

Wetlands Management as Multi-Stakeholder Process

Programme Management Unit – PWP, Islamabad
(January 20th – 22nd, 2010)



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1 Introduction

Multi-Stakeholder Process is a process of bringing all the stakeholders on a single platform to address a particular issue or problem. The stakeholder can be anyone who can either directly or indirectly influence that particular issue. This course was designed to impart knowledge and skills to the officials of various departments and communities who can act as stakeholders in Wetlands Management. Keeping in view its importance a specific training course on 'Wetlands Management as Multi-Stakeholder Process' was organised in the premises of Pakistan Wetlands Programme from January 20th-22nd, 2010 at Islamabad.

2 Course Objectives

The objectives of the training course were to enable the participants to:

- Define the concepts of 'Wetlands' and 'Wetlands Management'.
- Explain the relevance, purpose and steps of Wetlands Management.
- Apply methods used to manage wetlands as MSP.

3 Course Outcomes

At the end of the training course the participants were able to:

- Explain the basic concepts of 'Wetlands' and their management.
- Develop a vision in context of Multi-Stakeholder Process.
- Perform situational analysis
- Develop a Wetlands Management Plan with reference to Multi-Stakeholder Process.

4 Training Participants

The number of participants registered for this training course was 18. The participants participated from various forest and wildlife departments of the country. Some other organisations from which participants actively participated were Zoological Survey Department, IUCN, and Pakistan Museum of Natural History etc. The list of the enrolled participants is attached as Annexure I.

5 Training Team

The services of highly skilled resource persons were taken for this valued training course. The training team comprised of five members. The list of the training team which includes their name, designation and organization are attached as Annexure II.

6 Training Program

The course was based on detailed sessions and their practical demonstrations. Training programme was split over a period of three days which includes both theoretical demonstrations and field visits. Details of the Training Programme are attached as Annexure III.

7 Training Method

Two types of training methods are used for this training course. These methods are:

7.1 Lectures and Handouts

The participants were given lectures and handouts. These handouts served a very beneficial source of understanding the topic.

7.2 Participatory Activities

The training course incorporated a range of participatory activities that provide the participants with hands-on skills and tools in effective wetlands management and situation analysis in context of Multi-stakeholder process.

8 Session Details

8.1 Introduction of Pakistan Wetlands Programme

Session I starts with the registration of the participants. Registration form was filled in by every participant. Then a small activity was conducted in which the participants were divided into various groups in which each participant has introduced his counterpart. This activity was done to let the participants get familiarized with each other so that it will become easy for them to work in the groups at a later stage.

Afterwards a detailed introduction of Pakistan Wetlands Programme was given by Mr. Richard Garstang, National Programme Manager/CTA Pakistan Wetlands Programme. He also discussed the importance of wetlands. He further told that Pakistan Wetlands Programme has undertaken to conserve globally significant wetlands biodiversity in Pakistan while alleviating poverty.

8.2 Wetlands- An Introduction

In this session a detailed introduction of wetlands was given. Wetlands is a place where land and water meets. Mr. Tahir Mehmood told the participants what we actually meant by wetlands, how many different types of wetlands exist. Ramsar definition of wetlands was also explained to the participants to clear their concept of wetlands. Further discussion was held for the importance of wetlands i.e. what role they play in our daily life and its associated biodiversity.

8.3 Wetlands Management - Economic Perspectives

In this session the focus of the resource person was on Wetlands Management from economic perspectives. A participatory approach was used to let the participants to do some brainstorming and find out why wetlands are important from economic perspectives? Some of the points come out of the discussion were:

- Water supply (quantity and quality)
- Fisheries (over 2/3 of the world's fish harvest)
- Timber production
- Energy resources, such as peat and plant matter
- Wildlife resources
- Transport
- Recreation and tourism
- Agriculture, through the maintenance of water tables and nutrient retention in floodplains

8.4 Multi-Stakeholder Process---A Paradigm of Development

A process of interactive learning and empowerment that enables stakeholders with common interests to be collectively innovative and resilient when faced with emerging risks, crises and opportunities of a complex and changing environment.

Some other terminologies used nowadays are:

- Social learning
- Dialogue

- Transition processes
- Interactive policy making
- Participation
- Citizen engagement
- Learning alliances
- Collaborative action

8.5 Frame Work of Multi-Stakeholder Process

Stakeholder collaboration framework was explained by the resource person in this session. It is explained that for initiating a collaborative process adaptive planning should be done and then reflexive monitoring and in the end collaborative action should be taken to complete the collaboration process. But before that some theoretical assumptions should be considered and utilize all the learning techniques to make the collaborative process successful. The framework of Multi-Stakeholder process is given below.

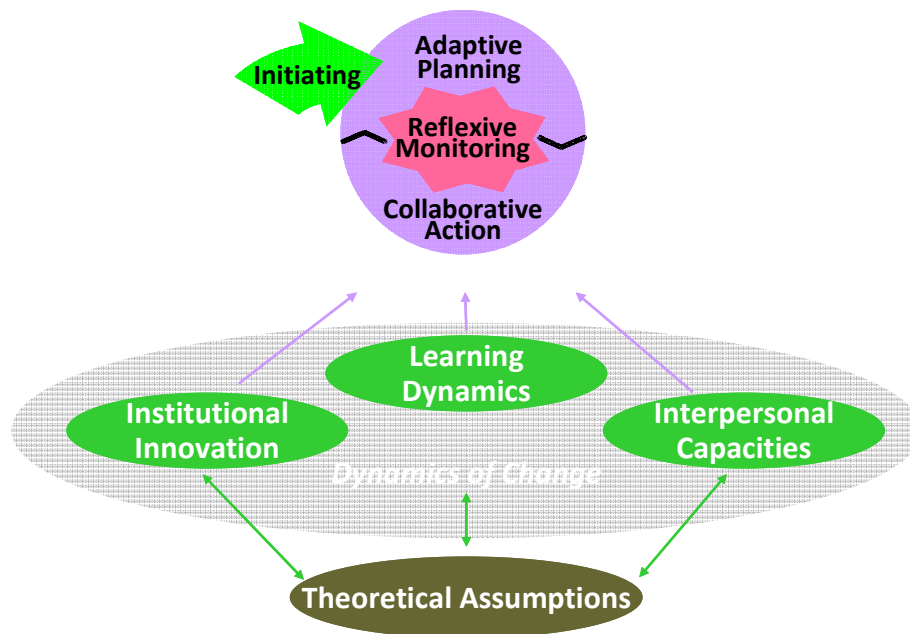


Figure 1: Framework of Multi-Stakeholder Process

8.6 Institutional Dynamics

The resource person defined the institution in the following ways:

Institutions are the rules and regulations, mechanisms, norms and values that influence livelihood, be they formal or informal

Institutions can be seen as the result of a group of people to ensure their vested interests in a particular situation. In effect, institutions do determine the structure of formal and informal power arrangements.

After defining the institutions the topic of learning dynamics were explained to participants. These include individual learning, organizational or group learning, social or societal

learning and collaborative or experiential learning and at the end of this session various tools and techniques were discussed for such learning processes. Some of the tools are:

- Brainstorming
- Visioning
- Questionnaires and surveys
- Cause and effect mapping
- Historical analysis
- Focus groups
- Semi-structured interviewing
- Flow diagrams
- Role plays
- SWOT analysis
- Institutional linkages
- Matrix analysis
- Action planning

8.7 Visioning

Vision is the process of identifying and analysing what changes the project / programme / organisation would like to bring about in the future. In this session the following topics were covered by the resource person:

- Importance of visioning
- How to make an analysis of visions and opportunities
- How to use different tools for visioning
- Linking the analysis of visions and opportunities to the wetland management cycle

The participants were to develop a wetlands management plan by keeping in mind the vision i.e. how they would like to see Rawal Lake after fifty years. For this purpose they had developed a vision in order to make their wetlands management plan.

8.8 Situation Analysis-Stakeholder Analysis

Stakeholder analysis is of vital importance because one can not ignore the stakeholders before making any sort of decision. In this session a participatory approach was used to let the participants think who could be the stakeholders of wetlands and what role they can play in its management. Therefore the participants were asked to list down the stakeholders which they identified during their field visit to Rawal Lake. The presenter told that the stakeholder analysis is important because it can influence your decision for wetlands management plan. Therefore, it important to keep in consideration the smallest stakeholder because it can have magnified impact on your plan.

8.9 Situation Analysis - Problem Analysis

Although stakeholder analysis is important it is of immense importance that problem analysis should also be done. The participants in this session were divided into two groups in which they have to identify a major problem keeping in consideration the wetlands and sort out the causes of that core issue or problem and what will be the impact of that problem to that wetlands. At the end participants also suggested the solutions to resolve that major problem.

8.10 Wetland Management Planning as MSP process

This session is of immense importance for the participants because they have to implement whatever they have learned throughout the training course. In this session participants have to develop a wetlands management plan on a chart paper in context of multi-stakeholder process. Both the groups have identified the possible stakeholder and then develop a wetlands management plan of Rawal Lake which they have presented later.

8.11 Objective Setting

In order to develop a management plan it is important to set certain objectives. These objectives can be short term or they could be long term. So a detailed lecture on how to set objectives was given by the resource person. The participants were also given the exercise to develop the short and long term objectives while they make a wetlands management plan.

8.12 Group presentations, Evaluation and Certificate Distribution

At the end of the training course group presentations were held. Each group has presented its wetlands management plan, stakeholder analysis and problem analysis. Each group has justified his work by giving possible solutions. All the work of the participants was judged by Mr. Richard Garstang and at the end he also appreciated their efforts. Afterwards the evaluation of the training course was done by the participants. They gave their comments regarding the training course. The evaluation summary is attached as Annexure IV.

9 Conclusion and Way Forward

This training proved very beneficial for the participants belonging to various conservation organisations. It will enhance the skills of the participants to coordinate and communicate with each other when dealing a particular issue. The Pakistan Wetlands Programme in future will organize such trainings and workshops to train the participants from various organisations and make them aware of their role as a multi-stakeholder so that they can use their resources in a manner that every stakeholder will be benefited either directly or indirectly.

10 Annexure I

Sr No.	Name	Sr No.	Name
1	Muhammad Tariq	10	Sajjad Hussain
2	Riffat Ullah	11	Imran Ullah
3	Muhammad Abd us Samad	12	Noor Khan Mengal
4	Khurram Saeed	13	Ijlal Hussain
5	Waqar Jadoon	14	Sami Ullah Khan
6	Kaif Gill	15	Mamoona Sana
7	Uzma Saeed	16	Mishkat Ullah
8	Tahir Naeem	17	Imad Qadeer
9	Tahir Laeeq	18	Afshan Sajid

11 Annexure II

Sr. No.	Name	Designation	Organization
1	Richard Grastang	National Programme Manager/ CTA	Pakistan Wetlands Programme
2	Masood Arshad	Programme Manager National Programmes	Pakistan Wetlands Programme
3	Tahir Mehmood	Coordinator, Training & Capacity Building	Pakistan Wetlands Programme
4	Atta Khan	Independent Consultant	
5	Imad Qadeer	Training Facilitator	Pakistan Wetlands Programme

12 Annexure III

Table 3: Session Plan		
Day	Time	Sessions
1	9:00 –11:00	<input type="checkbox"/> Registration <input type="checkbox"/> Participants introduction <input type="checkbox"/> Introduction to PWP
	11:01 –11:20	Tea Break
	11:21- 13:00	<input type="checkbox"/> Wetlands- An Introduction <input type="checkbox"/> Wetlands Management- Economic Perspectives
	13:01-14:00	Lunch Break
	14:01 –17:00	<input type="checkbox"/> Multi-Stakeholder Process---A Paradigm of Development <input type="checkbox"/> Frame Work of Multi-Stakeholder Process
2	9:00 –11:00	<input type="checkbox"/> Institutional Dynamics <input type="checkbox"/> Visioning
	11:00 – 11:20	Tea Break
	11:20 –13:00	<input type="checkbox"/> Situation Analysis-Stakeholder Analysis <input type="checkbox"/> Situation Analysis-Problem Analysis <input type="checkbox"/> Wetland Management Planning as an MSP process
	13:01 – 14:00	Lunch Break
	14:01 – 17:00	<input type="checkbox"/> Group Work
3	9:00 –13:00	<input type="checkbox"/> Objective Setting <input type="checkbox"/> Group work
	13:01 – 14:00	<input type="checkbox"/> Lunch Break
	14:01 – 17:00	<input type="checkbox"/> Group presentations <input type="checkbox"/> Evaluation, Certificate Distribution and Closing

13 Annexure IV

Evaluation Summary
Wetlands Management as Multi-Stakeholder Process
January 20th – 22nd, 2010

Rating Criteria: (Poor - 1, Fair - 2, Good - 3, Very Good - 4, and Outstanding - 5)

Total Participants = 18, Responses Received = 16

Day 1	S I	Questions	Score	Rating	Average
	Q 1	How extensive was the trainer's knowledge of the subject matters?	64	85%	
	Q 2	How effective was the trainer's style?	66	88%	
	Q 3	Did the content meet the training objectives?	63	84%	
	Q 4	How well was the content organised?	65	87%	86%
	S II				
	Q 5	How extensive was the trainer's knowledge of the subject matters?	62	83%	
	Q 6	How effective was the trainer's style?	65	87%	
	Q 7	Did the content meet the training objectives?	63	84%	
	Q 8	How well was the content organised?	63	84%	84%
	S III				
	Q 9	How extensive was the trainer's knowledge of the subject matters?	58	77%	
	Q 10	How effective was the trainer's style?	59	79%	
	Q 11	Did the content meet the training objectives?	59	79%	
	Q 12	How well was the content organised?	60	80%	79%
	S IV				
	Q 13	How extensive was the trainer's knowledge of the subject matters?	61	87%	
	Q 14	How effective was the trainer's style?	58	83%	
	Q 15	Did the content meet the training objectives?	59	84%	
	Q 16	How well was the content organised?	59	84%	85%
Day 2	S I				
	Q 17	How extensive was the trainer's knowledge of the subject matters?	56	80%	
	Q 18	How effective was the trainer's style?	56	80%	
	Q 19	Did the content meet the training objectives?	58	83%	
	Q 20	How well was the content organised?	59	84%	82%
	S II				
	Q 21	How extensive was the trainer's knowledge of the subject matters?	58	83%	
	Q 22	How effective was the trainer's style?	57	81%	
	Q 23	Did the content meet the training objectives?	57	81%	
	Q 24	How well was the content organised?	56	80%	81%
	S III				
	Q 25	How extensive was the trainer's knowledge of the subject matters?	55	79%	
	Q 26	How effective was the trainer's style?	54	77%	
	Q 27	Did the content meet the training objectives?	55	79%	
	Q 28	How well was the content organised?	55	79%	78%
	S IV				
	Q 29	How extensive was the trainer's knowledge of the subject matters?	62	83%	
	Q 30	How effective was the trainer's style?	64	85%	

		Questions	Score	Rating	Average
	Q 31	Did the content meet the training objectives?	62	83%	
	Q 32	How well was the content organised?	62	83%	83%
Day 3	S I				
	Q 33	How extensive was the trainer's knowledge of the subject matters?	59	79%	
	Q 34	How effective was the trainer's style?	63	84%	
	Q 35	Did the content meet the training objectives?	64	85%	
	Q 36	How well was the content organised?	67	89%	84%
	S II				
	Q 37	How extensive was the trainer's knowledge of the subject matters?	61	81%	
	Q 38	How well was the Activity work organised and done?	63	84%	
	Q 39	How effective was the trainer's style?	63	84%	83%
Overall Training Evaluation					
	Q 40	How will you rate overall structure of the training module?	64	85%	
	Q 41	Did the training contribute towards the enhancement of your knowledge?	65	87%	
	Q 42	Did the trainers manage the group effectively?	65	87%	
	Q 43	Did the core faculty manage the training effectively?	69	92%	
	Q 44	Do you think you will be able to use training content in your work place?	65	87%	
	Q 45	How will you rate the lunch and tea arrangements at the training venue?	69	92%	88%
Total Score and Rating of the Training Event			2747		83%

Evaluation Charts

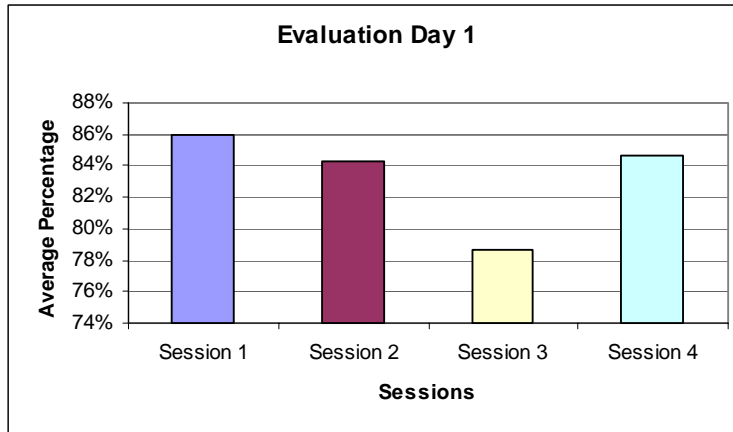


Figure 2: Graphical Presentation of sessions details of Day 1

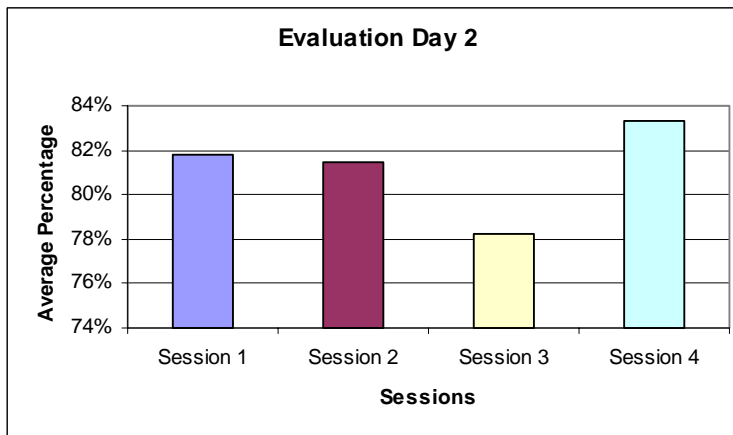


Figure 3: Graphical Presentation of sessions details of Day 2

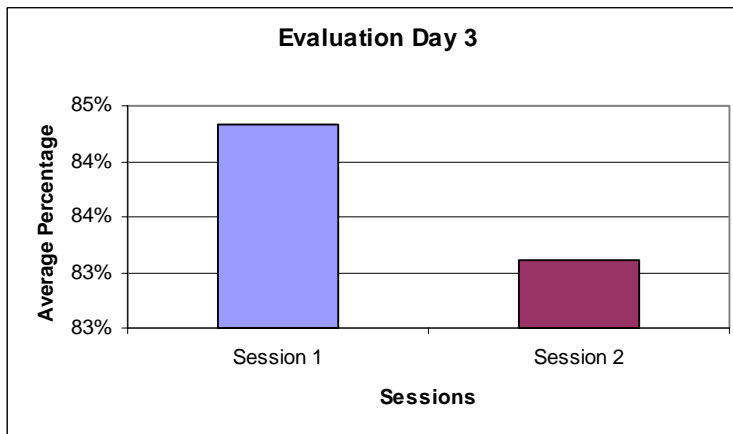


Figure 4: Graphical Presentation of sessions details of Day 3

14 Glimpses



Figure 5: Overall Training Activities