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## STAKEHOLDER INVOLVEMENT

# QUICK STAKEHOLDER WORKSHOP GUIDE: STEP BY STEP



On behalf of:



of the Federal Republic of Germany

adelphi 



PARLEY

 cegesti

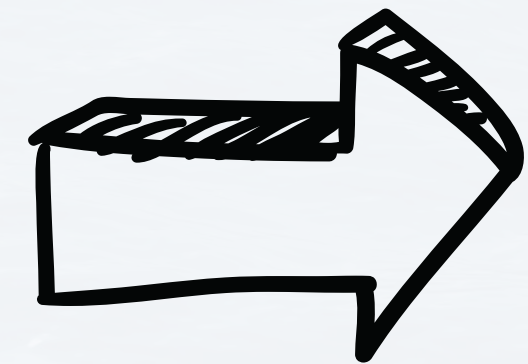
Socya



# PRECONDITION

Make use of the BlueBox Stakeholder Map Tool!

- **With its help, you will identify relevant stakeholders and assess their power and interest levels!**
- **Based on the results of the stakeholder mapping, you can plan your stakeholder workshop and develop an operational plan!**



# A quick step-by-step guide

- how to **plan and implement** a workshop for your project
- the focus is hereby on the example of a **stakeholder workshop** for your initiative against **plastic pollution** !
- the guide includes **helpful materials for your workshop**



# PROLOG

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The PROMAR project aims to reduce the amount of plastics reaching the Caribbean Sea and promote circular economy solutions in several Caribbean countries. It is led by the German consultancy adelphi and implemented by local partners. PROMAR is financially supported by the German Federal Ministry for the Environment, Nature Conservation, Nuclear Safety and Consumer Protection (BMUV).

Within the framework of the project, the PROMAR BlueBox was created. It contains various tools, guidelines, tutorials and materials to help you implement circular economy solutions to reduce marine litter in your municipality.

Part of this toolbox is this Stakeholder Workshop Guide, which you will find on the following pages. It is intended for all users of the BlueBox, including municipal actors, NGOs, government authorities and educational institutions, among others. This workshop tool logically follows the problem analysis in phase 1 of the BlueBox and the stakeholder mapping.

The intended goal is to bring stakeholders together, discuss and reflect the previously performed analysis, help to define their roles in implementation and develop together the best implementation strategy and specific actions, ideally resulting in a workplan or operational plan.

Workshop formats help to form networks and tackle problems together. With this guide, the PROMAR team hopes to provide you with assistance and thereby contribute to the reduction of land-based waste reaching the sea in your community.

The PROMAR team



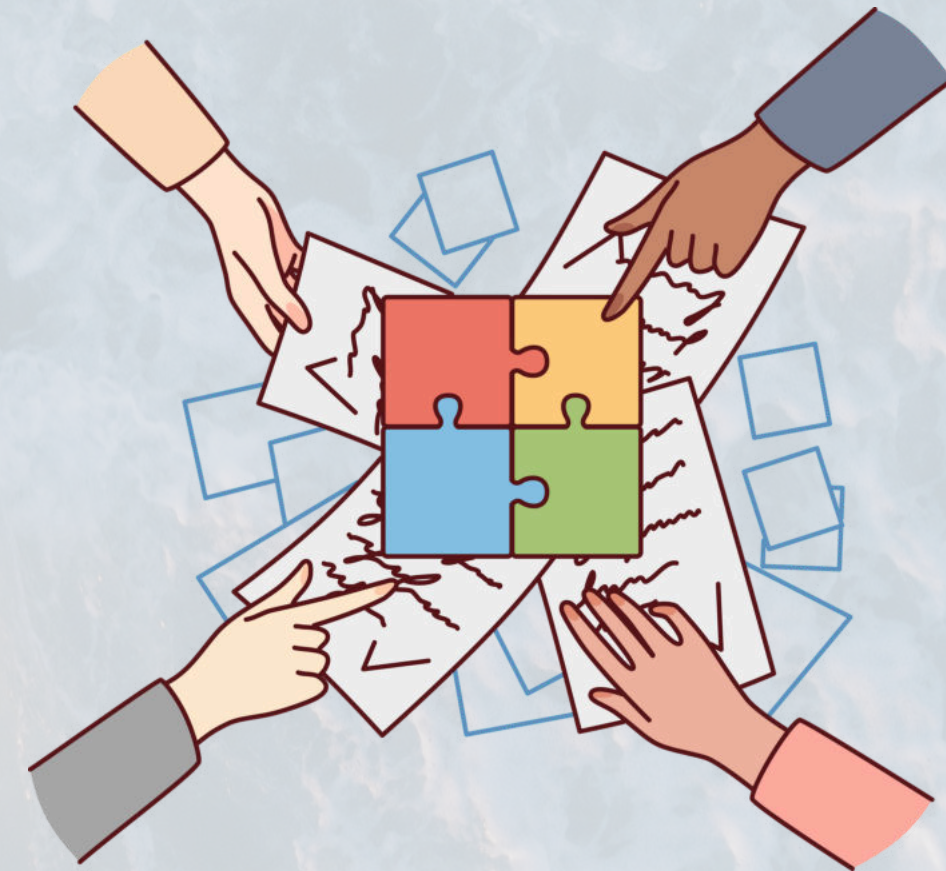
# Content of this Guide

## Unit 1: Your Stakeholder Workshop

- 1.1. Conceptualize
- 1.2. Understand your Audience
- 1.3. Organizational Matters Step by Step
- 1.4. The Workshop in practice
- 1.5. Learning Basis and Participating

## Unit 2: Resources

- Helpful materials, tools, activities for your own workshop
- stakeholder workshop examples: invitation, agenda etc.



# Unit 1: Your stakeholder workshop



## Objectives and Goals of a Workshop

Key Guiding Questions at the beginning of the process:

- **Why have a workshop?**

The **participatory stakeholder workshop** is intended to bring different relevant stakeholders together for the project. Based on the material flow or problem analysis we now **define their roles and work on ideas and solution**. This can result in an **operational plan**.



# 1.1 Conceptualize



- **What are the desired results? What do you want to convey to the participants?**

The desired outcomes of a workshop include **improved knowledge and increased collaboration**. By bringing the respective stakeholders from your area together, that are interested and affected parties, polluters and /or political responsible persons you can discuss strategies, form networks and **create an action plan**. You can identify (organizational) resources and define the institutional commitment to the project.

- **How is the workshop run? What are the right tools and methodology?**

A workshop is typically run using a combination of interactive methods, such as **presentations, group discussions, hands-on activities**, and case studies. The right tools may include presentation online / software, collaboration platforms, and materials for interactive exercises.

**Ensure stakeholder involvement by applying a participatory approach in the workshop, engaging all the actors / participants!**

# 1.2. Understand your audience



**Who is supposed to participate in the workshop?  
Adapt the content the audience!**

Make use of the [BlueBox Stakeholder Map Tool](#)! With its help, you will identify relevant stakeholders and assess their power and interest levels!

- Which **organizations** are represented?
- What level of **decision power** do they have within their organization?
- How much **prior knowledge** do the participants have about the topic?
- How do you **attract participants** and how do you **invite** them?





# 1.2. Understand your audience



**Choose diverse organizations** to enhance the exchange of experiences in the workshops, including **decision-makers** from governments, NGOs and public or private companies, especially for topics such as environmental protection.



Assess if a uniform level of knowledge and experience is necessary for workshop objectives.







**Diverse participation**, embracing diverse sectors or regions, cultures, ethnicities and genders, can be crucial for the success.



The ideal **size of the workshop** (15-20 people) depends on the dynamics and materials; a larger number of participants may hinder the quality due to the limitation of individual contribution time.

# 1.3. Organizational matters step by step



1. Form a working group and conduct stakeholder mapping
2. Contact Key-Stakeholders for inputs on the planning (content, selection of invitees) 
3. Define objectives and desired outcomes
4. Plan workshop organization (date, time, venue, catering, outcomes)
5. Send out formal invitation (including draft agenda) 
6. Send detailed organization and moderation plan (detailed agenda, timing, responsibilities, speaker-list) 
7. Workshop execution
8. Workshop evaluation
9. Workshop report (photos, meta-plan, summary) + operational plan 

# 1.3. Organizational matters step by step



## 1. Form a working group and conduct stakeholder mapping

- Make use of the BlueBox [Stakeholder Mapping Tool](#)



## 2. Contact Key-Stakeholders for inputs on the planning (content, selection of invitees)

- discuss with key stakeholders possible objectives and outcomes of the workshop

## 3. Define objectives and desired outcome

- formulate active objectives and outcome orientated goals

# 1.3. Organizational matters step by step



## 4. Plan workshop organization (date, time, venue, catering, outcomes)

- find a suitable venue, collect catering offers, select facilitators and workshop moderators, draft moderation plan

## 5. Send out formal invitation (including draft agenda)

- make sure to invite decision-makers to enable operationalization, adding resources (responsible person, financial resources, organizational input) to the operational plan



**to get a reliably example!**

# 1.3. Organizational matters step by step



## 6. Detailed organization and moderation plan

- estimate the time each task will take and sort them according to their urgency
- note the time each tasks requires
- the responsible person
- a deadline for each activity



| Task  | Person responsible | Time required | Deadline before Workshop |
|---|--------------------|---------------|--------------------------|
| Prepare Budget  | Christina          | 8 h           | 3 months before          |
| Recruit trainer(s) or moderator (if it is not yourself) | Javier             | 16            | 2 months before          |








CLICK



to get a reliably example!

# 1.3. Organizational matters: Checklist

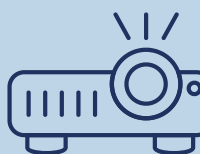


|   |   |
|---|---|
|    | <p>How to run the workshop? What are the right tools and methodologies?</p>   |
|    | <p>Which institutions will run and support the workshop?</p>  |
|    | <p>Who makes up the training team / who moderates?</p>  |
|   | <p>When does the workshop take place and how long should it last?</p>   |
|  | <ul style="list-style-type: none"> <li>• Resources:           <ul style="list-style-type: none"> <li>◦ What resources does the workshop require?</li> <li>◦ What do you already have? What do you need to acquire?</li> </ul> </li> </ul> |
|  | <ul style="list-style-type: none"> <li>• How much time do you need to prepare the workshop?</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• Where does the workshop take place? Do you have a specific venue?</li> </ul>   |

# 1.3. Organizational matters: Checklist



Budget: Costs for Venue, Trainers, Food & Drinks, Materials, Cost of Travel, Accommodation



Materials: Display boards like flip charts, laptops, beamer, markers, sheets, sticky notes

CLICK



**to get a tested example of a  
workshop and moderation plan!**

# 1.4. Workshop in practice

In the first sessions, participants learn about the background, objectives, content, program, rules and the methodological focus. Make sure people get to know each other begin building a sense of trust in the group.

## Greeting

- greet and welcome
- introduce yourself and the team
- introduce the background of the workshop

## Objectives and Program

- provide an overview of objectives of the workshop
- show the agenda of the day

## Introduce the participants

- participants introduce themselves with an activity of your choice
- participants share their expectations and concerns



Break the ice!

## Present the methodological focus

- depending on the concept of your workshop, present your approach
- do you use a lot of participatory elements?
- which kind of visualization is used?
- which kind of tools / methods are going to be used?



# 1.4. Workshop in practice

## Workshop closing session / Feedback

- summarize highlights and outcomes of the workshop
- summary allows the group to review undertaken work, advances made and results reached
- conduct a feedback / evaluation round



## Undertakings

- the workshop ends but possibly lays the foundation for the continuing process
- the training's purpose is to put into practice what has been learned
- **Trainers or moderators can design a template with guiding questions:**
  - What am I agreeing to do?
  - Why do I want to do it?
  - How can I do it?
  - When can I do it?
  - With whom or for whom?
  - What do I need?
  - What do I hope to achieve
  - What difficulties might I have?



## Follow up

- you can share recordings / summaries / information with the participants in the aftermath of the workshop

# 1.5. Follow-up



## 8. Workshop evaluation



- feedback session with the participants (questionnaire or interactive meta-plan tool)

## 9. Workshop report (photos, meta-plan, summary) + operational plan

- send formal report to all stakeholders
- include operational plan



**to get a real-life example of an operational plan!**

|   |   |   |
|---|---|---|
|  | <p><b>Define the evaluation process</b></p> | <ul style="list-style-type: none"> <li>• think about means to evaluate the workshop afterwards</li> </ul>   |
|  | <p><b>Define the follow-up</b></p>          | <ul style="list-style-type: none"> <li>• think about a follow-up after the workshop</li> <li>• you can send a report / summary / tasks to be fulfilled and keep contact with the participants via the internet</li> </ul> |

# 1.6. Learning basis and participation

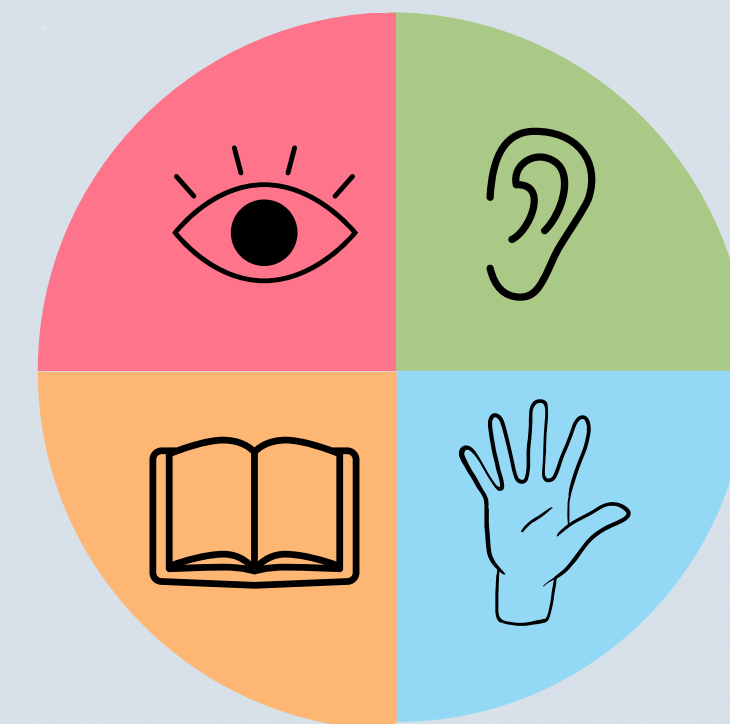


**Take note of some psychological insights about learning to make the workshop a success!**



## **Recognize learning styles:**

People have different learning styles—visual, auditory, reading/writing, or through physical activity / hands-on experiences. Often, it's a mix of these. To enhance memorization, incorporate diverse methods to cover these different learning preferences.



## **Active Learning:**

Active learning, including discussions, problem-solving, and hands-on experiences, enhances comprehension and application compared to traditional passive methods. It fosters deeper understanding, as participants actively engage in the learning process. Encouraging contributions from individuals through their **own experiences** further enriches the learning experience.

# 1.6. Learning basis and participation



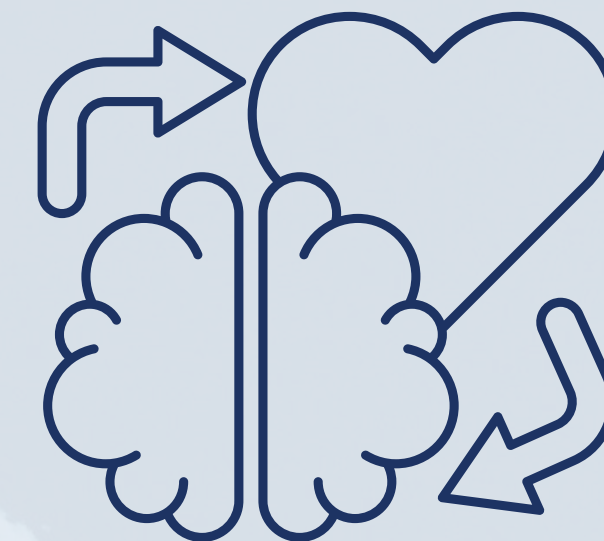
## Emotional connection and linking to the reality

Emotional connections boost learning and engagement. If you integrate relatable examples and stories, they will resonate more with participants. Case studies can be used as a common thread throughout your workshop.

They tie the issues more to reality and make them more tangible.

## Feedback

Regular feedback enables adjustments and strengthens the learning process. It is important to assess the understanding of the participants, possible adaptation of content and quality improvement. It helps to build a sense of community and to ensure that the workshop still aligns with its intended objectives.



# 1.6. Learning basis and participation



**Based on the previous insights, how can you apply the learning for a good workshop?**



**Workshop Objectives:** Define clear, measurable goals that consider different learning styles. It is essential to communicate these goals in the beginning, to also be transparent for the participants!

## **Possible objectives and goals for your Stakeholder Workshop:**

- Identification of resources and support potential
- Institutional or individual commitment to the project
- Establishment of a (preliminary) workplan, defining responsibilities and dates

# 1.6. Learning basis and participation



**Based on the previous insights, how can you apply the learning for a good workshop?**



**Interactive Elements:** Integrate activities and discussions to actively involve participants in the learning process, respectively the planning process. A workshop is not a lecture, try to co-create knowledge instead of imparting knowledge frontally. For example, various aspects that need to be understood can be worked out in groups and then presented in so-called peer-to-peer presentations. Later, the results can be discussed in plenary.

# 1.6. Learning basis and participation



**Based on the previous insights, how can you apply the learning for a good workshop?**



**Multimedia Elements:** Utilize visual and auditory elements to address different learning styles. Use media effectively to enhance attention. Examples could be short video features, audio clips, group discussion, guests speakers and of course: **field trips**. If time allows it, few things are as instructive and memorable as actually looking at the problem on site, e.g. carrying out a beach sampling or a clean-up together with the group.

**Breaks and Recovery:** Consider the limited attention span. Plan regular breaks to maintain concentration and give people time to digest information.



# Useful Additional



# Material, Games, Activities



# Example: Course of action

**Kick-off**

30 min

**Session 1**

90 min



15-30 min

**Session 2**

90 min



60-90 min

**Session 3**

90 min



15-30 min

**Summary,  
Feedback,  
Take-Away**

30 min

# Example: Workshop Timetable





**Title: Using the BlueBox against Marine Plastic Pollution | Date (...) | Place: (...) | Moderator: Javier | Trainer: Carmen**

| Time          | Subject   | Who leads? | How?                               | Material needed   | Comments   |
|---------------|---|------------|------------------------------------|---|--|
| 08:30 - 08:45 | Welcome   | Javier     | -                                  | none  | Moderator welcomes and greets the participants, briefly introduces the reason for the workshop       |
| 08:45 - 09:15 | Introduction of the group, Ice-Breaker            | Javier     | Method "The Drawing"               | Paper, marker pens, pencils   | Moderator introduces the ice-breaker game, which is then conducted by participants                   |
| 09:15 - 09:30 | Coffee Break                                      |            |                                    |  |  |
| 09:30 - 11:00 | Working Session: Introduction to Marine Pollution | Carmen     | Presentation, Mind Map, Group Work | Flip chart, pencils, sticky notes   | The problem of marine littering is introduced and explored together through mind maps and group work |

# Methods for Workshops

## The Interview

| Purpose?  | How long does it take?  | How many people?  | When is it used?                 |
|---|---|---|----------------------------------|
| <ul style="list-style-type: none"><li>• Ice breaker</li><li>• to get to know each other</li><li>• reach deeper understanding within the group</li></ul> | Interviews:<br>15 min<br><br>Presentation by each person: 2 minutes | 10 - 25<br> | At the beginning of the workshop |
| <b>Materials needed</b>    |   |   |                                  |
| Paper for taking down notes   |   |   |                                  |

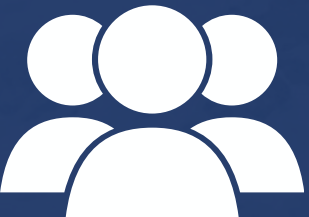
### How is it used?

1. People form pairs.
2. The people in each pair interview one another asking for interesting personal details. Each pair does this in private.
3. Each participant introduces their partner to the whole group, using the information they found out from their private interview.

In total, it takes between 30 and 75 minutes to use this tool.



## The Drawing

| Purpose?   | How long does it take?                                       | How many people?   | When is it used?                 |
|--|--|--|----------------------------------|
| <ul style="list-style-type: none"> <li>• Ice breaker</li> <li>• to get to know each other</li> <li>• encourage creativity</li> </ul> | Drawing:<br>10 min<br>Presentation by each person: 2 minutes | 5 - 20<br> | At the beginning of the workshop |

### Materials needed

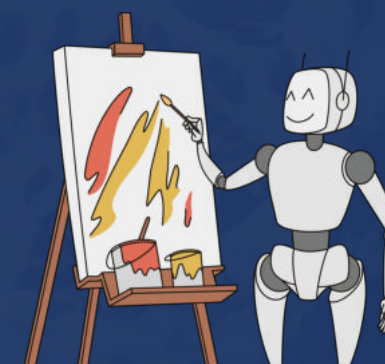


Paper, marker pens, pencils

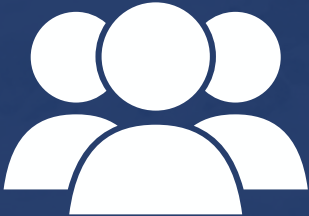
### How is it used?

1. Each participant is given a blank sheet of paper and marker pens or pencils.
2. Each participant draws a picture that they feel represents them.
3. A presentation is made and each participant shows and explains their drawing.

This tool takes between 20 and 60 minutes: 10 minutes to draw the picture and a maximum of 2 minutes for each participant to show and explain it.



## Famous Couples

| Purpose?   | How long does it take? | How many people?  | When is it used?   |
|--|------------------------|---|--|
| <ul style="list-style-type: none"><li>to form pairs or groups randomly and in a friendly way</li></ul> | 20 - 30 min            | 10 - 30<br> | At any point during the workshop to integrate people dynamically |

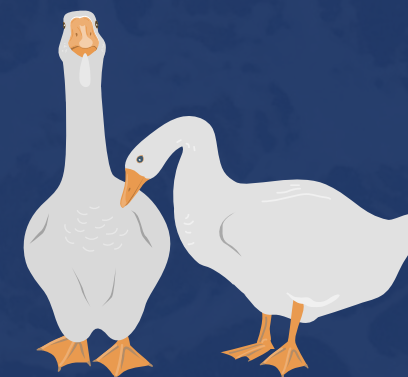
### Materials needed



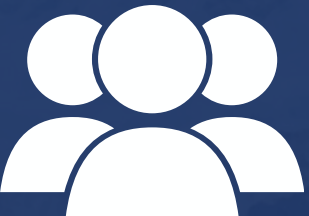
Cards and pens or pencils

### How is it used?

1. Cards are prepared with the names of well-known couples (for example, Adam & Eve or Romeo & Juliet, etc.) or famous people from the same category (singers, actors, sporting heroes, writers, etc.)
2. Participants pick a card randomly and find others with the matching card to form pairs or groups. For instance, if someone picks the card with "Romeo," they look for the person with "Juliet," or if they choose a famous singer, they find others with singers on their cards.



# The Brainstorming Session

| Purpose?   | How long does it take? | How many people?   | When is it used?   |
|--|------------------------|--|--|
| <ul style="list-style-type: none"> <li>To quickly gain relevant and varied information</li> <li>Themes are open and ideas gathered together</li> </ul> | 15 - 45 min            | 5 - 25<br> | At any time, when you want to introduce a theme or subject |


|                         |   |
|-------------------------|---|
| <b>Materials needed</b> |  |
| Flip chart, pens, card  |   |



## How is it used?

1. Choose a theme, present it, and display the main question for everyone to see.
2. Explain the game rules:
  - Accept all ideas, no matter how silly.
  - No criticism allowed for any idea.
  - Encourage each person to share as many ideas as they can.
3. Set a time frame for the brainstorming session.
4. Assign one or two people to write down ideas on a flipchart or board in clear and legible writing for the entire group to see. Participants are free to be creative and come up with unique and innovative ideas.
5. When the time is up, analyze the ideas and draw conclusions.
6. Use the display board as a resource to introduce other planning tools.

# The Mind Map

| Purpose?   | How long does it take?  | How many people?   | When is it used?                               |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>used to visually demonstrate the thought process on a chosen subject</li> <li>record ideas and the routes of association that arise from the group task.</li> </ul> | <p>Interviews:<br/>15 min</p> <p>Presenta-<br/>tion by<br/>each<br/>person: 2<br/>minutes</p> | <p>Individu-<br/>ally or in<br/>groups</p>  | <p>At any time<br/>during the<br/>workshop</p> |

## How is it used?

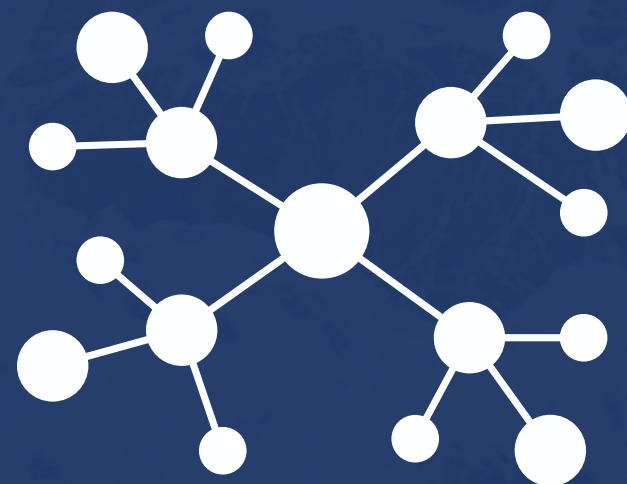
A Mind Map is a technique for visualizing thoughts. It taps into both sides of the brain—left and right—boosting their natural abilities. This makes the results more creative compared to linear thinking, which only uses one side of the brain.

The map is a drawing with many branches, starting from a central theme written in the middle. Participants generate branches inspired by their associations, leading to new ideas noted as keywords, symbols, or pictures.


Materials  
needed



Flipchart,  
different colored  
pens



## The Case Study

| Purpose?   | How long does it take?      | How many people?   | When is it used?                                 |
|--|-----------------------------|--|--|
| <ul style="list-style-type: none"> <li>observe a situation and draw conclusions</li> <li>search of specific solutions</li> </ul> | Between 2 and several hours | 10 - 25, divided into groups of 4-5<br> | When you wish to analyze a scenario or situation |

### Materials needed



A well documented case, that is relevant to the participants

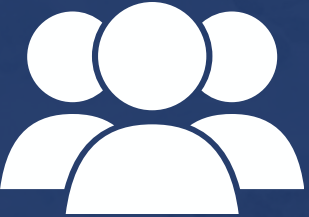


## How is it used?

- Pick a real-life situation related to the workshop theme and choose a methodology that suits the participants' abilities and interests.
- Prepare materials that help participants:
  - Recognize the theme's relevance.
  - Understand the situation's complexity.
  - Grasp the dynamics of the specific process.
 Comprehend the motives, actions, and reactions of those involved.
- Present the case study to the group, providing clear instructions to analyze the chosen scenario and explore possible solutions.
- Divide participants into groups to work on the case. Groups can either use the same approach or explore different perspectives.
- Have each group visually present their results to others, serving as a basis for evaluating the case.
- The entire group draws conclusions from the presented results. If possible, these conclusions can be adapted or applied to other similar cases.



## Venn Diagrams

| Purpose?   | How long does it take? | How many people?   | When is it used?                 |
|--|------------------------|--|----------------------------------|
| <ul style="list-style-type: none"> <li>analyze and understand interactions , relationships between people and organizations</li> </ul> | 1 - 2 hours            | 5 - 25<br> | At any point during the workshop |

### Materials needed



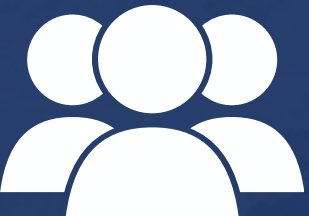
Display board, paper, flipchart, cards of different sizes



### How is it used?

1. Present the exercise and establish the rules of the game for contributions.
2. Start a brainstorming session about organizations and/or people considered for the exercise.
3. The main organization is written on a large circle of paper and placed in the middle of the display.
4. On the smaller circles, write the names of organizations and people considered for the exercise; place these circles on the display according to what has been established through participants' thoughts, reasonably close to the central organization and according to the type of activity being developed.
5. Use arrows to represent the type of relationship and functions and responsibilities each has. You can also add comments (as shown in the example)
6. If it was decided at the beginning to work in groups, compare results.

# The Problem Prioritizing Table

| Purpose?   | How long does it take?   | How many people?   | When is it used?   |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>• facilitates the continuation of the training process</li> <li>• allows the organization of commitments that each participant has made to apply</li> <li>• what has been learned in the workshop.</li> </ul> | <p>Preparation: 10 min</p> <p>Presentation each: 2 minutes</p> | <p>5 - 25</p>  | <p>It is created during the workshop but has greater meaning - to fulfil commitments - when participants return to their place of origin and put it into practice.</p> |

Materials needed



Sheet of paper for each participant



## How is it used?

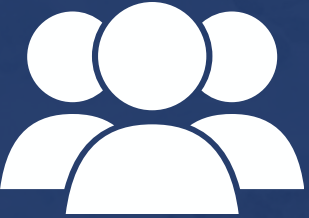
1. The trainer reflects on the commitments that the training could have provided, in relation to putting into practice learning generated by the workshop. One of the most practical ways of making these commitments more specific is by establishing categories and questions related to them; for example:

- Activities, what am I going to do?
- Objectives, why?
- Procedure, how am I going to do it?
- Estimated time, when am I going to do it?
- Alliances, who am I going to do it with?
- Place, where am I going to do it?
- Resources, what am I going to do it with?
- Beneficiaries, who am I going to do it for?
- Other categories and questions related that are considered relevant

2. Each participant is given a sheet of paper with an outline of the table, or a blank sheet for each person to draw a table and write their name on it.

3. Tables are presented and read to all those taking part in the workshop. Each table is filled out and left as part of the photographic record.

## The Action Plan

| Purpose?   | How long does it take? | How many people?   | When is it used?   |
|--|------------------------|--|--|
| <ul style="list-style-type: none"> <li>Design an ordered sequence of activities</li> </ul> | 3 hours                | 5 - 25<br> | When you want to formulate actions for a specific goal, serve as a reference for follow up |

### Materials needed



Paper, pens, display boards, cards and sheets containing the table

CLICK



to get a real-life example of an operational plan!

### How is it used?

1. The trainer presents the exercise and agrees the methodology and format of the table with the group.
2. Subgroups are formed in accordance with previous criteria. For example, the type of organization participants belong to, by objective, etc.
3. The table is developed explaining each of the proposed aspects.
4. Once the table has been completed, it is reviewed.
5. Results are presented by the sub groups to the whole workshop and the different approaches are discussed with the aim of adding to the information and obtaining a more complete table.



**adelphi**

Alt-Moabit 91  
10559 Berlin  
[www.adelphi.de](http://www.adelphi.de)

**PROMAR Project**  
[www.promar.org](http://www.promar.org)

[www.linkedin.com/company/promar-adelphi/](http://www.linkedin.com/company/promar-adelphi/)

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**Get in touch with us:**  
[promar@adelphi.de](mailto:promar@adelphi.de)

# BLUE BOX

A PRODUCT DEVELOPED WITHIN THE FRAMEWORK OF:



On behalf of:



Federal Ministry  
for the Environment, Nature Conservation,  
Nuclear Safety and Consumer Protection

of the Federal Republic of Germany

