

---

# SCHOOL ON PARTICIPATORY DEMOCRACY

---



---

3rd–8th December 2024

Engage citizens in decision-making!





## DAY 2

- Thursday, 5th December 2024

# Thursday, 5th December 2024



## Day 2: Tools and Stakeholder Mapping

- 09:00–09:15 Team Building
- 09:15–11:00 CoE Toolkit: Mapping Challenges and Principles
- 11:15–13:00 Community Assessment Simulation Exercise
- 14:15–15:30 Stakeholder Assessment Simulation Exercise
- 15:45–17:00 E-Tool for Visualisation of Results and Strategies

Thursday, 5th December  
2024 – 09:00–09:15

Team Building



Thursday, 5th December  
2024 – 09:15–11:00



CoE Civil Participation in Decision-Making Toolkit

- Introduction and Structure
- Mapping Challenges to Participation Against Principles of Participation

Facilitators: Daniele del Bianco & Ramona Velea,  
ISIG, Italy

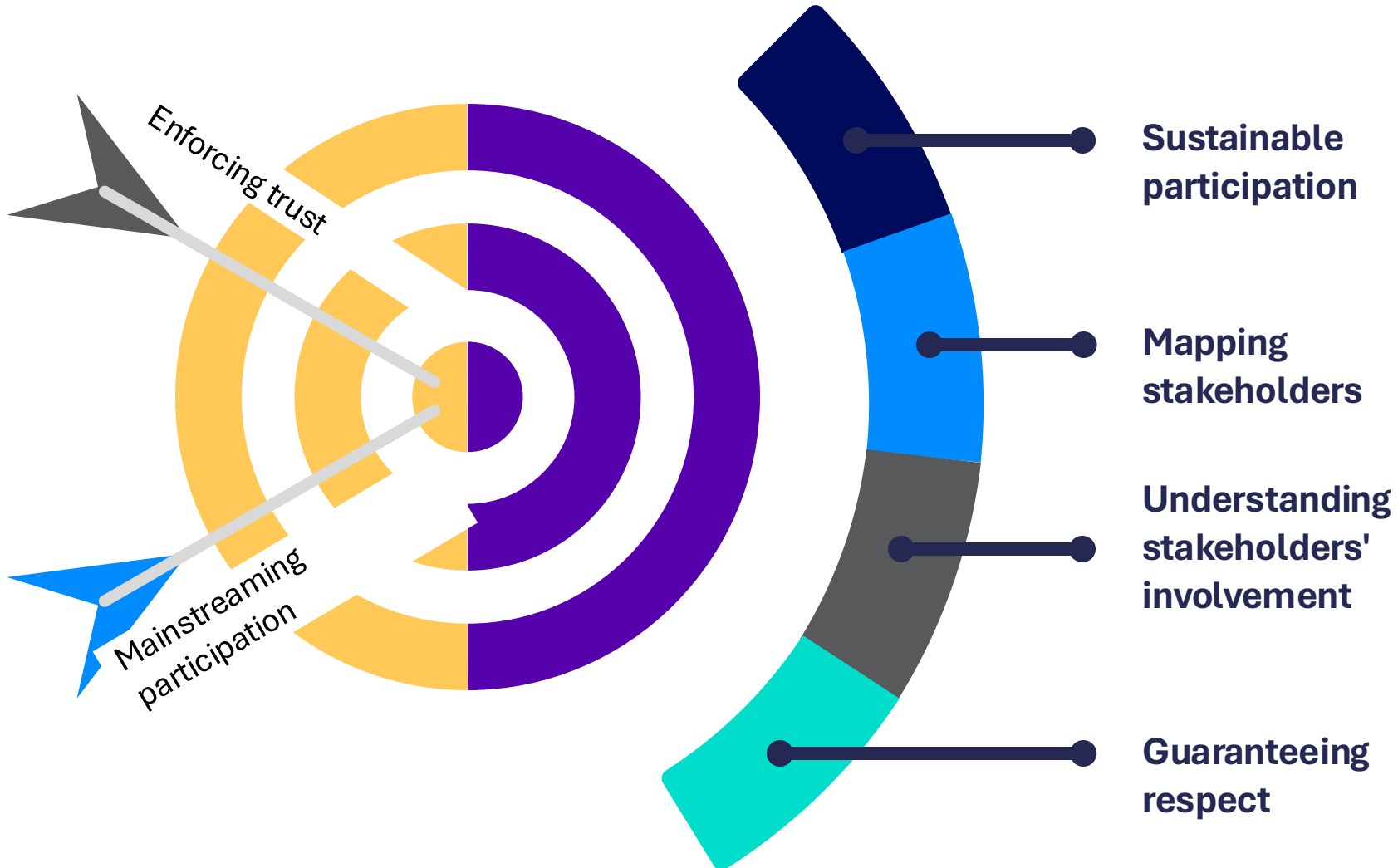


# SESSION 1

## INTRODUCTION TO CIVIL PARTICIPATION FRAMEWORK

- What does CIVIL PARTICIPATION mean?
- What is the relevance of CIVIL PARTICIPATION in the promotion of GOOD DEMOCRATIC GOVERNANCE?
- Which are the PRINCIPLES for CIVIL PARTICIPATION according to the CODE FOR GOOD PRACTICE?
- Which are the Council of Europe TOOLS?

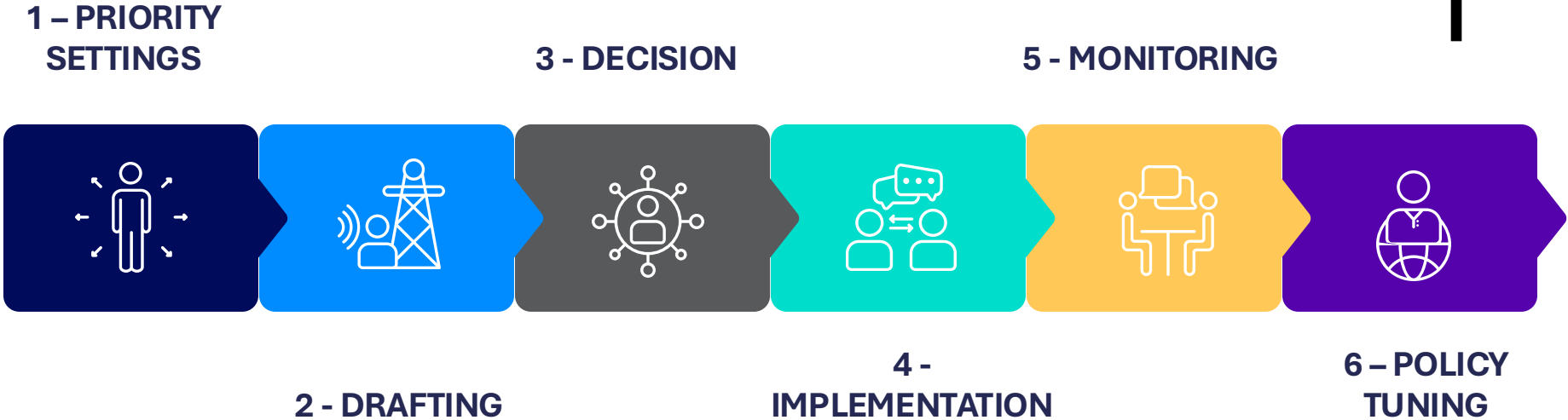
# THE BACKGROUND



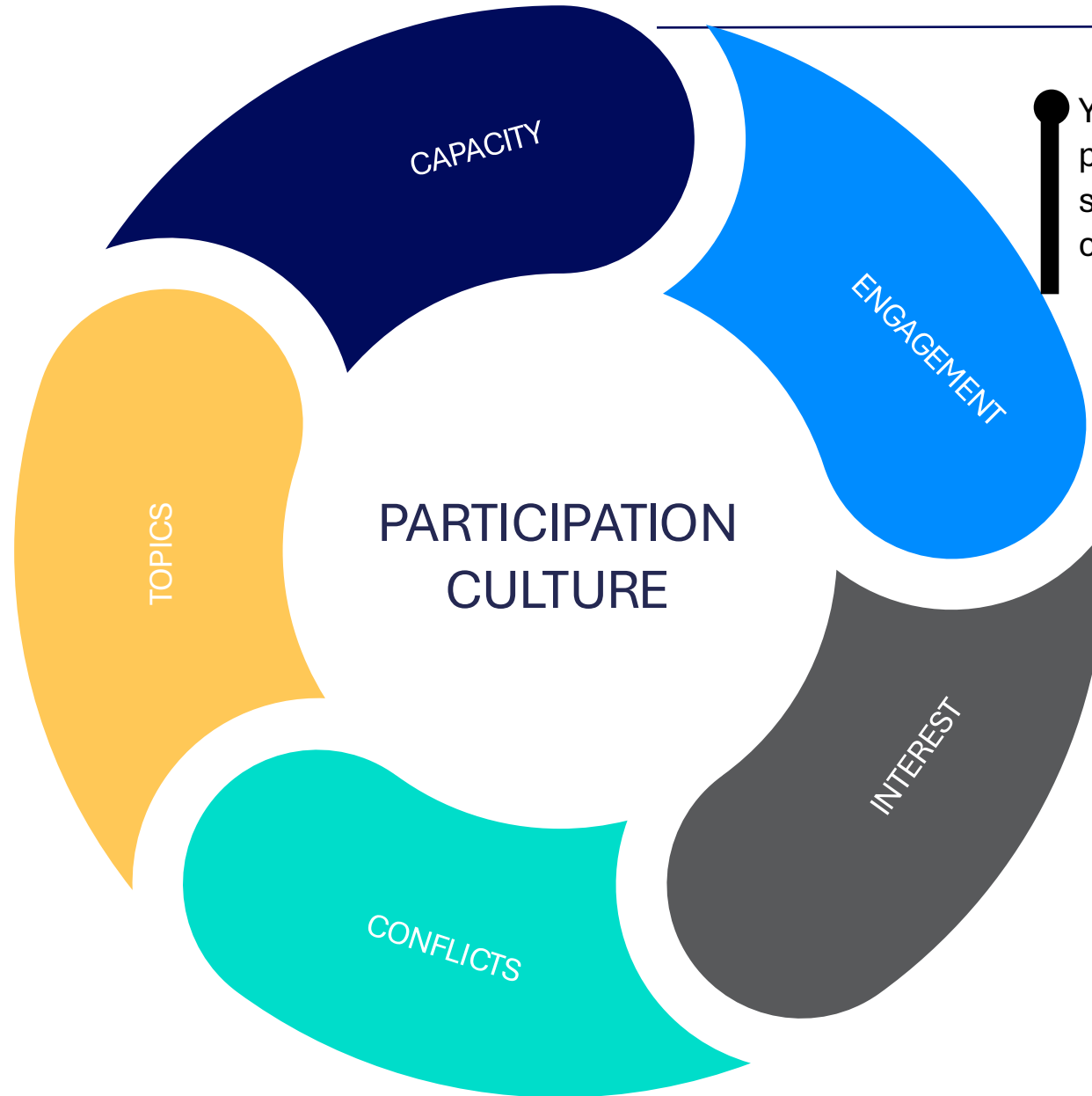
“Civil participation means the engagement of individuals, NGOs and civil society at large in decision-making processes by public authorities”

Council of Europe, CM(2017)83-final, Guidelines for civil participation in political decision making; (Adopted by the Committee of Ministers on 27 September 2017 at the 1295th meeting of the Ministers’ Deputies) Council of Europe, p.2

PHASES OF THE DECISION-MAKING PROCESS



Civil participation in political decision-making is not a one-time intervention, but it should seek to collect and channel views of individuals and CSOs, to ensure that real public needs are met, in all phases of the decision-making process.



Yet, getting people to participate is not a simple task, on account of reasons such as:

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

CIVIL PARTICIPATION AS A CORE  
VALUE OF DEMOCRACY

- the Charter on Local Self-government (CETS 122)
- the Convention on the Participation of foreigners in public life at local level (CETS 144)
- Recommendation (2009) on evaluating, auditing and monitoring participation and participation policies at local and regional level
- Elaboration of the C.L.E.A.R. tool (2008)
- Elaboration of the Toolkit for increasing Civil Participation in Cross-Border Governance systems – “European Experience of Citizens' Participation in Cross-Border Governance” (2015)
- Elaboration of the Guidelines for Civil Participation, which upgrades further the principles of Civil Participation (2017)
- Recommendation CM/Rec (2018)4 the Committee of Ministers to member States on the participation of citizens in local public life
- Revised Code of Good Practice for Civil participation - first adopted by the Conference of INGO in 2009 (CONF/PLE(2009)CODE1) and revised in 2019
- BePART Forum (2022)



- **COMMUNITY** - Community is a condition and a result of participation. It creates a 'sense of community', which from a psychological perspective needs:
  - membership,
  - influence,
  - integration and fulfilment of needs, and
  - shared emotional connection.
- **CIVIL SOCIETY** - Civil society is composed of the totality of voluntary civic and social organisations and institutions that form the basis of a functioning society.
- **CIVIC ORGANISATIONS** - Civic organisations are structures in which civil society is organised..
- **CIVIC ACTIVITY** - Civic activity is the outcome of the work of civic organisations.
- **SOCIAL CAPITAL** - It is the stocks of social trust, norms and networks that people can draw on to solve common problems.

# THE TOOLS: C.L.E.A.R. and CPT

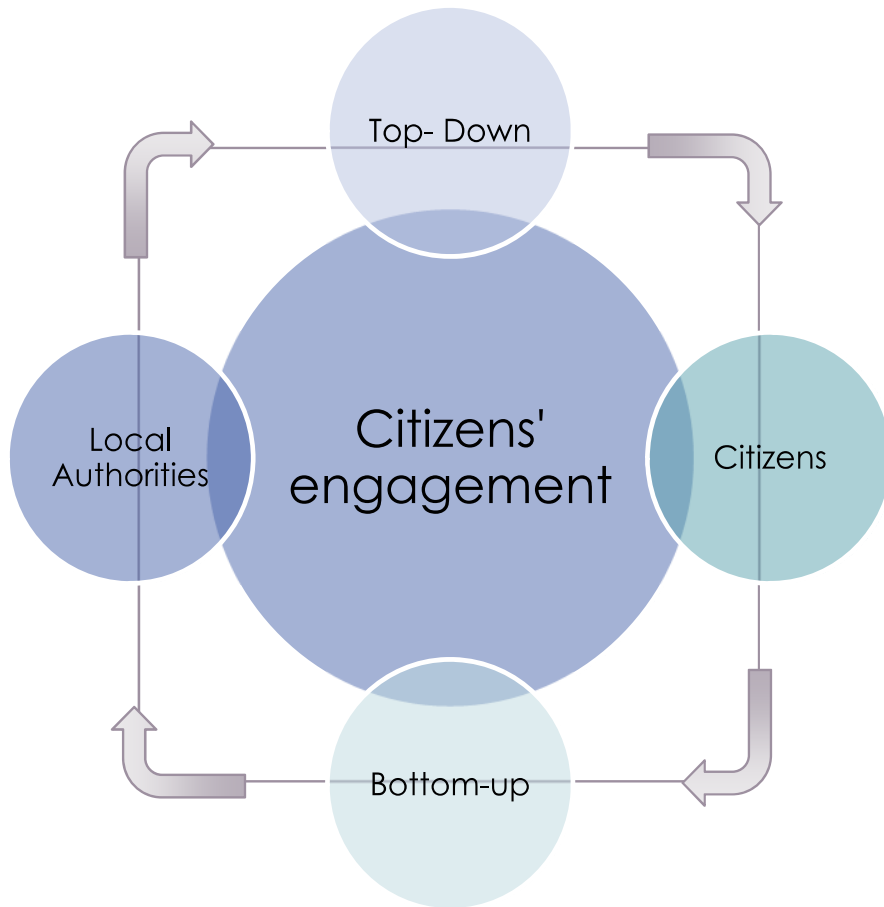
C.L.E.A.R. TOOL	GUIDELINES & RECOMMENDATIONS & CODE	CPT TOOLKIT
Aims at aiding public authorities in understanding their communities' propensity and capacity to participate	Aim at clearly identifying the criteria needed to assess practices of participation as means to achieve good democratic governance	<p>Aims at proving local authorities with an operational tool to:</p> <ul style="list-style-type: none"> <li>• understand strengths and weaknesses of their communities to engage in participation;</li> <li>• act in order to fulfil the principles defined in the Guidelines</li> </ul>
Provides a set of key questions as guides for local authorities' critical assessment of their context	Provides a set of principles that are necessary in order to be sure to be enacting participation that actually affects good local governance (involving transparently all stakeholders)	<ul style="list-style-type: none"> <li>• Develops C.L.E.A.R. questions into tool variables for Community Evaluation</li> <li>• Integrates stakeholders' engagement transparently and providing constant feedback (as prescribed by Guidelines)</li> <li>• Suggests strategies to overcome obstacles to effective and inclusive participation</li> </ul>



# CIVIL PARTICIPATION IN DECISION-MAKING TOOLKIT

- Council of Europe, 2017/20
- The toolkit provides an integrated framework that guides local authorities in the design and implementation of context-based strategies to increase a community's civil participation.

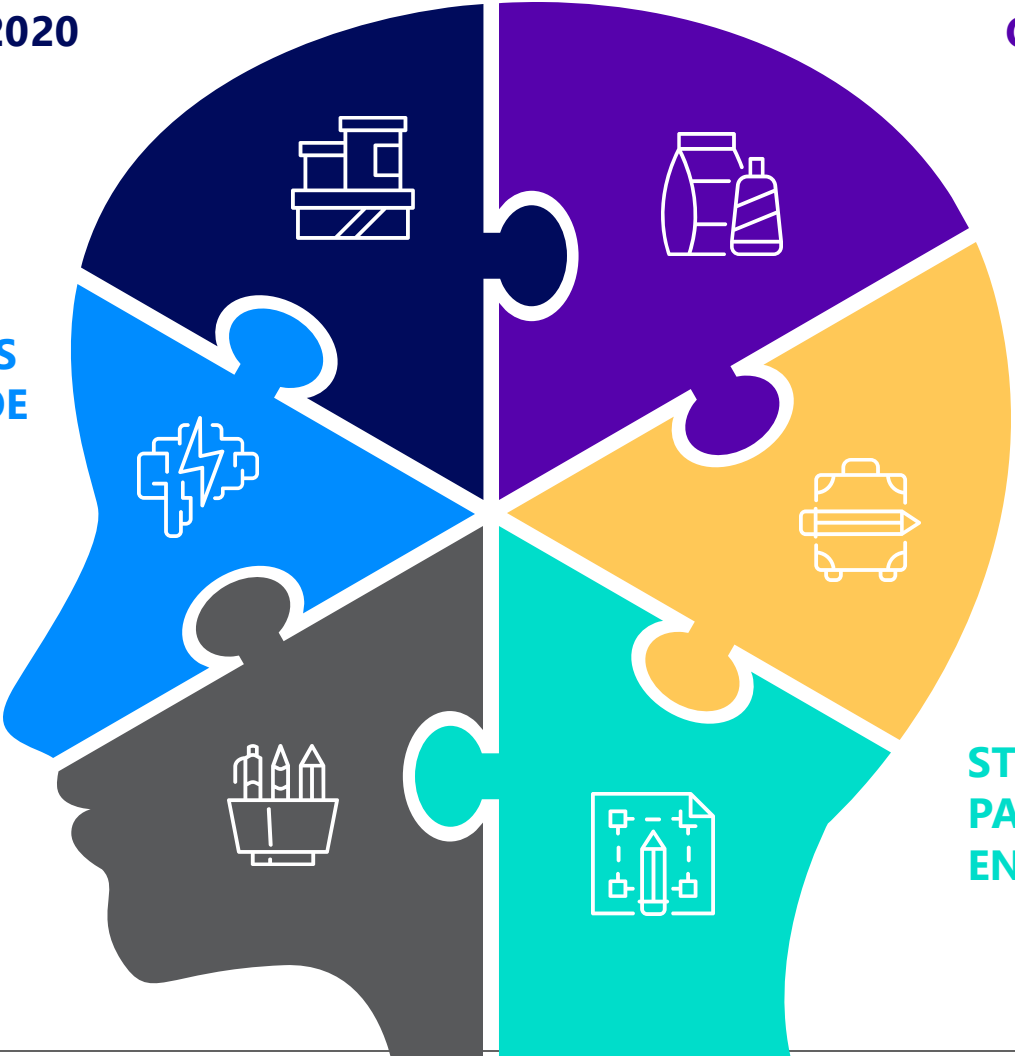
- Necessary features characterising citizens' participation
  - The willingness to participate (endogenous to the individual – its lack might be rooted in low level of trust in the participation process or in low sense of belonging/preparedness to the direct involvement process);
  - The possibility to participate (exogenous to the individual and determined by the institutions).
  
- Not all citizens represent, always, relevant stakeholders that should be engaged in the decision-making process “no matter what”.
  
- Public authorities must be aware of the stakeholders of its community, but also understand that it is not obligatory nor desirable to engage all stakeholders at all times.



**PUBLISHED IN 2017 – UPGRADED IN 2020**

**BUILDING ACTIVITIES IN 10 COUNTRIES BY THE COE**

**IMPLEMENTED IN SEVERAL LOCAL AUTHORITIES**



**EASY AND “CHEAP” TO USE AS A STAND-ALONE OR WITH OTHER TOOLS**

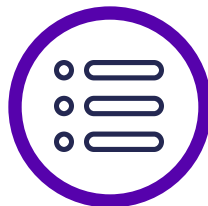
**SCALABLE AND CUSTOMISABLE TO DIFFERENT CONTEXTS**

**STIMULATES A PARTICIPATION FRIENDLY ENVIRONMENT**

# INTRODUCTION TO CPT

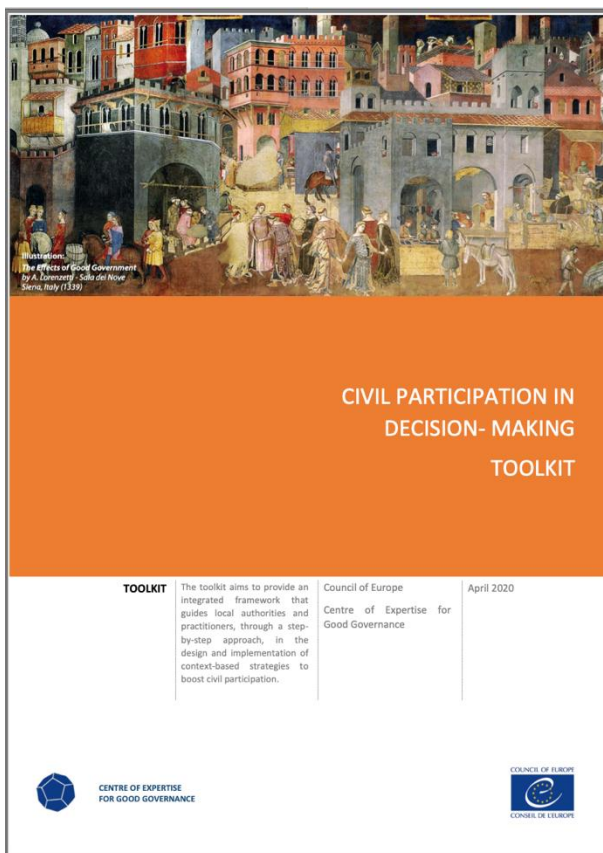
### The Toolkit

- 40 pages
- 4 sections
- Available in pdf



### The Toolkit operation tool

- Automated excel file
- Supports analysis
- Plots identified and assessed stakeholders



**INTRODUCTION**  
The present tool is intended as a companion to local policy makers to identify the local stakeholders to be engaged in a participatory processes to foster citizens engagement in local decision making processes.

The tool is a three steps process:  
STEP 1 - Community Evaluation - aiming at effectively contextualise a participatory decision-making process.

STEP 2 - Stakeholder Identification and Evaluation - to identify stakeholders'capacities and willingness to engage.

STEP 3 - Stakeholder Plotting  
The "Stakeholder Evaluation" results in 2 scores (one for Relevance, one for Interest), ranging from 0 to 1. These scores are automatically plotted by the tool on a graph, divided in four quadrants. Each quadrant represents a different level of potential involvement of the stakeholder. Based on the quadrant where the stakeholder is located, the Local Authority will have the possibility to implement different strategies to allow its engagement, based on what described in Section 4.

GO TO STEP 1



AVAILABLE AT: <https://rm.coe.int/civil-participation-in-decision-making-toolkit-/168075c1a5>

### Role of civil participation in local governance

To contextualise the role of civil participation for efficient and effective local governance, as defined by Council of Europe standards and frameworks.



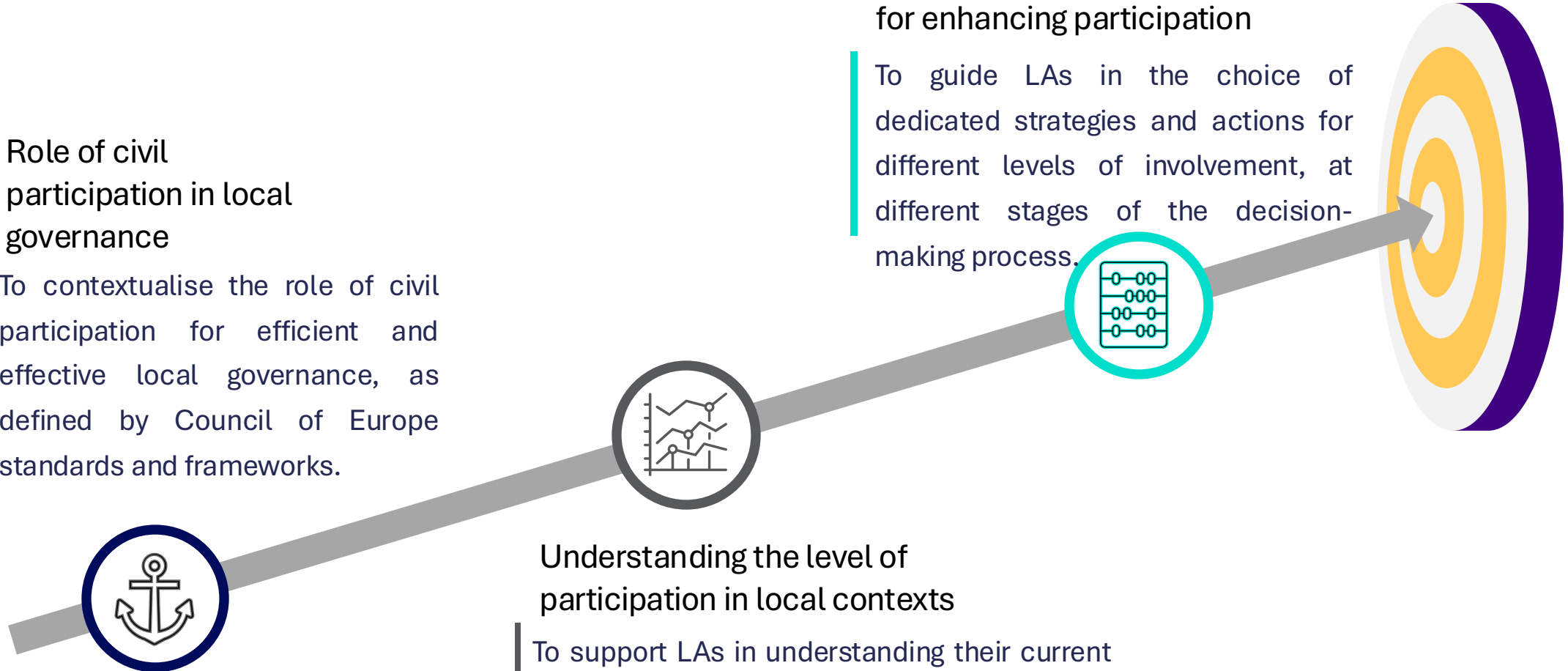
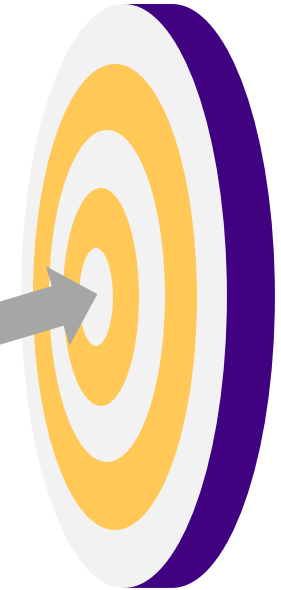
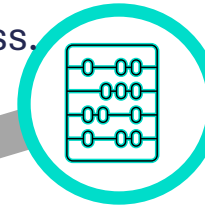
### Understanding the level of participation in local contexts

To support LAs in understanding their current community context and the potential of actual engagement of each stakeholder in the decision-making process.



### Support the adoption of strategies for enhancing participation

To guide LAs in the choice of dedicated strategies and actions for different levels of involvement, at different stages of the decision-making process.



### Community Evaluation

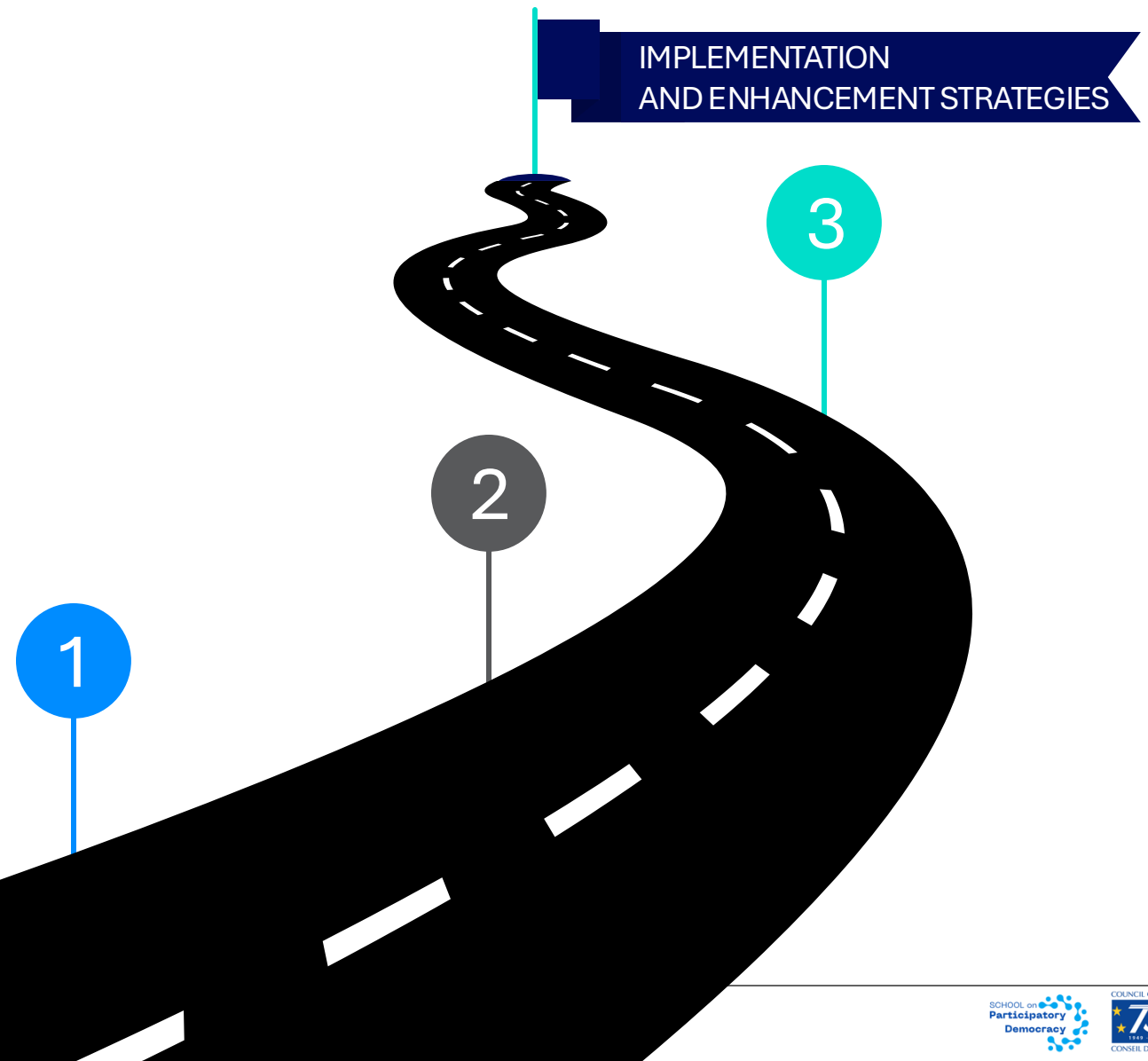
to contextualise a participatory decision-making process.

### Stakeholders' Identification and Evaluation

to identify stakeholders' capacities and willingness to engage.

### Stakeholders' Plotting

to graphically plot each stakeholder on a graph, where his/her interest to engage as well as relevance in the process are clearly identified.

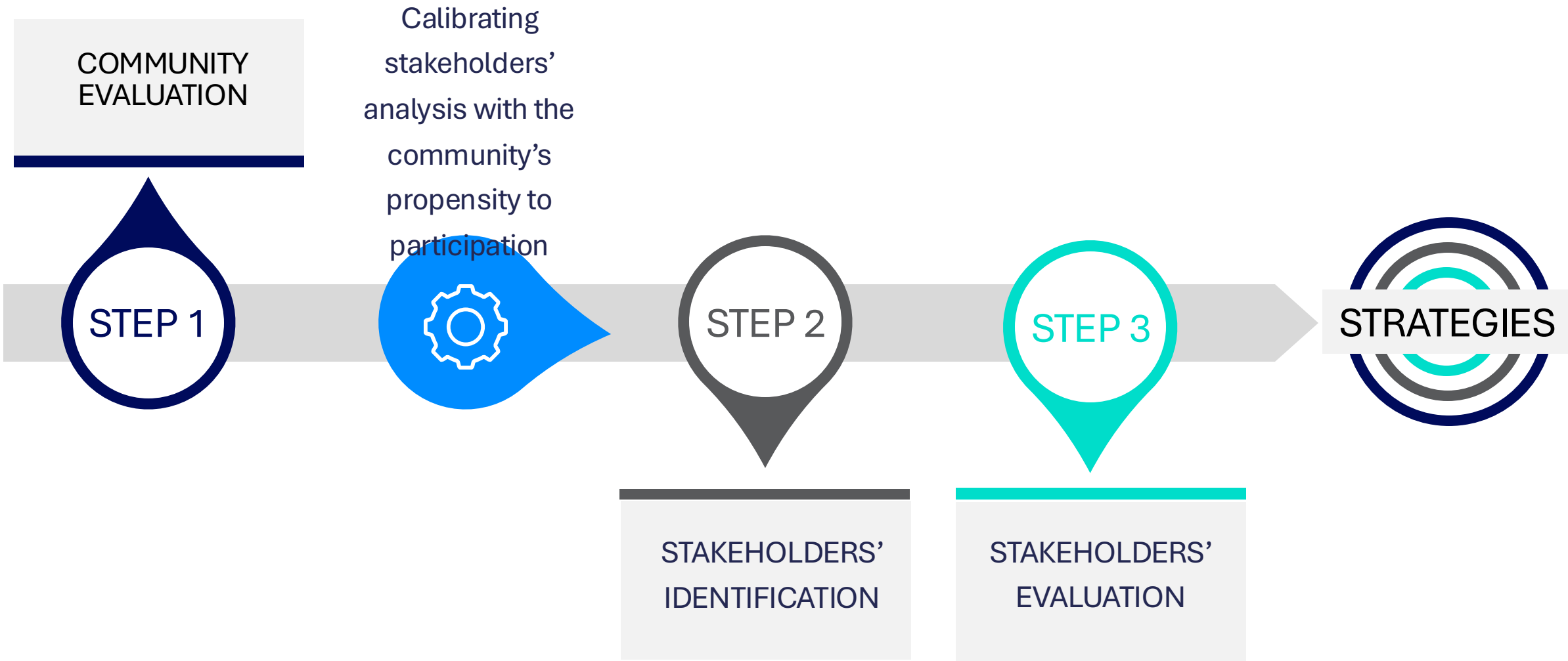


IMPLEMENTATION AND ENHANCEMENT STRATEGIES

1

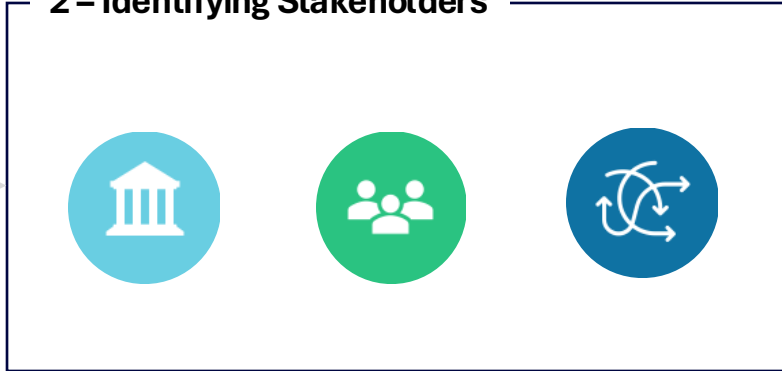
2

3

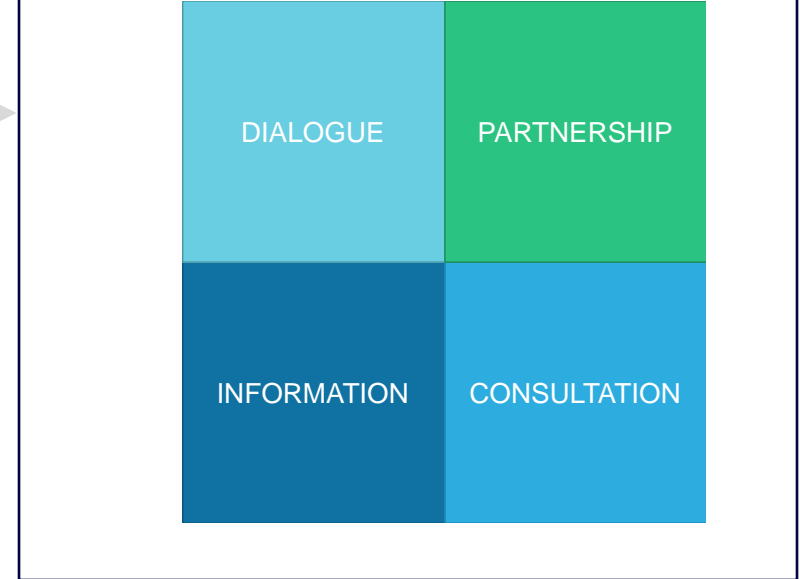


**1 – Analysing the propensity to participation in a Community**

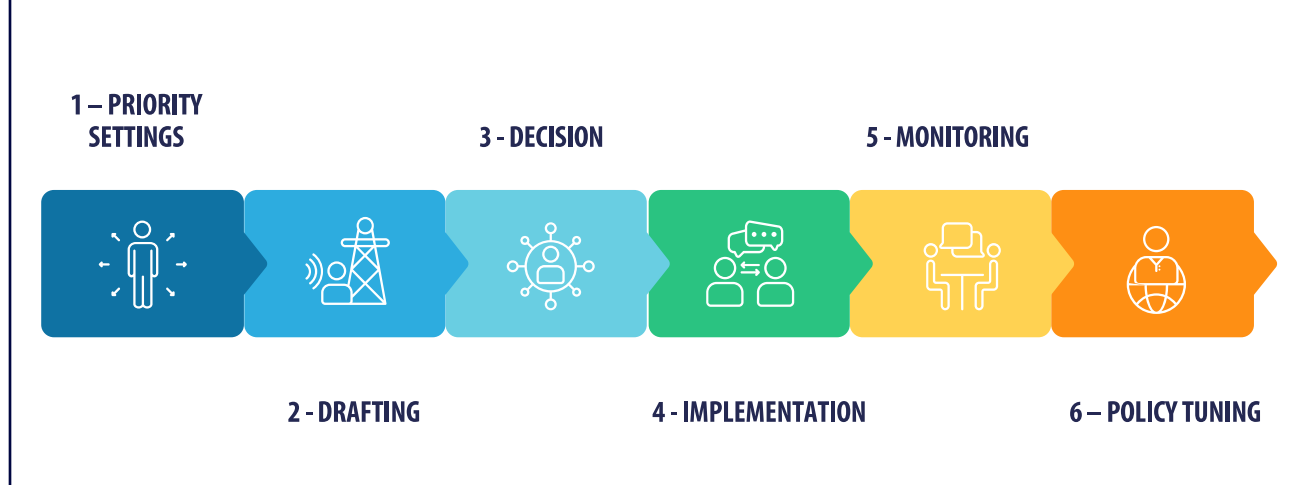
**2 – Identifying Stakeholders**

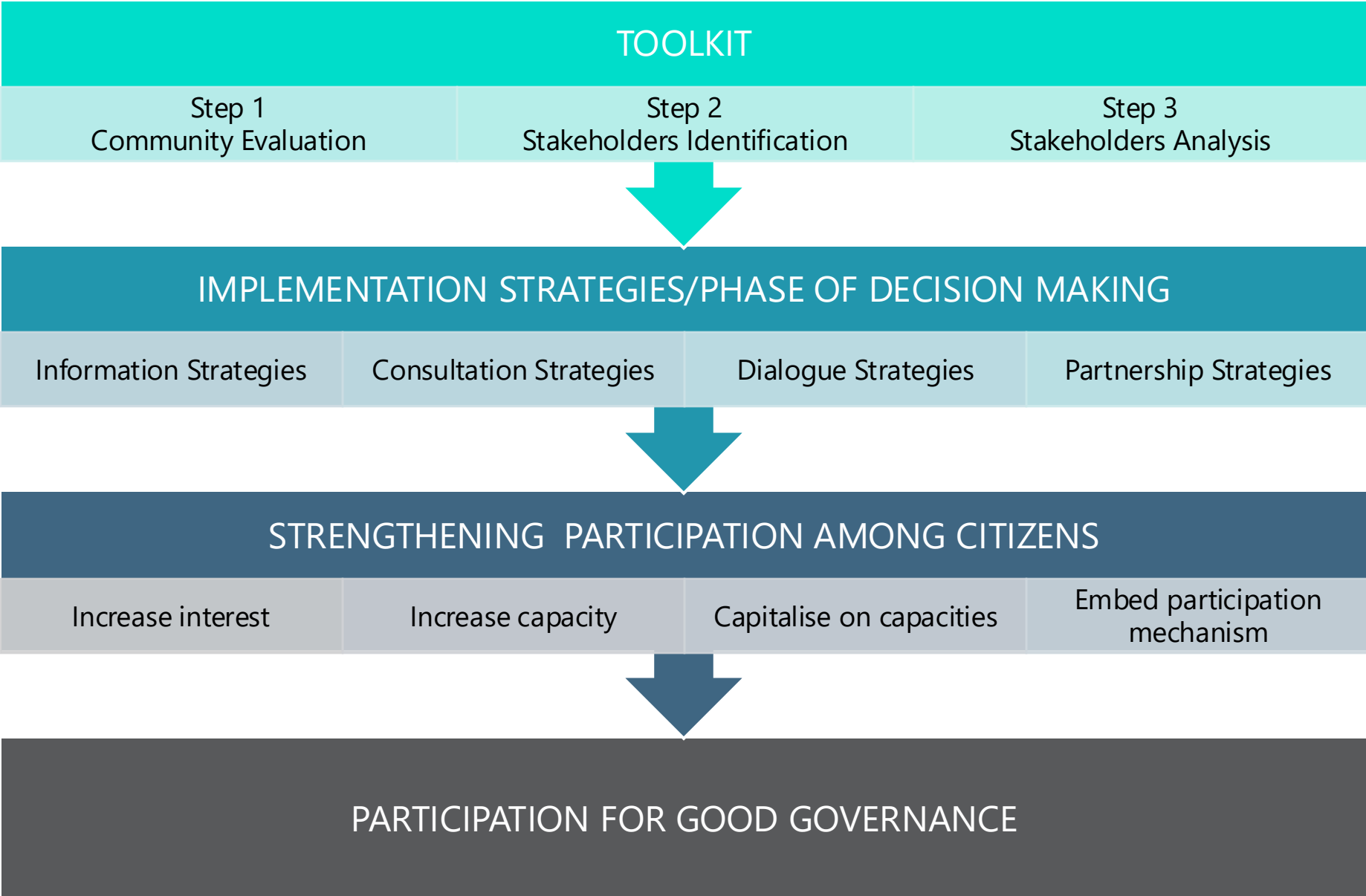


**3 – Understanding the role of Stakeholders**



**4 – Identifying strategies to engage stakeholders in each phase of policy making**





PARTICIPATION PRACTICE



PARTICIPATION CULTURE

SCHOOL on  
**Participatory  
Democracy**

11:00–11:15

4-8/12/2024

School on PARTICIPATORY DEMOCRACY

Coffee  
BREAK



Thursday, 5th December  
2024 – 11:15–13:00



Community Assessment and Simulation  
Exercise

- Q&A and Conclusions

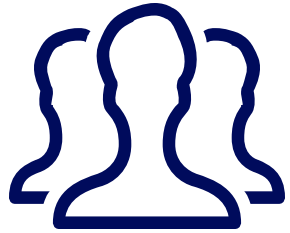


# SESSION 2

## STEP 1 - COMMUNITY EVALUATION FOR CIVIL PARTICIPATION

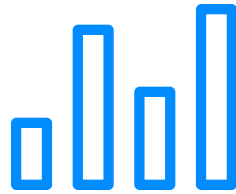
- Which are the community-specific variables enhancing or hindering civil participation?
- How is a community evaluation performed?
- Which are the benefits to systematically gather information on a community prior to the implementation of civil participation processes?

To effectively contextualise a participatory decision-making process, it is important to assess the overall attitude of the community towards participation.



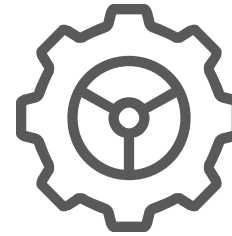
## SOCIAL capital

- Social vitality of a community
- in C.L.E.A.R.: identity and demography



## ECONOMIC capital

- Economic health of a community
- in C.L.E.A.R.: employment, resources, social class



## HUMAN capital

- Knowledge/skills of the community at large
- in C.L.E.A.R.: education



## POLITICAL capital

- Political engagement within the community at large
- in C.L.E.A.R.: trust and citizenship





## Variables related to “identity” (i.e. the degree at which citizens belong to the community):

- Population that has recently moved to the city/town (last 5 years)
- Population that has recently moved away from the city/town (last 5 years)
- Work commuters to other cities/towns among the population aged 30-60
- Population that is a minority

## Variables related to “demography” (i.e. age of the population) and possibility to access information

- Population that is below 30 years of age (based on Eurostat range defining “young people” as until 29 years of age)
- Population with internet access

## Variables related to the existence and vitality of civil organisations:

- Active CSOs (civil society organisations)
- Annual variation of local CSOs membership



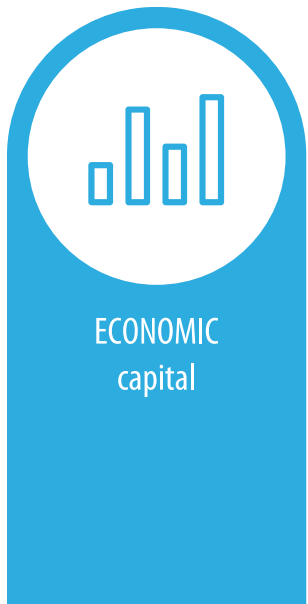


## Variables related to employment/unemployment:

- Per capita average income
- Unemployment rate
- Youth unemployment rate (below 30 years of age)
- Female labour force

## Variables related to “social class” and “resources”:

- Households in potential economic difficulty
- Households in absolute poverty
- Self-employed workers that are women
- Self-employed workers that are below 30 years of age





### Variables related to educational attainment:

- Population (aged 25-64) with at least a high school diploma
- Women (aged 25-64) with at least a high school diploma

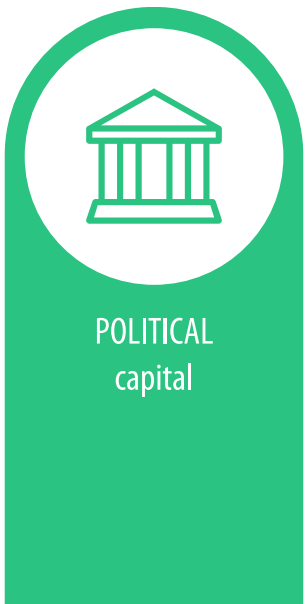
### Variables related to both skills/knowledge of the citizens and resources available to the population for their capacity building:

- Presence of civic education courses within compulsory school curricula in the last 15 years
- Professionalism
- Population with digital competences
- Population actively engaged in volunteering activities
- Presence of life-long learning possibilities
- Accessibility of life-long learning possibilities



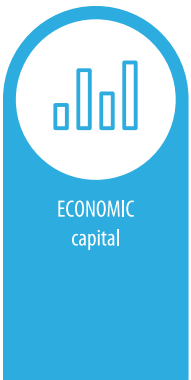
## Variables related to from the “trust” and “citizenship”

- Electorate voting in last municipal election
- Population actively involved in political life
- Women actively involved in political life
- Representatives of minorities actively involved in political life
- Women councillors in the local administration
- Affluence of citizens to public political debates/events
- Representativeness of interest of vulnerable groups in the local policy making processes
- Level of participation in previous participatory decision-making processes





- The public authorities are asked to identify, for each variable, if this affects the propensity towards participation:
  - Very positively
  - Positively
  - Negatively
  - Very negatively
  - Or if the variable has no influence at all shaping the level of participation within the community.
  
- There are no given true or false assumptions needed to fill in the grid of the ‘Community Evaluation’. Each public authority is called to interpret their own data according to the specific and unique impact that such elements have in fostering or limiting participation.





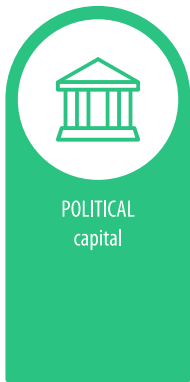
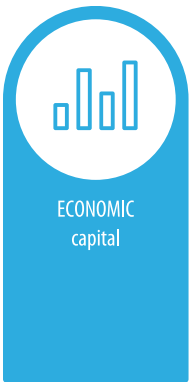
COMMUNITY: INSERT NAME

<b>Social Capital</b>	<b>Economic Capital</b>
0,5	0,5
<b>Human Capital</b>	<b>Political Capital</b>
0,5	0,5

**Average  
Community  
Evaluation Score**

0,5

Go to Step 2



# SIMULATION EXERCISE

## Community evaluation – Benchmark interviews

Familiarising participants with variables and dimensions influencing civil participation processes at the community level.

Guiding participants in evidence-based assessment of such variables and dimensions.

Highlighting the importance of systematic data collection, reporting and transparency in the preparation of a civil participation action plan.

■ PART 1

- Participants are divided into groups of 3 for an interview role-play.
  - The interviewee represents a Mayor;
  - There should be 2 interviewers – these are senior colleagues invited by the Mayor from other municipalities.
- The interviewers should make an assessment of the community (for each capital) by seeking evidence through questioning the Mayor and preparing a short report (i.e. notes).
- USE THE COMMUNITY EVALUATION QUESTIONNAIRE

Please assess how the following influence the level of participation of the population in public life by marking with an 'x' the level of influence (from extremely negative to extremely positive for each item (row)).

COMMUNITY: <i>INSERT NAME</i>						
DIMENSIONS	Extremely Negative	Negative	Not relevant	Positive	Extremely positive	score per dimension
<b>(1) Social capital</b>						0,5
1) Population that has recently moved to the city/town (last 5 years)						
2) Population that has recently moved out of the city/town (last 5 years)						
3) Work commuters to other cities/towns among the population aged 30-60						
4) Population that is a minority						
5) Population that is below 35 yrs of age						
6) Population with internet access						
7) Active CSOs						
8) Annual variation of local CSOs' membership						
<b>(2) Economic capital</b>						0,5
9) Per capita average income						
10) Unemployment rate						
11) Youth unemployment rate (- or below 30 years of age)						
12) Female labour force						
13) Households in potential economic difficulty						
14) Households in absolute poverty						
15) Self-employed workers that are women						
16) Self-employed workers that are below 30 yrs of age						
<b>(3) Human capital</b>						0,5
17) Population (25-64) with high school diploma						
18) Women (25-64) with high school diploma						
19) Presence of civic education courses within compulsory school curricula in the last 15 years						
20) Professionalism						
21) Population with digital competences						
22) Population actively engaged in volunteering activities						
23) Presence of Life-Long Learning (LLL) possibilities						
24) Accessibility of Life-Long Learning (LLL) possibilities						
<b>(4) Political capital</b>						0,5
25) Citizens voting in the last municipal election						
26) Population actively involved in political life						
27) Women actively involved in political life						
28) Representatives of minorities involved in political life						
29) Women councillors in the local administration						
30) Influence of citizens on public political decision-making						
31) Representativeness of interest of vulnerable group in the local policy-making process						
32) Level of participation in previous participatory decision-making						

Evaluate Community

■ PART 2

■ Feedback - URSO

- Useful?
- Relevant?
- Sustainable?
- Owned?

■ Selection of the Community within which stakeholders' identification is performed

Please assess how the following influence the level of participation of the population in public life by marking with an 'x' the level of influence (from extremely negative to extremely positive for each item (row)).

COMMUNITY: <i>INSERT NAME</i>						
DIMENSIONS	Extremely Negative	Negative	Not relevant	Positive	Extremely positive	score per dimension
<b>(1) Social capital</b>						0,5
1) Population that has recently moved to the city/town (last 5 years)						
2) Population that has recently moved out of the city/town (last 5 years)						
3) Work commuters to other cities/towns among the population aged 30-60						
4) Population that is a minority						
5) Population that is below 35 yrs of age						
6) Population with internet access						
7) Active CSOs						
8) Annual variation of local CSOs' membership						
<b>(2) Economic capital</b>						0,5
9) Per capita average income						
10) Unemployment rate						
11) Youth unemployment rate (- or below 30 years of age)						
12) Female labour force						
13) Households in potential economic difficulty						
14) Households in absolute poverty						
15) Self-employed workers that are women						
16) Self-employed workers that are below 30 yrs of age						
<b>(3) Human capital</b>						0,5
17) Population (25-64) with high school diploma						
18) Women (25-64) with high school diploma						
19) Presence of civic education courses within compulsory school curricula in the last 15 years						
20) Professionalism						
21) Population with digital competences						
22) Population actively engaged in volunteering activities						
23) Presence of Life-Long Learning (LLL) possibilities						
24) Accessibility of Life-Long Learning (LLL) possibilities						
<b>(4) Political capital</b>						0,5
25) Citizens voting in the last municipal election						
26) Population actively involved in political life						
27) Women actively involved in political life						
28) Representatives of minorities involved in political life						
29) Women councillors in the local administration						
30) Influence of citizens on public political debate/events						
31) Representativeness of interest of vulnerable group in the local policy making process						
32) Level of participation in previous participatory decision making						

Evaluate Community



13:00–14:15

4-8/12/2024



School on PARTICIPATORY DEMOCRACY

Thursday, 5th December  
2024 – 14:15–15:30



Stakeholder Assessment and Simulation  
Exercise



Stakeholders'  
Identification

Stakeholders'  
Evaluation

# SESSION 3

## STEP 2 – STAKEHOLDERS’ IDENTIFICATION AND EVALUATION

- What are the relevant/interested stakeholders for the topic at hand?
- What are the methods and tools for identifying and evaluating stakeholders?
- What are the variables for assessing stakeholders’ interest and relevance?

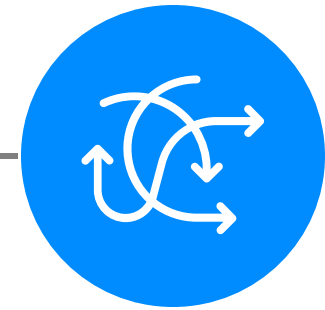
# STAKEHOLDERS' IDENTIFICATION

What are the relevant/interested stakeholders for the topic at hand?

What are the methods and tools for identifying and evaluating stakeholders?

What are the variables for assessing stakeholders' interest and relevance?

Stakeholders'  
identification



### INSTITUTIONAL ACTORS

- Local and regional authorities for processes concerning the local level of decision-making
- National authorities and national agencies, such as government departments, ministries, etc. for decision-making processes implying the need to consult at national level
- Cross-border institutions (EGTC, Euroregions, etc.) for

### CIVIL SOCIETY

- Youth associations / Women associations
- Associations representing the interests of minority groups / disadvantaged groups
- Volunteering associations
- Awareness raising associations
- Consumers' associations
- NGOs

### PRIVATE ACTORS

- Trade unions
- Trade associations (chambers of commerce, etc.)
- Professional associations
- Private investors (foundations, trusts, etc.)
- Entrepreneurs



Stakeholders' Identification



NAME OF INSTITUTION/ ASSOCIATION/ PRIVATE BODY	MAIN DOMAINS OF ACTIVITY	NAME AND ROLE OF CONTACT PERSON	MAIN COMPETENCES OF CONTACT PERSON	CONTACT DETAILS (EMAIL -PHONE)
Stakeholder 1				
Stakeholder 2				
Stakeholder 3				
Stakeholder 4				
Stakeholder 5				
Stakeholder ...				



# STAKEHOLDERS' EVALUATION

What are the relevant/interested stakeholders for the topic at hand?

What are the methods and tools for identifying and evaluating stakeholders?

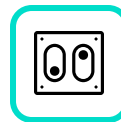
What are the variables for assessing stakeholders' interest and relevance?



# Assessing stakeholders' relevance and interest in the process



- Evaluation of each stakeholder's capacity and willingness to engage.
  - Public authorities, when assessing each stakeholder, evaluate RELEVANCE of the stakeholder for the process and INTEREST of the stakeholder to engage, still based on the same dimensions seen for Community evaluation.



## RELEVANCE

Public authorities using the tool, are asked to identify, for each variable, if the stakeholder's is perceived to potentially affect the process at stake:

- Very positively
- Positively
- Negatively
- Very negatively



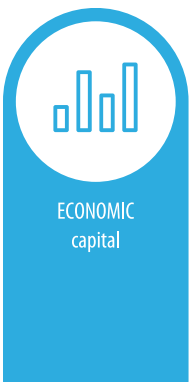
## INTEREST

Public authorities using the tool are asked to identify, for each variable, if the stakeholder **would be willing to contribute** to the process at stake:

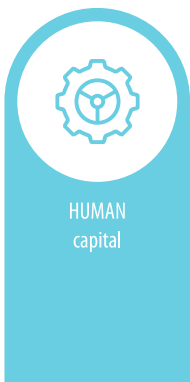
- Very positively
- Positively
- Negatively
- Very negatively



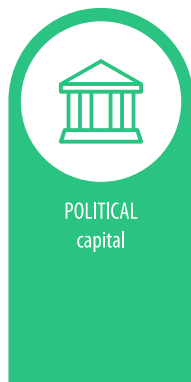
SOCIAL  
capital



ECONOMIC  
capital



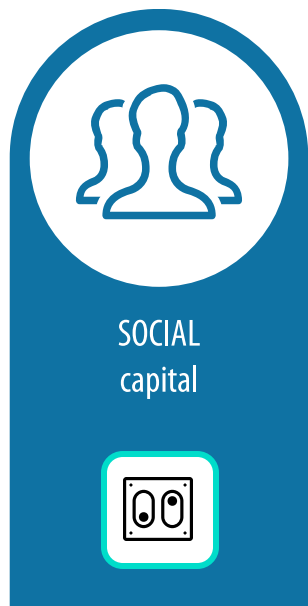
HUMAN  
capital



POLITICAL  
capital

## RELEVANCE

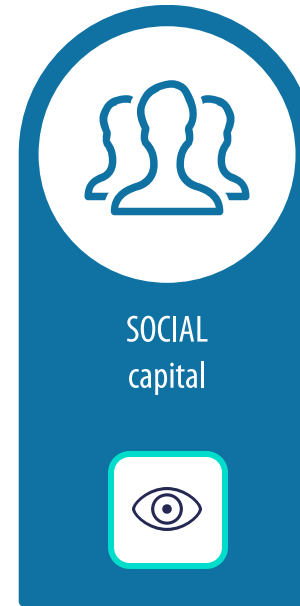
- Focusing on the level of connection and power to network of each stakeholder.
- Considering also the level of recognition of each stakeholder within the community.



- Capacity of the stakeholder to involve other stakeholders.
- Level of representativeness of the stakeholder of a specific category.
- Level of participation of the stakeholder to local civil society activities.
- Capacity of the stakeholder to start/influence change.
- Level of acknowledgment of the stakeholder among citizens.

## INTEREST

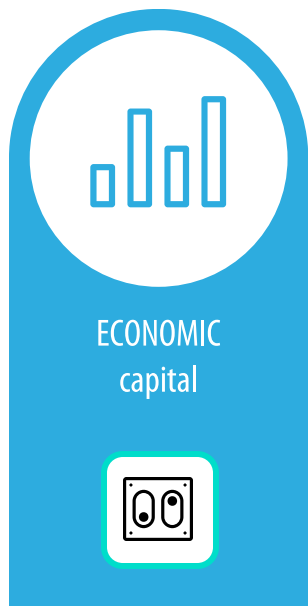
- Focusing on the potential willingness of the stakeholder to use its capacities for engaging in the process at hand.



- Interest for the stakeholder to engage in networking for the topic at stake.
- Interest of the stakeholder to represent a specific category for the topic at stake.
- Interest of the stakeholder to be involved further in civil society activism for the topic at stake.
- Interest of the stakeholder to start/influence change.
- Interest of the stakeholder to increase its own acknowledgement among citizens.

## RELEVANCE

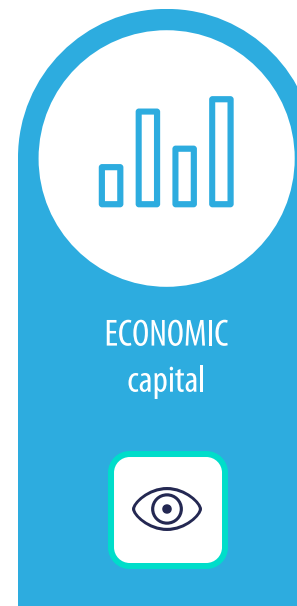
- Focusing on the capacity of the stakeholder to economically contribute to the process:
  - as donor,
  - as a multiplier of resources,
  - as an actor on the job market.



- Capacity of the stakeholder to act as donor.
- Capacity of the stakeholder to influence resources' allocation.
- Capacity to facilitate access to existing exogenous resources.
- Capacity of the stakeholder to provide in-kind support.
- Influence of the stakeholder on the job market.

## INTEREST

- Focusing on the economic interest that each stakeholder might have in participating in the process at hand.



- Potential economic benefit for the stakeholder.
- Willingness of the stakeholder to mobilise resources.
- Willingness of the stakeholder to support access to existing exogenous resources.
- Propensity of the stakeholder to provide in-kind support.
- Interest of the stakeholder in increasing its own influence on the job market.

## RELEVANCE - Human capital dimension

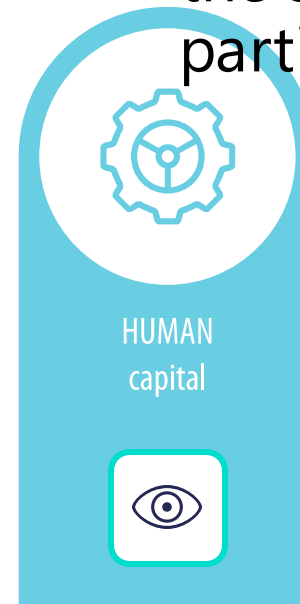
- Focusing the capacity of the stakeholder to effectively share its own knowledge/skills to the benefit of the community.



- Knowledge/skills of the stakeholder on the topic.
- Awareness of the stakeholder on the topic.
- Capacity of the stakeholder to engage in public debate.
- Capacity of the stakeholder to communicate through a range of different media.
- Capacity of the stakeholder to access public venues.

## INTEREST - Human capital dimension

- Focusing on the willingness of the stakeholder to share expertise.
- Depicting the benefit, in terms of acquiring skills/knowledge, that the stakeholder might have in participating to the process.



- Interest of the stakeholder to share/increase own knowledge/skills on the topic.
- Willingness of the stakeholder to share/increase own awareness on the topic.
- Willingness of the stakeholder to engage in public debate.
- Willingness of the stakeholder to communicate through a range of different media.
- Willingness of the stakeholder to access public venues.

## RELEVANCE - Political capital dimension

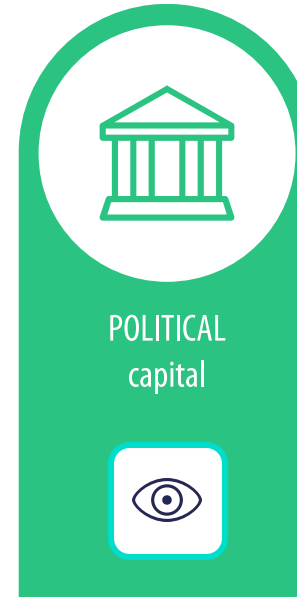
- Focusing the level of trust of the public authority towards the stakeholder.
- Depicting the stakeholders' own capacity to have a political stand in the topic at hand.

- Trust of the local administration towards the stakeholder.
- Capacity of the stakeholder to engage further political actors.
- Capacity of the stakeholder to engage with local authorities/other stakeholders.
- Capacity of the stakeholder to influence public opinion
- Political awareness of the stakeholder.

## INTEREST - Political capital dimension

- Focusing on the level of trust the stakeholder might have towards the public authority.
- Related to the stakeholders' willingness to either share contacts and knowledge, or to the potential to increase its own political awareness and understanding.

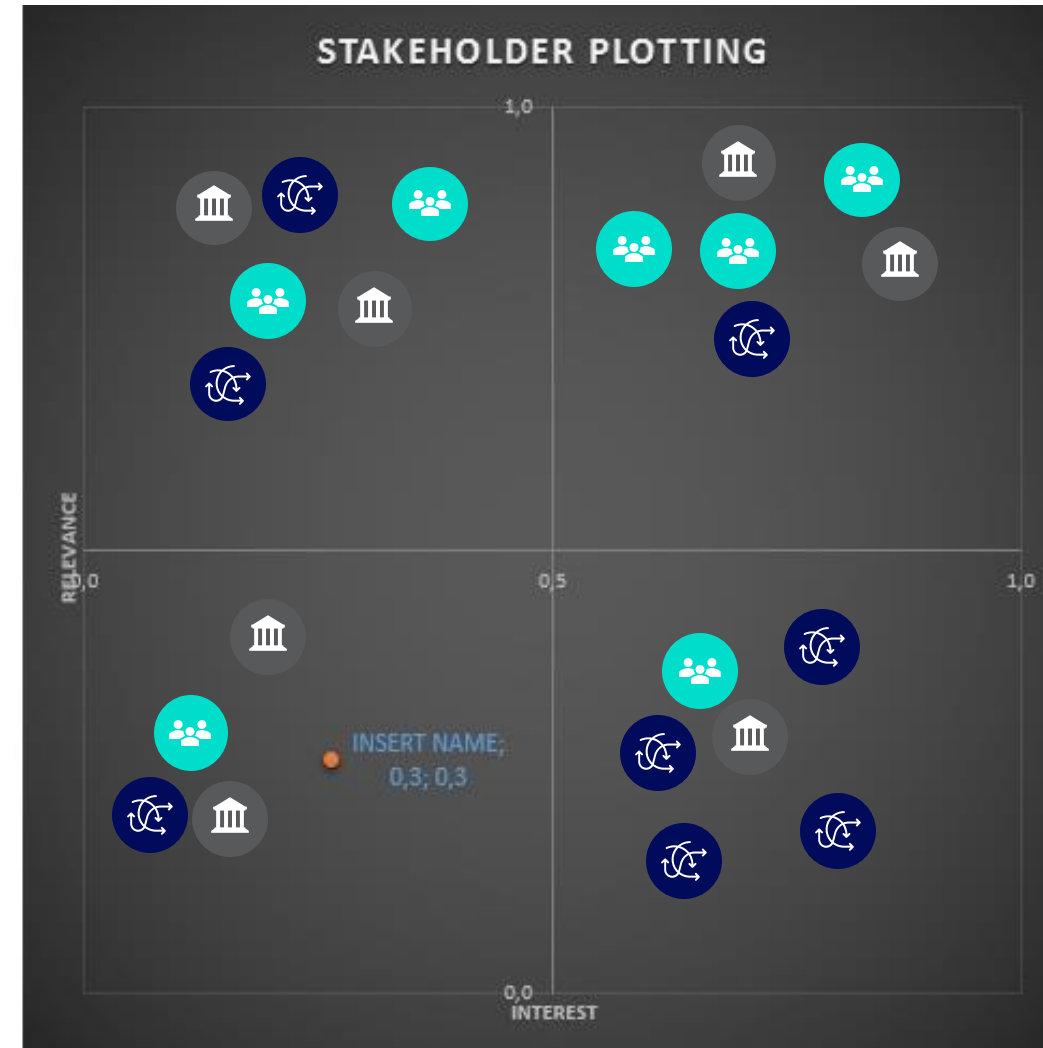
- Trust of the stakeholder towards the local administration.
- Political interest of the stakeholder in the topic.
- Willingness of the stakeholder to engage with local authorities.
- Interest for the stakeholder to reach out to a wider public.
- Willingness of the stakeholder to share/increase own political awareness.



## IDENTIFYING STAKEHOLDERS' POTENTIAL INVOLVEMENT



- Step 3, thus, results in two scores ranging from 0 to 1:
  - one for relevance,
  - one for interest.
- The tool automatically plots these scores on a graph, divided in 4 quadrants.
- Each quadrant represents a different level of potential involvement of the stakeholder.



# HANDS-ON EXERCISE USING THE OPERATIONAL TOOL

Familiarising participants the methods and tools for stakeholders identification and evaluation.

Guiding participants in the identification and evaluation of stakeholders – the example at stake.

- PART 1

- Participants are divided into groups of 5.
  - Each group, focusing on the selected case, will identify a list of (up to 30) stakeholders.
- USE THE STAKEHOLDERS' DATABASE

Name of institution/association/private body	Main domains of activity	Name and role of contact person	Main competences of contact person	Contact details (email -phone)
Stakeholder 1				
Stakeholder 2				
Stakeholder ...				

■ PART 2

- Participants are divided into groups of 5.
- Each group, focusing on the selected case, assess the stakeholders selected in the previous exercise
- USE THE STAKEHOLDERS' EVALUATION QUESTIONNAIRE

Bearing in mind the topic at hand, Please evaluate the stakeholder for each proposed item (row) by marking with an 'x' (from extremely negative to extremely positive).

DIMENSIONS	STAKEHOLDER EVALUATION				score per dimension
	Extremely Negative	Negative	not applicable	Extremely positive	
<b>1.1 Representativeness</b>					
1 Capacity of the stakeholder to reach other stakeholders					Weighted value: 0.5
2 Level of representativeness of the stakeholder of a specific category					
3 Level of participation of the stakeholder in local civil society activities					
4 Capacity of the stakeholder to initiate change					0.3
5 Level of acknowledgment of the stakeholder among citizens					
<b>1.2 Government relations</b>					
6 Capacity of the stakeholder to act as a donor					Weighted value: 0.5
7 Capacity of the stakeholder to attract resources/ allocation					
8 Capacity to facilitate access to existing organisational resources					
9 Capacity of the stakeholder to provide kind support					0.3
10 Influence of the stakeholder on the job market					
<b>1.3 Government relations</b>					
11 Knowledge/skills of the stakeholder on the topic					Weighted value: 0.5
12 Awareness of the stakeholder on the topic					
13 Capacity of the stakeholder to engage in public debate					
14 Capacity of the stakeholder to communicate through a range of different media					0.3
15 Capacity of the stakeholder to access public venues					
<b>1.4 Political orientation</b>					
16 Trust of the local administration towards the stakeholder					Weighted value: 0.5
17 Capacity of the stakeholder to engage local political actors					
18 Capacity of the stakeholder to engage with local non-director stakeholders					
19 Capacity of the stakeholder to influence public opinion					0.3
20 Political awareness of the stakeholder					
<b>RELEVANCE SCORE</b>					0.3

DIMENSIONS	STAKEHOLDER EVALUATION				score per dimension
	Extremely Negative	Negative	not applicable	Extremely positive	
<b>1.1 Representativeness</b>					
1 Interest for the stakeholder to engage in networking for the topic at stake					Weighted value: 0.5
2 Interest of the stakeholder to represent a specific category for the topic at stake					
3 Interest of the stakeholder to be involved in local civil society activities for the topic at stake					
4 Interest of the stakeholder to initiate change					0.3
5 Interest of the stakeholder to increase their own acknowledgment among citizens					
<b>1.2 Government relations</b>					
6 Political awareness level of the stakeholder					Weighted value: 0.5
7 Willingness of the stakeholder to facilitate resources					
8 Willingness of the stakeholder to support access to existing organisational resources					
9 Propensity of the stakeholder to provide kind support					0.3
10 Interest of the stakeholder in increasing their own influence on the job market					
<b>1.3 Government relations</b>					
11 Interest of the stakeholder to share resources/ knowledge/skills on the topic					Weighted value: 0.5
12 Willingness of the stakeholder to share resources/ allocation on the topic					
13 Willingness of the stakeholder to engage in public debate					
14 Willingness of the stakeholder to communicate through a range of different media					0.3
15 Willingness of the stakeholder to access public venues					
<b>1.4 Political orientation</b>					
16 Trust of the stakeholder towards the local administration					Weighted value: 0.5
17 Political interest of the stakeholder in the topic					
18 Willingness of the stakeholder to engage with local authorities					
19 Interest for the stakeholder to reach out to wider public					0.3
20 Willingness of the stakeholder to share resources/ public awareness					
<b>INTEREST SCORE</b>					0.3



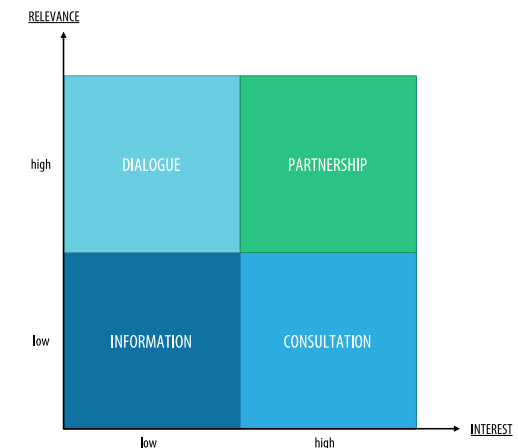
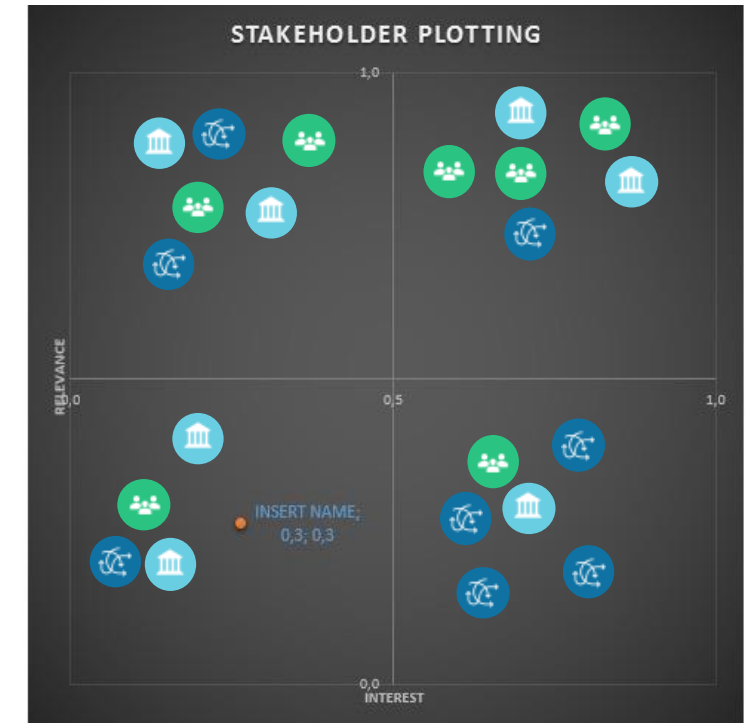
# SESSION 4

## STAKEHOLDERS' PLOTTING

- PLENARY FEEDBACK ON RESULTS OF THE PREVIOUS SESSION
- SIMULATION OF EXCEL TOOL
- DISCUSSION ON CONTEXTUALISATION
- TRAINING DELIVERY METHODOLOGY

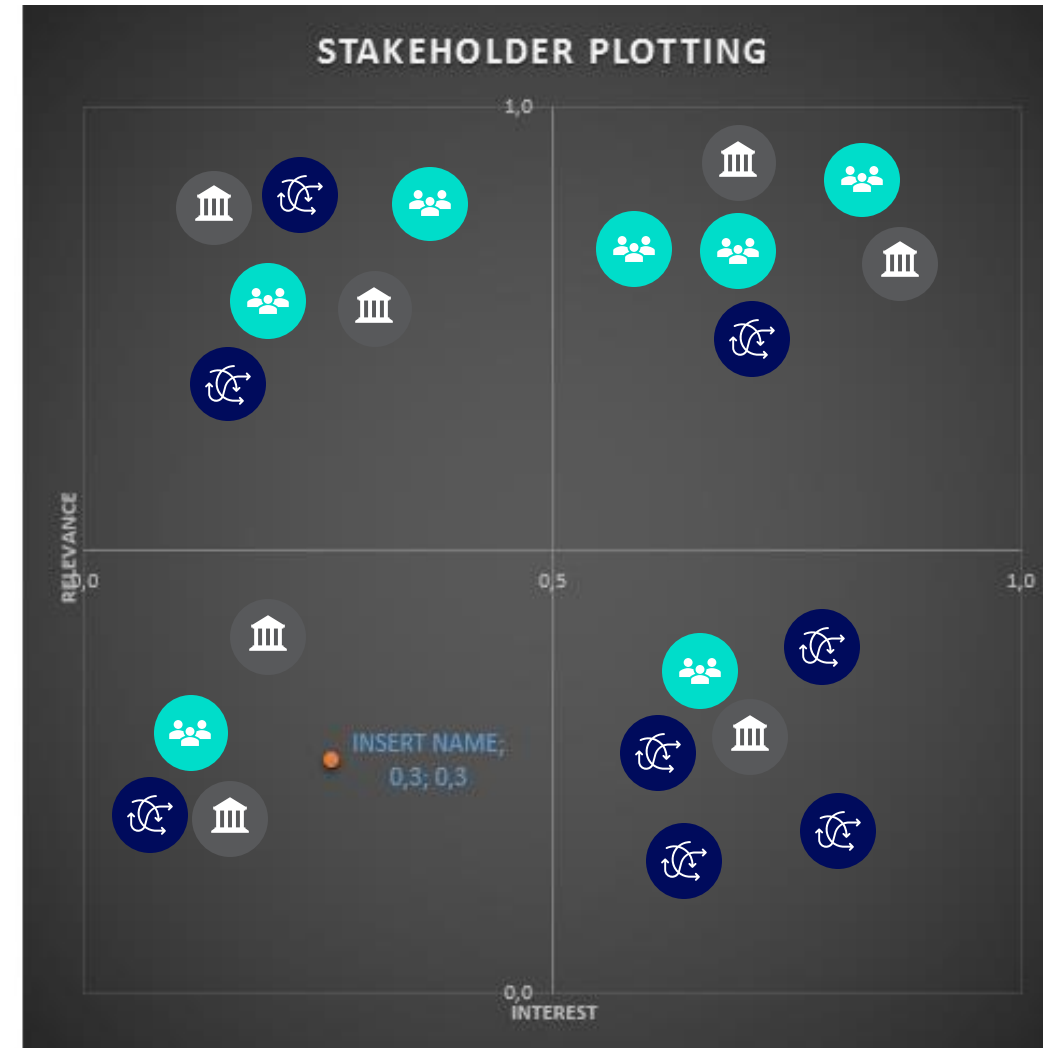
# LEVELS OF INTENSITY OF PARTICIPATION

- **INFORMATION** – Stakeholders with perceived low interest as well as relevance on the topic at hand. Information should always be provided to all in a decision-making process
- **CONSULTATION** – Stakeholders with perceived high interest, but a low level of relevance on the topic at hand. Consultation allows public authorities to collect their views at different stages of the decision-making process
- **DIALOGUE** – Stakeholders with perceived low interest, but a high level of relevance on the topic at hand. Dialogue allows public authorities to benefit from stakeholders' competences, while ensuring a constant feedback, increasing their level of interest and keeping them involved.
- **PARTNERSHIP** – Stakeholders with perceived high interest, as well as high level of relevance and competence on the topic at hand. Partnership supports the establishment of appropriate embedded participation mechanisms.



## IDENTIFYING STAKEHOLDERS' POTENTIAL INVOLVEMENT

- Step 3, thus, results in two scores ranging from 0 to 1:
  - one for relevance,
  - one for interest.
- The tool automatically plots these scores on a graph, divided in 4 quadrants.
- Each quadrant represents a different level of potential involvement of the stakeholder.



SCHOOL on  
**Participatory  
Democracy**



15:30–15:45

4-8/12/2024

Coffee  
**BREAK**



School on PARTICIPATORY DEMOCRACY

Thursday, 5th December  
2024 – 15:45–17:00



E-Tool and Visualisation of Results

- Strategies for Citizen Participation
- Q&A and Wrap-Up



# SESSION 5 PARTICIPATION IMPLEMENTATION AND ENHANCEMENT STRATEGIES

- What are the phases of decision making and what is the participation for each of the phases?
- What are the strategies that can be implemented for each stakeholders' involvement typology?
- What are the strategies for enhancing participation processes in decision making?

# PARTICIPATION IMPLEMENTATION

What are the phases of decision making and what is the participation for each of the phases?

What are the strategies that can be implemented for each stakeholders' involvement typology?

What are the strategies for enhancing participation processes in decision making?

## 1 – PRIORITY SETTINGS

## 3 - DECISION

## 5 - MONITORING

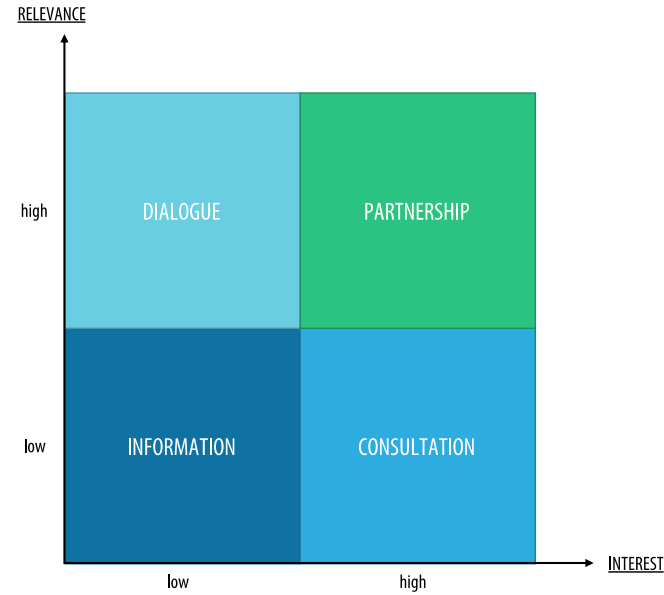
## 2 - DRAFTING

## 4 - IMPLEMENTATION

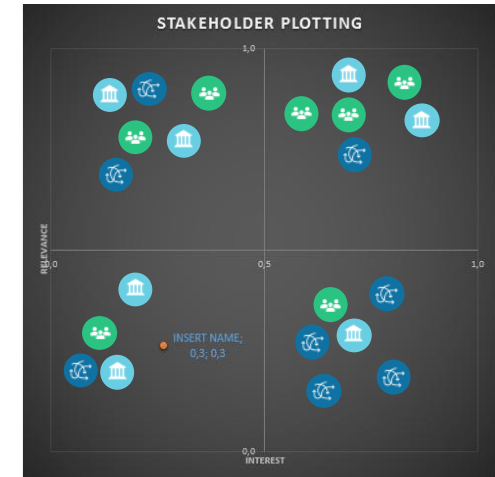
## 6 – POLICY TUNING

- PRIORITY SETTING** - the definition of current priorities for topic at stake, based on a need-assessment.
- DRAFTING** - the elaboration of a preliminary version of the policy/strategy, based on need assessment performed.
- DECISION** - the definition stage of the policy/strategy.

- IMPLEMENTATION** - turning the decision into practice through actions.
- MONITORING** - following the development of the implementation phase and its impacts on the target groups it is addressed to.
- POLICY TUNING** - integrating the insights gathered during the monitoring activity into an amelioration of the policy at stake.



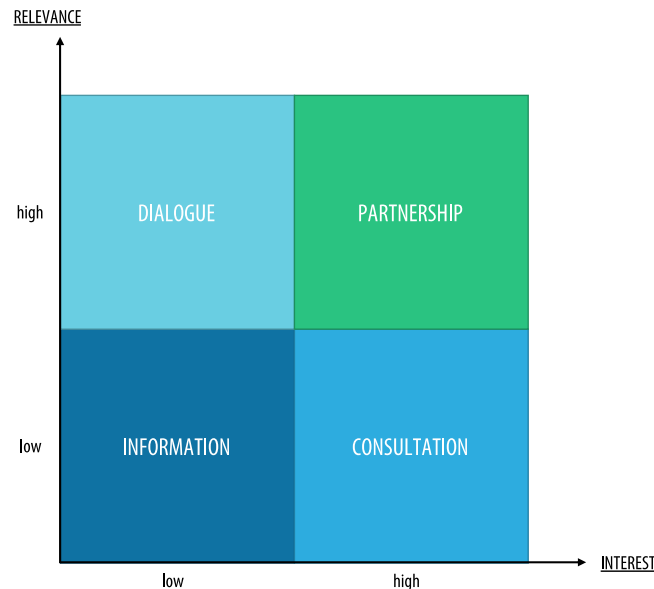
- INFORMATION** – Stakeholders with perceived low interest as well as relevance on the topic at hand. **Information** should always be provided to all in a decision-making process
- CONSULTATION** – Stakeholders with perceived high interest, but a low level of relevance on the topic at hand. **Consultation** allows public authorities to collect their views at different stages of the decision-making process.



- DIALOGUE** – Stakeholders with perceived low interest, but a high level of relevance on the topic at hand. **Dialogue** allows public authorities to benefit from stakeholders' competences, while ensuring a constant feedback, increasing their level of interest and keeping them involved.
- PARTNERSHIP** – Stakeholders with perceived high interest, as well as high level of relevance and competence on the topic at hand. **Partnership** supports the establishment of appropriate embedded participation mechanisms.

## ■ QUADRANT 1 – INFORMATION

- Stakeholders falling in this quadrant are characterised by a perceived low interest as well as relevance on the topic at hand.
- It is crucial that information is always provided to all in a decision-making process.



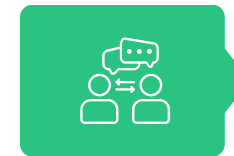
Priority setting: ensure brokerage of knowledge and raise awareness on the methodology used for priority setting, the actors involved as well as the main topics considered.



Drafting: ensure transparency, thus that all relevant and public documents (i.e. not those encrypted for security purposes) are available for consultation.



Decision: ensure prompt delivery of information on the decision made.



Implementation: ensure transparent management in all procedures implemented.



Monitoring: ensuring transparency of indicators and criteria used, as well as of opportunities to feedback the public administration on enhancements needed.



Policy tuning: ensure feedback is provided to all, detailing the way feedbacks and experts' evaluations have been integrated in the new policy definition.

## ACTIONS & TOOLS

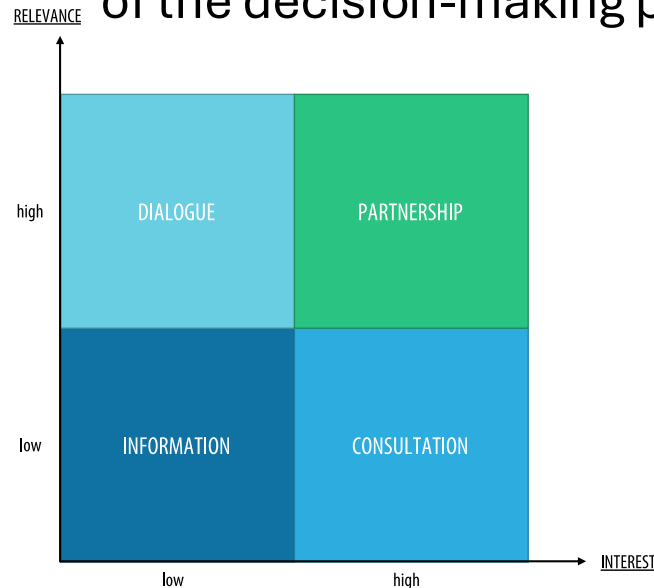
- 01 ■ Opening meetings to the public.
- 02 ■ Publishing agendas, reports and other relevant materials online, on public authority website or on social media.
- 03 ■ Producing brochures and posters to be disseminated at community meeting areas, so to ensure reaching also citizens with limited or no internet access, or no digital competences.
- 04 ■ Producing documents as well as information on public events in the official **language** as well as in any minority language present within the community, so to disseminate information to the widest public as possible.
- 05
- 06
- 07
- 08
- 09

## METHODOLOGIES FOR INFORMATION STRATEGIES

- Updates on the development of the decision-making process through dedicated newsletters, sent via email or to the postal address.
- Dedicated invitations to participate to public presentation events.
- Dedicated information shaped on aspects of the topic at hand that might be more specifically targeted to the stakeholders' specific interests.

## ■ QUADRANT 2 – CONSULTATION

- Stakeholders falling in this quadrant are characterised by a perceived high interest, but a low level of relevance on the topic at hand.
- Engaging stakeholders through consultation allows public authorities to collect their views at different stages of the decision-making process.



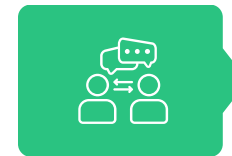
Priority setting: involve the stakeholders in a need assessment procedure, so to gather their insights and perceptions on the specific topic.



Drafting: ensure the integration of the insights gathered from stakeholders through need assessment conducted during Priority setting.



Decision: ensure the possibility for stakeholders to feedback on decision made, and receive answers/explanations.



Implementation: offer possibilities to stakeholders to challenge the implementation process, by raising objections, or to ask for clarification on the methodologies and procedures adopted.



Monitoring: offer possibilities to stakeholders to feedback on the implementation procedure, offering ideas, suggesting changes, highlighting obstacles.



Policy tuning: ensure the integration of monitoring insights received from stakeholders into the re-definition of the policy for its amelioration.

## ACTIONS & TOOLS

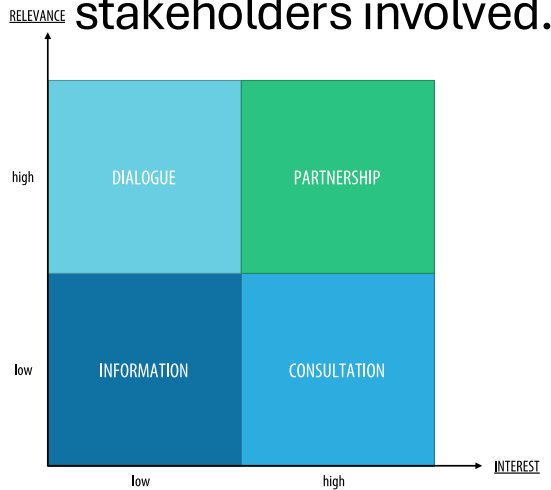
- 01 ■ Opening an online questionnaire to gather stakeholders' needs and feedbacks.
- 02 ■ Creating opportunities **for non-online data gathering** for stakeholders with no access to the internet or no digital competences (e.g. making the need assessment questionnaire and feedback forms available on paper at town hall and other public meeting places).
- 03
- 04
- 05
- 06 ■ Ensure relevant stakeholders are aware of the online and offline data gathering tools and opportunities (by sending newsletters via email or post).
- 07
- 08 ■ Organising dedicated meeting with stakeholders to allow for direct data gathering/feedback.
- 09

## METHODOLOGIES FOR CONSULTATION STRATEGIES

- Brainstorming – Blue-sky thinking.
- World café.

## ■ QUADRANT 3 – DIALOGUE

- Stakeholders falling in this quadrant are characterised by a perceived low interest, but a high level of relevance on the topic at hand.
- Engaging stakeholders through dialogue allows public authorities to benefit from stakeholders’ competences, while ensuring a constant feedback so to increase the level of interest and keep the stakeholders involved.



Priority setting: involve the stakeholders in the definition of priorities, based on their knowledge and/or influence on the topic at hand.



Drafting: ensure there is a multilateral revision process of the documents prepared as draft of the strategy/policy.



Decision: ensure stakeholders endorse the decision made and the steps defined for implementation.



Implementation: involve stakeholders in the implementation actions, based on their competence/roles within civil society and economic sector.



Monitoring: involve stakeholders asking their feedback on different stages/methodologies of the implementation process and procedures.



Policy tuning: involve stakeholders in the revision of the policy, considering their suggestions for improvement when re-defining the amelioration strategy.

## ACTIONS & TOOLS

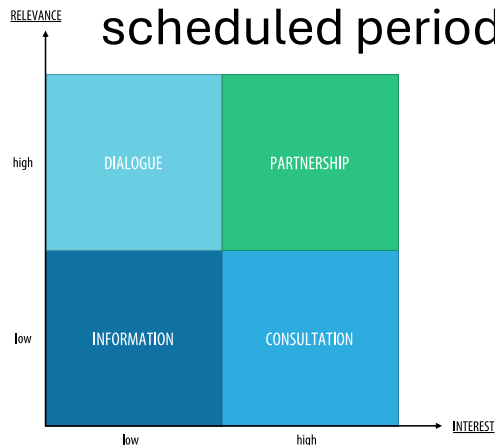
- 01 ■ Organising dedicated in-depth interviews with relevant stakeholders.
- 02
- 03
- 04 ■ Organising meetings with stakeholders to allow for direct exchange of information, gather data and provide clarifications where needed.
- 05
- 06
- 07
- 08
- 09

## METHODOLOGIES FOR DIALOGUE STRATEGIES

- IDI – In-depth Interviews
- FGIs – Focus Groups

## ■ QUADRANT 4 – PARTNERSHIP

- Stakeholders falling in this quadrant are characterised by a perceived high interest, as well as high level of relevance and competence on the topic at hand.
- There is no need to stimulate their interest to participate, but it is rather important to create appropriate embedded participation mechanisms, such as dedicated committees or scheduled periodical meetings.



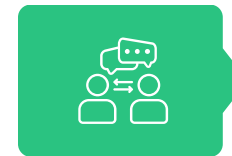
Priority setting: involve the stakeholders in the definition of priorities, based on their knowledge and/or influence on the topic at hand, asking them to involve also other relevant stakeholders, consulting them also on the methodology to be used for data gathering.



Drafting: ensure the drafting is done in cooperation. The stakeholder might also be involved in writing parts of the draft relevant to his/her competence.



Decision: ensure decision is jointly taken with stakeholders, within a dedicated permanent committee for instance.



Implementation: involve stakeholders in the implementation actions and methodologies, making them responsible for certain areas of the implementation phase.



Monitoring: involve stakeholders in the definition of monitoring methodology as well as in monitoring actions (this might also be done through the creation of a dedicated working committee).



Policy tuning: cooperate with stakeholders in the revision of the policy.

## ACTIONS & TOOLS

- 01 ■ Creation of dedicated drafting, monitoring or policy tuning
- 02 ■ committees, involving specific
- 03 ■ stakeholders for their field of competence and interest.
- 04 ■ Signature of multilateral cooperation
- 05 ■ agreements with stakeholders,
- 06 ■ specifying distribution of role and responsibilities during the decision-
- 07 ■ making process.
- 08 ■ Organisation of dedicated working
- 09 ■ sessions to develop in depth priorities, objectives and strategies within the decision making-process at hand.

## METHODOLOGIES FOR PARTNERSHIP STRATEGIES

- EASWs.



# ENHANCEMENT STRATEGIES

- What are the phases of decision making and what is the participation for each of the phases?
- What are the strategies that can be implemented for each stakeholders' involvement typology?
- What are the strategies for enhancing participation processes in decision making?

## 1 – FROM INFORMATION TO CONSULTATION

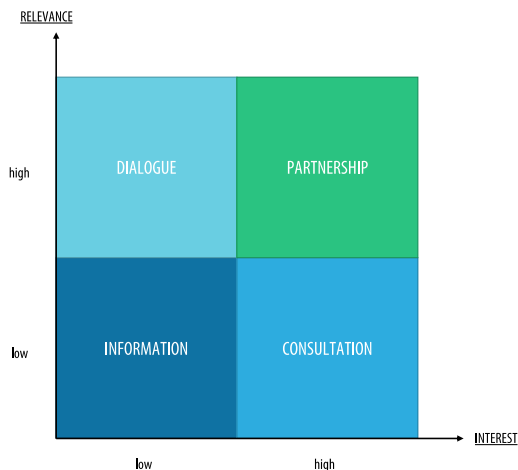
**FOR WHOM:** to increase the interest of non-interested stakeholders towards the topics on the political agenda of the public authority, so to stimulate stakeholders' insights and feedbacks, in all the stages of decision-making, even if their relevance for the public authority remains low.

**IMPORTANT TO:**

- raise awareness,
- deliver targeted information.

**TOOLS:**

- Communication plan.
- Organisation of dedicated open days/awareness raising events.



## 2 – FROM CONSULTATION TO DIALOGUE

**FOR WHOM:** Stakeholders that are already interested on a certain topic, strongly willing to actively engage and see their insights included in the decision-making process.

**IMPORTANT TO:**

- avoid frustration among engaged stakeholders,
- invest in their capacity building so to increase their competences,
- contribute further to policy development.

**TOOLS**

- Organisation of open training days on modes and tools of participation.
- Development of an on-line platform for feedback sharing and peer-to-peer exchanges for all concerned parties.

## 3 – FROM DIALOGUE TO PARTNERSHIP

**FOR WHOM:** “qualified” stakeholders.

**IMPORTANT TO:**

- engage them in one-to-one dialogues and networking,
- identify the relevant incentives to further involve them as partners in the decision-making process.

**TOOLS:**

- Individual engagement (e.g. one-to-one meetings with relevant stakeholders, in order to raise their awareness on the topic and investigate their potential interest to further engage in the process).
- Group engagement (e.g. networking events, for different stakeholders to meet and exchange views and ideas on the topic at hand; dedicated advisory boards per topic of interest).

## STRATEGY 4 – STRENGTHENING PARTNERSHIPS

**FOR WHOM:** Stakeholders already falling in the “Partnership” quadrant (already committed to engage).

**IMPORTANT TO:**

- keep them involved,
- ensure they are adequately supported in their role and efforts.

**TOOLS:**

- Committees - permanent and engaged in the topic at stake – incentivizing the cooperation within a long-term approach (i.e. permanent basis, beyond capitalizing on the experiences of specific initiatives).
- Networking - to allow members of different committees to meet and exchange ideas and create contacts, as an incentive for them to participate as a source of personal and professional growth.
- Budget - provide a dedicated budget to cover at least travelling expenses, so not to exclude from remaining in “Partnership” those stakeholders that could not afford to participate to all meetings.



# SESSION 6

## ACTION PLANNING FOR PARTICIPATION IMPLEMENTATION

- PLENARY FEEDBACK ON RESULTS OF THE PREVIOUS SESSION
- DISCUSSION ON CONTEXTUALISATION
- TRAINING DELIVERY METHODOLOGY

# GROUP EXERCISE

## Identifying the appropriate strategies and its Action Plan

Familiarising participants with the strategies for implementation of participation for a specific stakeholder typology.

Simulating the development of an Action Plan for the implementation of the strategy at stake.

Defining an action plan for the relevant strategy for participation enhancement.

- Participants are divided into groups of 5.
- Each group is tasked with elaborating an action plan to implement participation.
- It should define:
  - The stage of the policy making
  - The tools and methods for stakeholders engagement
  - The strategies for participation enhancements.
- Each group should deliver a presentation including:
  - Description of specific tools
  - Timeframe

