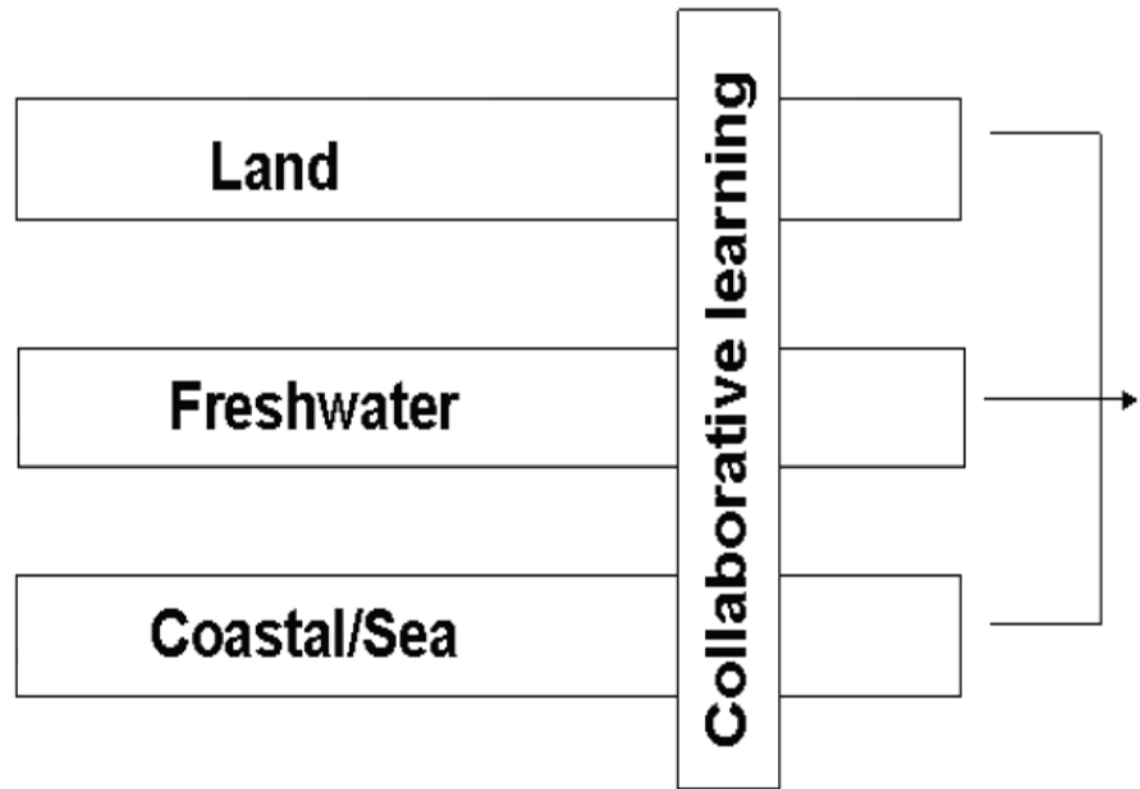



Mobilising-Moderating-Motivating: Engaging people in collaborative environmental management

Margaret Kilvington, Maggie Atkinson,
Garth Harmsworth, Will Allen

Integrating through engagement and learning





Agenda: Engaging people in collaborative environmental management

- 10.00am — 10.30am : **Introductions**
- 10.30am — 12.00pm: **Systems thinking** - identifying leverage points for action in complex catchment situations (Will Allen)
- 12.00pm — 1.00pm: **Lunch**
- 1.00pm – 3.00pm: **Dialogue processes** to promote effective engagement across layers and players (Margaret Kilvington & Maggie Atkinson)
- 3.00pm — 3.30pm : **Afternoon tea**
- 3.30pm —4.45pm **Respecting Māori world views** – How to engage with iwi, and support the inclusion of different worldviews in plans and activities (Garth Harmsworth)
- 4.45pm: **Wrap up** - What did the day deliver?
- 5.00pm: **Workshop end**



**Systems thinking - identifying
leverage points for action in
complex catchment situations**

Will Allen

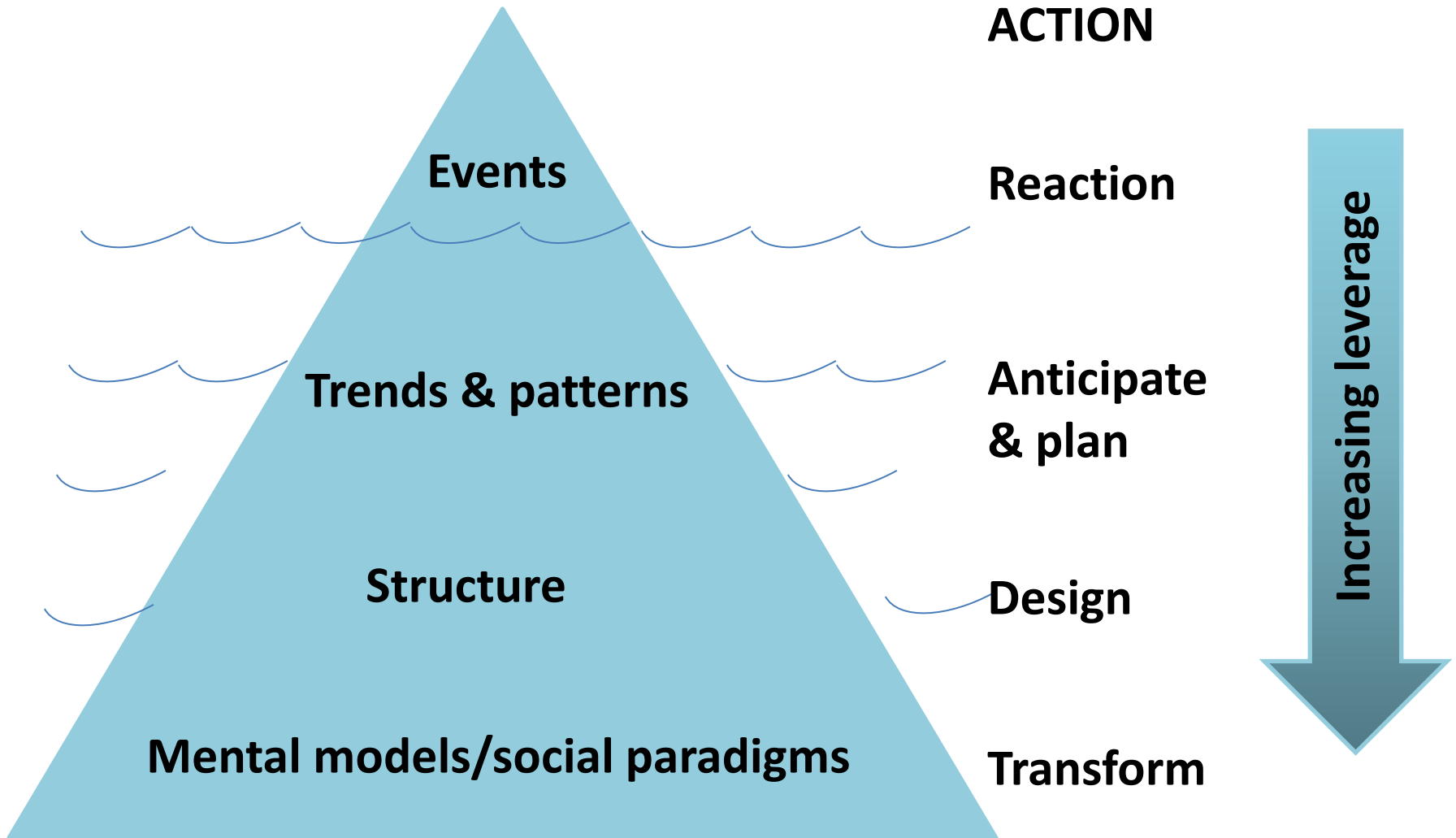
Session 1- outline

- Frameworks that help us think about the “why’s” and “how’s” of social engagement practices (20 min)
- Table-based activity – using outcomes models to integrate engagement practice with catchment management (20 min)
- Feedback and discussion (30 min)
- Lunch



**Are you sure we're addressing
the right problem here?**

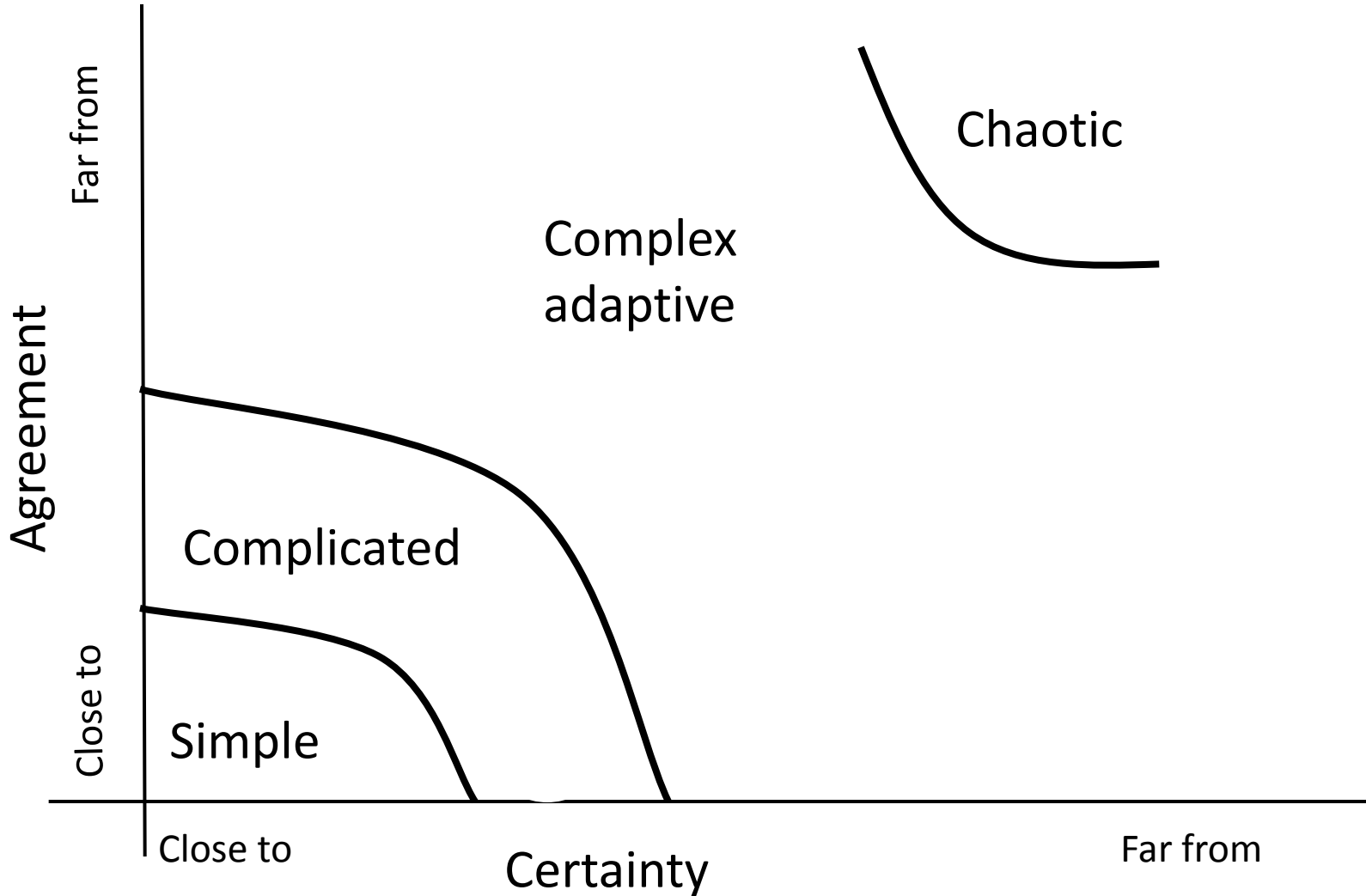
Seeing below the surface



Different kinds of systems



Types of systems



Simple systems ... call for generic solutions (or recipes) that work every time and don't require new skills or infrastructure.



Complicated systems... require new skills and coordination, formulae are necessary, and there is a high degree of certainty of outcome.



Complex adaptive systems ... every system is unique, uncertainty of outcome remains, expertise can help but is not sufficient.

Quality of relationships are crucial.



Is it complicated or complex?

Simple and complicated systems can be designed and built (irrigation systems, dams)

Complex adaptive systems have:

- multiple interconnected elements
- are adaptive (the capacity to change and learn from experience)
- e.g. groups, communities, institutions



**Different systems – different
management styles**

Managing a complicated system

- Develop explicit plans
- Plan then act
- Look for agreement & clear outcome
- Limit types of approaches & actions
- Set targets
- Drive implementation

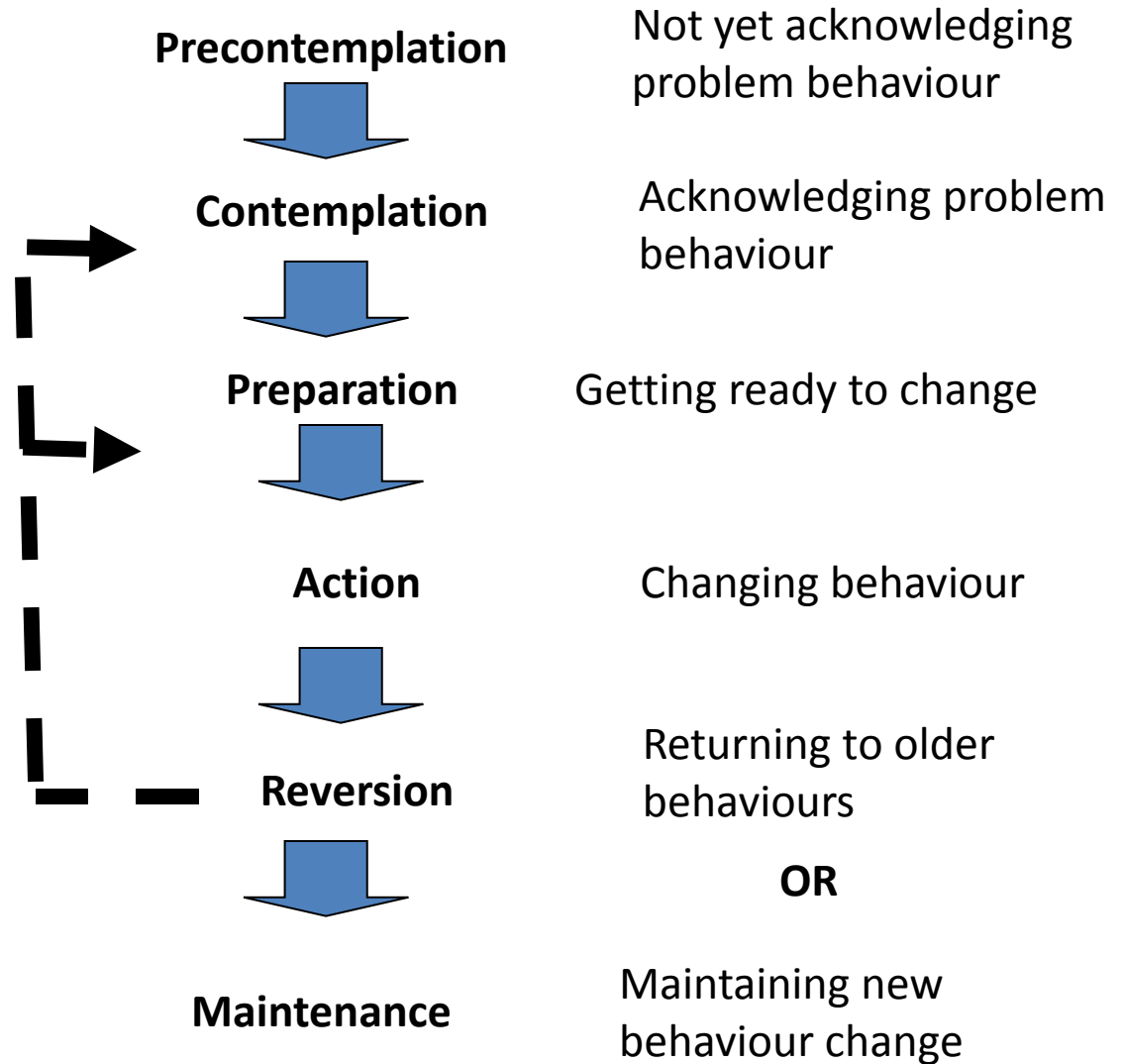
Managing a complex adaptive system

- Look for divergence
- Act, learn, and plan at the same time
- Use minimum specifications
- Work on multiple leverage points
- Be creative with opportunities at the boundaries
- Build on what emerges and grows

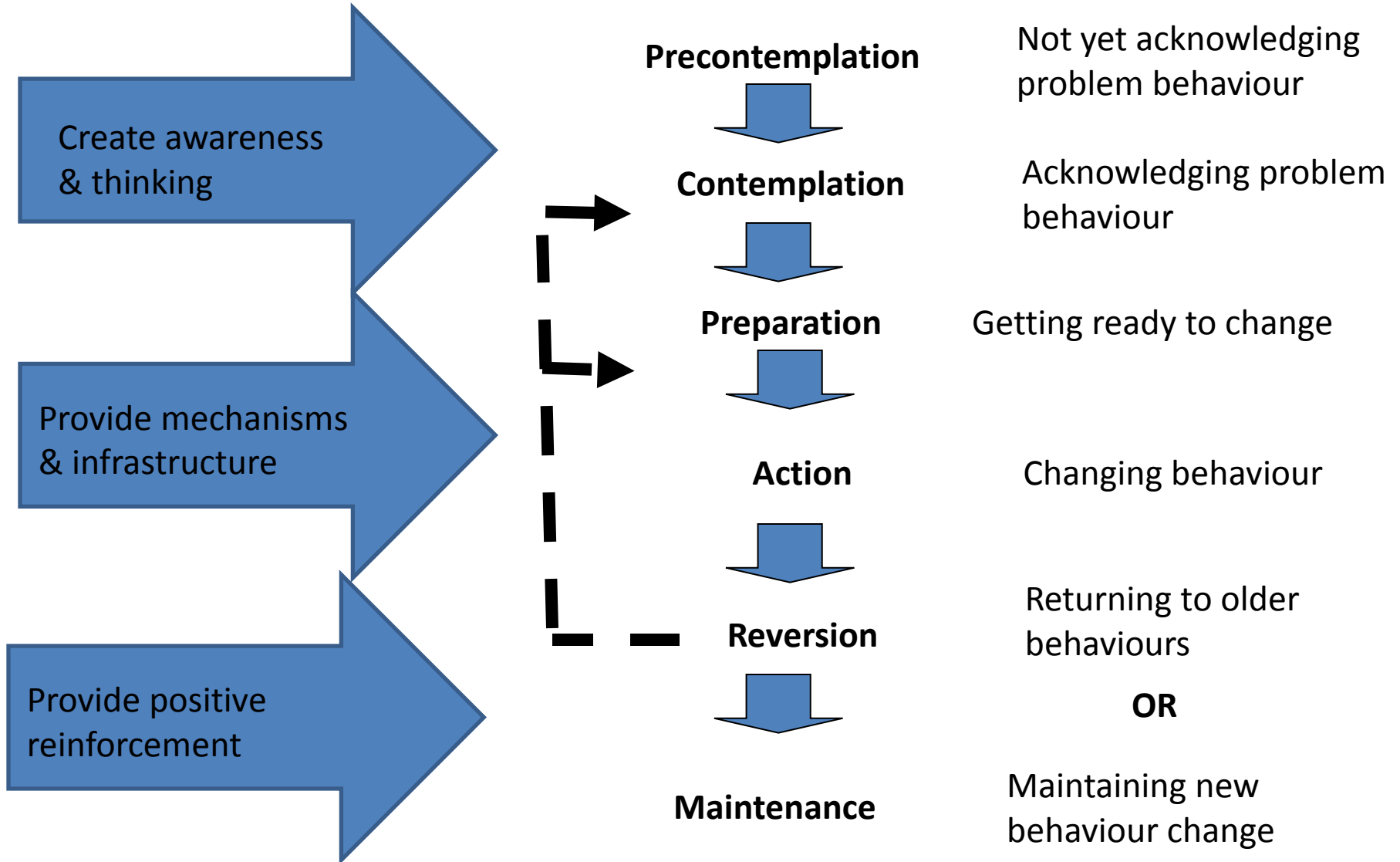


**So what do we need to know
about managing change**

e.g. Stages of change



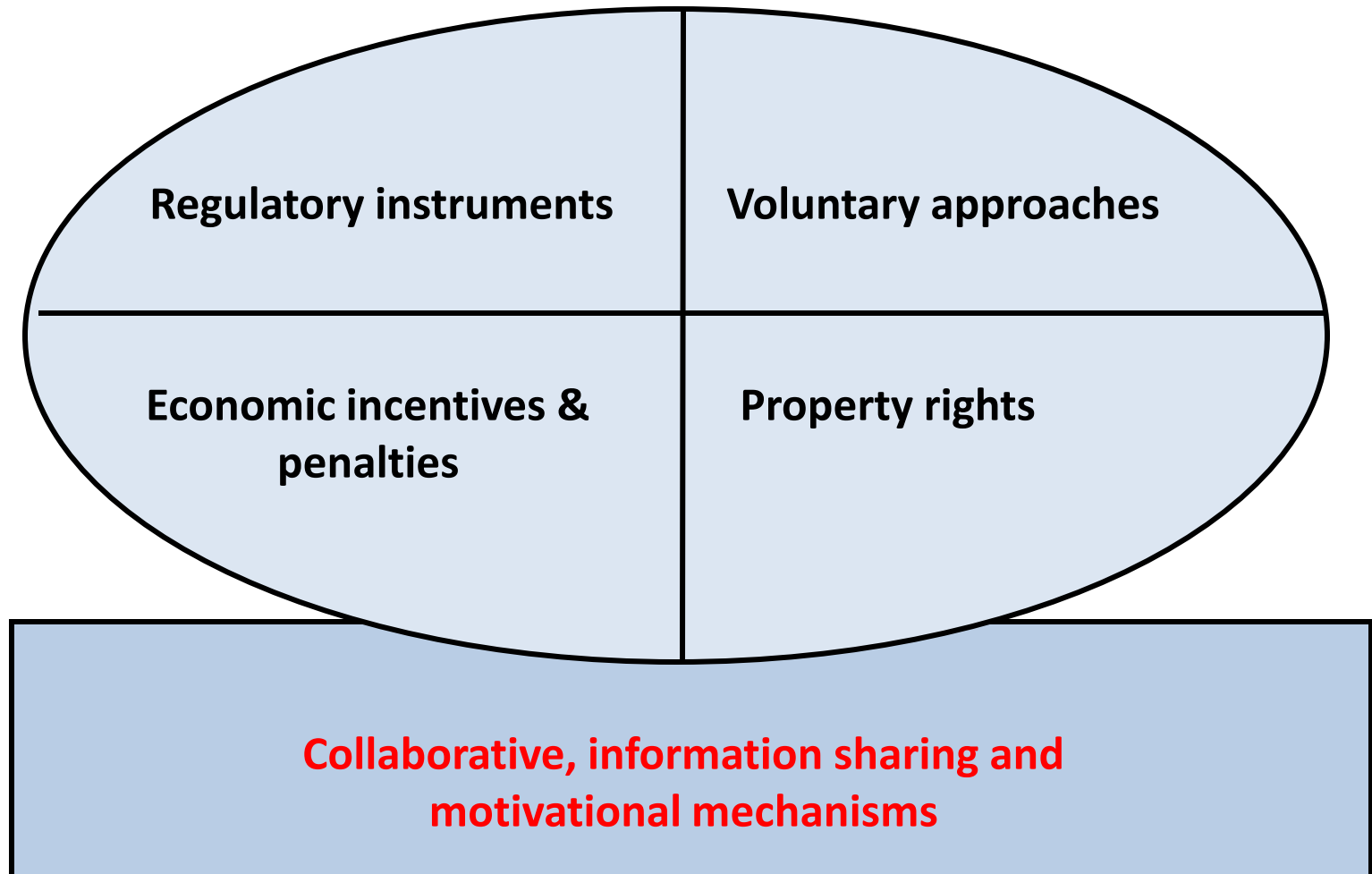
e.g. Stages of change





**Engaging with communities
makes voluntary approaches
more effective ... doesn't it?**

How engagement fits with policy



An aerial photograph of a vast agricultural landscape, characterized by a dense grid of rectangular fields in various shades of green, brown, and tan. A prominent white circle is drawn on a large green field in the center of the image, indicating a soccer field. The text "So what does that all look like in practice?" is overlaid in a bold, black, sans-serif font, slanted diagonally across the middle of the image.

So what does that all look like in practice?

Outcomes models

- Provides a simple illustration of how a programme or policy will work
- It demonstrates the links between the theoretical assumptions/principles of a program, the program activities/processes, and the outcomes (both short and long-term).
- It highlights how results will be monitored and evaluated.

Outcomes model outline

← Programme Efficiency → ← Effectiveness →



Programme assumptions:

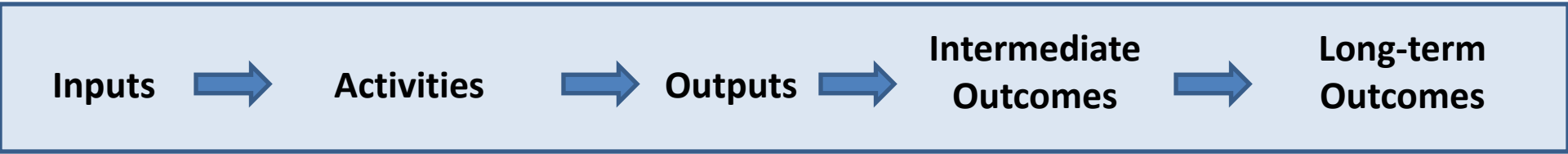
How will activities lead to outcomes?
Why will people change their practice?

Other related initiatives:

What other initiatives are going on?
How will they influence this programme?

ICMP workstream: Stormwater Action Plan (ARC)

← Programme Efficiency → ← Effectiveness →



Staff time

Develop policies

Reports

Cross-theme skills included in (TA) decision-making and activities

Integrated urban planning

Funding

Training

Policies

Improved ICMPs

Research

Work with cop's, partners & media

Protocols

Healthy waterways

IT

Programme assumptions:
Good relationships with partners improves uptake of ideas and policies

Other related initiatives:

Inputs

Activities

Outputs

Outcomes
Intermediate Long-term

Current situation

Desired outcomes

Our assumptions (theories of change):

External factors (for /against)

Outcomes model exercise (30 min)

- In tables
- Developing an ICM outcomes model for a small catchment looking to start with environmental farm plans
- Select roles from your group
- Use last 10 minutes to prepare your feedback
- Prize for the best model which you can judge over lunch

The **Small** River catchment comprises a 15,000 ha sub-catchment of the **Much Bigger** River. The Small River area is made up of forestry in the upper end of the valley with the remainder being a mix of dairy, sheep, beef and lifestyle landowners. The valley is a highly valued fishery and used to have nice clear water. In recent years land use has intensified and this has led to an algal bloom problem along with concerns over excessive nutrients getting into the river.

At last month's community meeting a number of catchment residents expressed a desire to clean up the river. The main drivers were the desire to ensure the future of the fisheries, and making sure local swimming holes were there for children in the summer months. The main suggestion coming out of the meeting was that environmental management plans be created for each enterprise in the valley. However, some people said that was a waste of time - as the plans didn't change what happened with on-the-ground management. They said that the only people who gained were councils and other groups who got a big tick for producing the plans as an output.

Still other people said that we had moved past just creating plans to more constructive and strategic approaches that engage different stakeholder groups to manage the catchment in a more collaborative way. The local council representative said that a new mix of policy approaches adopted by Council at their last meeting could help along these lines. A final comment by participants was that they hoped this project would provide platforms for constructive engagement from all key stakeholders – including iwi, schools and other catchment interests. At the end of the meeting a sub-group was formed to set out what an integrated approach to managing the water quality of the catchment might look like. Their task was to present this as a one-page **outcomes model**.

Roles

- **Project manager** – responsible for seeing that the project gets developed.
- **Note taker** – needs to ensure ideas get written on the post-its and put on the model
- **Facilitator** – makes sure people talk, and listen!
- **Skeptic** – Is responsible for asking “how or why” this is likely to happen.
- **Ideas generators** – this is everyone else. Put up ideas make it work.

Feedback

- **One or two insights** that came out of the group that you think would be useful to you in managing, or operating in, multi-stakeholder engagement processes – perhaps something that surprised you, or that explains something.
- **One or two insights** that came out of working with the outcomes framework that could be usefully shared, and possibly used in the course of your work processes – perhaps something that surprised you, or that explains something.
- **One question** that your group developed – either about the outcomes model, or more generally thinking about engagement, or catchment management, to ask the convenors – and the rest of the participants.

Lessons for programme development

- Work with principles – not recipes (build on key values – trust, integrity, listening, etc.)
- Fit specialists with skills in managing engagement and conflict into the team
- Build on social research – it can help.
- e.g. a number of key theories of change can provide frameworks for effective interventions