters you will use them and smile as you do so!
- Ask participants to have very short discussions with the person next to them (known as a "buzz") after the presentations before any Q&A session. This can help participants think of questions that are most relevant to them.
- When inviting questions from participants, invite a woman to speak first. Research suggests other women are more likely to ask questions if the first is asked by a woman.

Other resources:

TED Talks: a selection of practical, accessible and interesting talks about making great presentations
https://www.ted.com/playlists/574/how_to_make_a_great_presentation

Guide to working with PowerPoint
http://www.ncsl.org/legislators-staff/legislative-staff/legislative-staff-coordinating-committee/tips-for-making-effective-powerpoint-presentations.aspx

Participants co-creating a timeline with key milestones and achievements since they last met.

Approach: Participatory Timelines	Interaction type: RELATIONAL and REFLEXIVE
Overview: Participatory activity in which people work individually to co-create a timeline of events (either retrospective, or forward-looking).	
Time required: 30 minutes–1 hour	
Why use this approach: This approach is very flexible and can be used for a range of purposes, including; sharing information between participants from different organizations about important past activities and events, celebrating achievement, critically reflecting on a process, and identifying important steps or processes for the future. This is a fairly easy activity that usually generates a positive feeling among participants. It is comfortable for people to participate in, even for those who prefer not to speak in large groups.	
How it was used in the TTFs: We used this approach early in the agenda in virtually every TTF for countries to update each other on key progress in the NAP process since the previous meeting. It also helped to provide a context for the discussions that were to follow. We also used it to share next steps that each country was planning to take at the end of an event, as a way of committing to continued action and collaboration.	
How to use this approach: Group size will determine how this exercise is conducted. We used the following process for a group of 20–30 people. Steps: • Create a timeline on sheets of flip chart paper (two deep, three or four long) and place it on the wall, indicating the months since the last TTF (or relevant event) until the present. Alternatively, you can create a timeline with masking tape. • Give each participant three sticky notes and provide one or more guiding questions. For example, we asked participants to identify key milestones achieved in their national climate change adaptation or NAP process since the last TTF. Explain that participants should put one milestone per sticky note. • Once they have written their sticky notes, participants place them on the timeline in the correct month; in smaller groups, each participant can explain their sticky note as they put it up, as this can be very slow in big groups. Ask participants to gather around the timeline so all can see what others have added. Use the timeline to prompt participants to ask questions of each other and to share their reflections. • The facilitator can identify trends (for example: “There was a lot happening in March!”) or ask questions about particularly interesting sticky notes. Alternatively, the facilitator can invite reflections from participants for example by asking “What would you like to know more about?”	
Tips and tricks: • Be clear what timescale and events you are talking about. • Demonstrate what a good sticky note looks like (one idea, clearly expressed in legible handwriting) and make sure people have suitable thin markers for writing on the sticky notes. • Ask participants to write their country/ministry/sector on each sticky note, to provide a clearer picture of the differences/similarities between different groups. • You may wish to have a round of applause for the progress that has been made.	
Other resources: A version of this process is called “River of Life,” which invites participants to draw rather than write key events in their personal/professional/project history along the path of a river. This can be done individually or collectively. For more information, visit: http://www.kstoolkit.org/river_of_life	

Approach: Knowledge-Sharing Marketplace	Interaction type: TECHNICAL and RELATIONAL

Overview: In an informal room arrangement, a subset of participants sets up "stalls" that showcase information about their projects or initiatives, often featuring posters, handouts or other visual materials. Other participants move between stalls talking to the stall holders, collecting resources and taking note of ideas that they find interesting.

Time required: 1–1.5 hours

Why use this approach:

This is a useful approach for participants to showcase their work and share their experiences; it is also a more engaging alternative to a long series of presentations. The informal interaction between participants about a specific project or stall allows for peer-to-peer learning. More people are able to ask questions than in a traditional plenary format.

How it was used in the TTFs:

We held a marketplace during the TTF on Communicating the NAP in which six countries displayed and discussed their communications initiatives. The marketplace illustrated the diversity of possible communication approaches and inspired those who had not yet started communicating. It was a lively engaging session that stimulated a great deal of discussion. We held this session at the beginning of the event to stimulate participants' thinking and provide a chance for interaction.

How to use this approach:

Advance preparation is essential form marketplaces. Start up to one month prior to the event by explaining the approach to participants and asking them to volunteer to be stall holders. Explaining the benefits of participation (showcasing country practices; getting feedback on initiatives) can be a useful way of securing participation. Alternatively, you may wish to hand-pick successful cases you would like to participate, though this is less democratic. A combination of open call and selective invitation may work best. Encourage participating cases to bring visual materials (posters, flyers, video clips, etc.), as this makes the event much more dynamic. You will need to take stock of requirements for the stalls such as poster boards and projection equipment, so ensure you know about these needs well in advance.

Check that the venue has a large enough space so that stalls are not too close together and people have room to move between them. Weather and display requirements permitting, this could be outside. Have participants set stalls up over a coffee or lunch break.

Organize all the other participants into an equal number of groups as stalls; they can move between the stalls in those groups, spending approximately 10 minutes at each.

With the arrival of each new group, encourage stall holders to briefly introduce their project or initiative and for participants to ask questions. At the end, invite reflections from the stall holders and from the participants; this can be a quick, informal process or a more structured discussion.

Tips and tricks:

- Marketplaces are intended to be informal, so light facilitation is suggested. Do not worry too much if people get separated from their original group, as long as groups do not become too large.
- You may need a bell, conch or other noise to get people to move to the next stall.
- Six rounds is probably as much as stall holders can do without being overwhelmed. If there are more stalls than this, you can instead allow a free flow of participants between stalls, so that participants choose which ones to visit and how long to stay.
- If the rate of participation of hosting stalls is very high (say a third or half of all participants), consider running two marketplace sessions.

Other resources:

The Food and Agriculture Organization of the United Nations organized Share Fairs that used the marketplace method on a larger scale than outlined here, as explained in their guide How to Organise a *Knowledge Share Fair*, available here: http://www.fao.org/3/a-aq228e.pdf

This short blog outlines how the approach has been used in one large company that encouraged its employees to become "Purveyors of ideas": http://aboveandbeyondkm.com/2018/04/create-a-knowledge-marketplace.html

Approach: Knowledge Clinic	Interaction type: RELATIONAL and TECHNICAL

Overview: A peer-learning process in which one participant acts as a "patient" who shares their problem with a group of up to 10 "doctors" who provide the patient with advice and ideas about how to address their problem.

Time required: 1–1.5 hours

Why use this approach:

This approach creates a space where participants are recognized as the "experts" in the room as opposed to the hosts or the technical experts who are presenting. The use of real-world problems makes the conversation very grounded and practical. Everyone loves to give advice, so it helps people to identify what they know that might be useful. The "patient" gets specific advice, but the other participants also learn from each other's experience. Knowledge clinics also help to build a sense of connection between the group and demonstrate the value of peer learning. They require careful facilitation to run smoothly but can be well worth it!

How it was used in the TTFs:

Knowledge Clinics were a hugely popular feature of each TTF. We asked for volunteers to put forward problems and act as patients but rarely got enough volunteers to create a full Knowledge Clinic. Instead, we worked informally during the course of the workshop to identify people who had raised interesting and relevant challenges and approached them in breaks to ask them to be Knowledge Clinic patients. Topics covered in Knowledge Clinics included strategies for working with funding partners, optimizing institutional arrangements for the NAP, and more.

How to use this approach:

There are three roles in a Knowledge Clinic:

- Patients, who share an authentic challenge they are facing and ask for advice.
- Doctors (or advisers), who draw on their personal experience to give the patient advice.
- Facilitators, who work with one patient to help them clarify and articulate the challenge, support the discussion and take notes.

Steps:

- Identify at least two or three patients (an ideal ratio is 5–10 doctors per patient) and the same number of facilitators.
- Before the Knowledge Clinic, the facilitator and patient meet. The facilitator explains the purpose and process of the clinic and asks the patient to explain their challenge. The challenge should be concise and specific so that doctors have a clear understanding of the situation. If it appears to be too broad or general, encourage the patient to think about how it could be narrowed or focused. The facilitator helps the patient to condense their challenge into 2–3 main bullet points that are written on a flip chart.
- Set up the room so each patient has a flip chart surrounded by a semi-circle of chairs or a table to gather around.
- At the beginning of the Knowledge Clinic, the patient shares their issue or challenge with the doctors. This should take no longer than five minutes.
- Continue with a five-minute round of clarification questions in order to better define the issue. Encourage doctors to keep questions brief and to resist giving any feedback to the patient until all clarification questions have been asked.
- Once all questions have been answered, start the discussion by asking for advice. The facilitator will help to move discussion along and capture key points on a flip chart.
- The patient should be mainly listening to this discussion. The facilitator should ensure that the patient is not responding to specific points yet.
- After 10–15 minutes (depending on the number of doctors), the facilitator signals the end of the first round and draws the discussion to a close. The facilitator and patient thank the doctors for their advice and move, with their flipchart, to another group to start a second round.
- In the second round, the patient re-tells their issue or challenge and the facilitator summarizes the key points raised by the doctors in the previous round. This avoids repeating the same advice that the patient has already received. The remaining steps proceed in the same pattern as the first round.
- After two rounds, in plenary, invite patients to reflect on the experience and identify ideas that they intend to follow up.
- Ask the patient to document the advice.

Tips and tricks:

- The insights and suggestions patients receive tend to be more concrete if the problem is quite specific.
- Advise patients that they do not need to respond to comments and suggestions; in particular, they should not respond by saying "we tried that and it didn't work" or "that wouldn't work because..." This takes time away from suggestions that might be useful.
- Explain to participants that their ideas should be positive, respectful and constructive; intervene if people are becoming negative.
- Facilitators should ensure that all doctors have the opportunity to contribute if they would like to. Try to avoid having one person give extended feedback that does not allow others to speak.
- Time-keeping is essential for Knowledge Clinics or the movement of patients between rounds does not work. You may wish to have a time keeper and who keeps all groups to the time allotted.

Other resources:

Troika consulting is an alternative and slightly simpler version in which three people work together to share and give advice on challenges. See more information here: http://www.liberatingstructures.com/8-troika-consulting/

Peer assist is a more formal version in which participants are hand-picked according to their experience; this is sometimes used within organizations to inform the design of new projects. For more information, visit: http://www.fao.org/elearning/course/FK/en/pdf/trainerresources/PG_PeerAssist.pdf

A participant describes his challenge to peers during a knowledge clinic.

Approach: Collective Problem Definition and Solving	Interaction type: RELATIONAL and TECHNICAL
Overview: A collective approach to identifying the priority concerns about a particular challenge and approaches that can be used for addressing them.	
Time required: 1-1.5 hours	

Why use this approach:

Like the Knowledge Clinics, this exercise is also problem focused, but in this case identification of the key issues is done collectively instead of based on one person's experiences. It can be used to identify the top concerns of participants around a particular issue (e.g., accessing climate finance) and then to prompt the sharing of expertise and experience.

How it was used in the TTFs:

This approach was usually used in TTFs to follow up on a technical presentation, as a way moving from broader technical understandings to discussions focused on areas of greatest interest to participants. It was also useful for collecting specific examples of actions that countries have taken to address important challenges. We were then able to follow up on more in-depth discussions of those experiences in other parts of the TTF.

How to use this approach:

- The first step is to identify a reasonably specific issue that is relevant to all or almost all participants. If it is too general, there won't be consensus on what the priorities are, and if it is too specific (e.g., using a specific tool or working with a specific stakeholder group) many people will be unable to participate.
- Once the issue has been introduced, participants spend two minutes writing down their key challenges related to the issue in large print on a card sticky note or card (five minutes for explanation and writing).
- Invite participants to share one challenge at a time, either by bringing the sticky note forward to put on a flip chart or simply by reading it out loud. The facilitator combines challenges that are the same (or very similar) and compiles a list of issues named by participants at the front of the room.
- Identify 3–5 challenges to explore further. There are usually a few challenges that emerge immediately as being shared by many people. If there is less of a consensus, invite participants to vote for the top challenges by putting a sticker or check mark next to their top two choices. Select the challenges that have received the most votes.
- Write each challenge at the top of a flip chart page and place it in one corner of the room with a set of chairs surrounding it. Divide the participants into the same number of groups as challenges (e.g., 3–5) and have a group sit at each flip chart. A member of the facilitation team "hosts" the conversation around each challenge, where participants will spend 20 minutes discussing:
    - Why is this challenge particularly significant? What experiences have we had with it?
    - What strategies have we used to address this challenge? How effective were they?
    - What recommendations would we make to others facing this challenge?
- After 20 minutes, groups rotate to a new challenge while the "hosts" facilitating discussion around the challenge stay at their assigned flip chart. They spend a few minutes summarizing what was previously discussed for the new group, and this group builds on what has been already said. You can rotate as often as time permits or until participants have visited every challenge area.
- To conclude, participants return to plenary and facilitators summarize the results of the four challenge areas. This can then be written up as a resource for participants.

Tips and tricks:

- Depending on the size of the groups, participants may wish to explore each challenge without a facilitator.
- It is important to focus on drawing out specific examples to avoid concluding with vague statements about the challenges.
- Keep a note of the specific participants/countries where experiences have come from. This can help others follow up with the participants or provide the opportunity to gather more information about those cases to share after the event.

Other resources:

This approach is a simplified variation on the very popular World Café method described here: http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf

Participants share their reflections on the forum.

Activity: Structured Reflection	**Interaction Type: REFLEXIVE**
Overview: Structured question-based exercises that prompt reflection and action planning. Participants work through the questions during the workshop, recording their responses.	
Time required: 30 minutes–1 hour	
Why use this approach: To facilitate active reflection on what participants have learned over the course of the workshop and how the learning can be applied in their own contexts. Structured reflection can help to identify actions to be taken after the workshop and can produce an output so that participants have something concrete to take away after the workshop to act as a report.	
How it was used in the TTFs: In the TTFs, we allocated time each day to structured reflection using two approaches to structured reflection: workbooks and self-assessments. Both were developed to help prompt discussion and debate about how to apply learning from the TTF to national contexts. Workbooks were based on the content of the workshop, whereas self-assessment tools were more evaluative of the context in participants' own countries. Workbooks and self-assessments were completed in small groups comprising representatives from a particular country. Often the representatives of a particular country were from different ministries, so this was an unusual opportunity for them to debate the issues together. Groups were supported by a member of the facilitation team. Many groups chose to use the workbooks electronically, capturing discussion by typing it into the workbook. We asked for copies of electronic documents and offered to type up handwritten workbooks; in this way, the NAP Global Network knew what was planned and was able to see if we could provide follow-up support.	
How to use this approach: • Before the workshop, prepare a set of questions related to the content covered during the workshop. The majority of questions should be open ended. It may be useful to work with technical experts to develop the questions and to test them with others. Print workbooks with space to answer each question. • Organize participants into small groups with colleagues. If a participant is the only representative of a particular country or organization, ask if they would prefer to be paired with other participants or work alone. • Facilitators work with each group to encourage discussion of the questions. • Allow time at the end of each day or section of the agenda to consider the questions; for longer workshops, have multiple reflection sessions and tackle a couple of questions at a time. • Stress that the workbooks are not a test but a way of thinking about the implications of what has been discussed that day; there are often no "right" answers.	
Tips and tricks: • Power dynamics within certain teams can mean that the most senior person answers the questions unilaterally, while others sit quietly and listen. Facilitators can help to balance this by asking questions of other participants. • Some individuals and groups may not want to complete the workbook; respect this position. Explain the value of reflection and invite them to reflect in a way that they feel comfortable. • Follow time spent on the workbook with an active exercise to bring the whole group back together.	
Other resources: Wageningen University's Reflection Methods: Practical Guide provides a methodology for developing a personal action plan to take forward from facilitated events. See especially p. 109: http://www.mspguide.org/sites/default/files/tool/reflection_methods_january_2018_web_0.pdf	

5 Links to Other Resources

There are many facilitation guides freely available online. These are some of our favourites, and most provide links to other sources.

Gather: The art and science of effective convening (Monitor Institute, 2014). https://www.rockefellerfoundation.org/report/gather-the-art-and-science-of-effective-convening/
A practical guide with plenty of useful tools to help you design and deliver great events. Highly recommended.

Learning for Sustainability http://learningforsustainability.net
A portal for resources that can support constructive learning-based collaboration.

The MSP guide: How to design and facilitate multi-stakeholder partnerships (Brower, H., Woodhill, J., Hemmati, M., Verhoosel, K., & van Vugt, S., 2015) http://www.mspguide.org
Provides guidance on multi-stakeholder partners as well as clearly categorized and well explained facilitation tools that can be applied in many contexts, including a dedicated set of tools for encouraging reflection.

Participatory Methods http://www.participatorymethods.org
A website featuring a huge collection of resources for supporting participatory processes; although many are aimed at community engagement, others can be used in policy contexts.

USAID LearningLab https://usaidlearninglab.org/cla-toolkit
An online set of curated tools and resources on collaborating, learning and adapting. Aimed at USAID staff, they are also useful for other contexts. Lots of case studies on how tools have been used.

The Facilitator's Toolbox: Being prepared for (almost) anything

A Facilitator's Toolbox should include :

- Fine-tipped pens and flip chart markers
- Sticky notes in various colours and sizes
- Masking tape
- Adhesive putty (sticky tack)
- Coloured cards
- A small ball and some string (for icebreakers, energizers etc)
- A bell, gong or conch for attracting attention
- A watch, as not all meeting rooms have clocks

No matter how much preparation you do, people are unpredictable and so your event may not proceed as you expected. You need to be ready to rethink your carefully constructed agenda and take an entirely different approach.

Three strategies to help you be ready for the unexpected are:

1. Energizer exercises: If energy has dipped in the room, consider a quick energizer exercise. Something simple that gets people moving, such as asking participants to spell out letters with their bodies, can totally change the dynamic of a room. Choose energizers that are culturally or socially appropriate but do not be afraid of asking people to do something unexpected or silly. Have a few favourite energizers prepared in advance. There are plenty of ideas in this resource from the HIV/AIDS Alliance: https://www.aidsalliance.org/resources/467-100-ways-to-energise-groups

2. Hand over the agenda: If participants feel that key issues have not been addressed in the agenda, let them take it over. Find a slot of 1–1.5 hours (longer if the concerns are serious), borrowing from lunch breaks if necessary. List the rooms available on a flip chart list. Invite participants to volunteer to lead a discussion on the topic that they are passionate about. Ask participants to raise their hand to indicate which session they would like to attend to check that there is some interest. If there are more topics than rooms or people want to discuss more than one topic, you can split the session into two 30–45-minute discussions. Allocate each topic a room and ask participants to join the discussions they are interested in. You can ask discussion leads to report back.

3. Strategies for quick closure: All events need a good ending; however, sometimes sessions have overrun and time is short. One-word reflections from each participant can be useful in this context.

Field trips and social events are valuable for building personal connections between a group.

NAP Global Network

Coordinating Climate-Resilient Development

www.napglobalnetwork.org
info@napglobalnetwork.org
@NAP_Network
@NAPGlobalNetwork

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