

Report of the workshop on MSP and Transitions CDI & WLR

7 - 9 February 2011
De Bosrand, Ede

Organised by:

Simone van Vugt

Fannie de Boer

Wageningen UR - Centre for Development Innovation

Bram Bos

Wageningen UR - WLR

Training Report



Wageningen UR Centre for Development Innovation (CDI) works on processes of innovation and change in the areas of secure and healthy food, adaptive agriculture, sustainable markets and ecosystem governance. It is an interdisciplinary and internationally focused unit of Wageningen University & Research centre within the Social Sciences Group.

Through facilitating innovation, brokering knowledge and supporting capacity development, our group of 60 staff help to link Wageningen UR's expertise to the global challenges of sustainable and equitable development. CDI works to inspire new forms of learning and collaboration between citizens, governments, businesses, NGOs and the scientific community.

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March 2011
88.27 WLR CDI training on MSP and Transitions
Wageningen UR Centre for Development Innovation

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Centre for Development Innovation, Wageningen University & Research centre

WLR and CDI organised in 2011 a training on MSP and Transitions in order to deepen each other's knowledge and share the ideas underlying the change processes they work in. The training was divided in two parts with the focus on MSP framework, Process model, Power and Conflict and Transitions in the first part. The second part was more devoted to the Theories of Change, the actual stakeholder management and the M&E of these change processes.

Photos

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1 Day 1 – Monday 7 February

Introduction

On Monday morning 7 February the workshop started with a welcome word from Simone van Vugt, the Programme Leader of the Innovation and Change programme at Wageningen UR CDI (This in the absence of Jim Woodhill who had to go suddenly to Nairobi).

After this the participants introduced & explained themselves by grouping or ranking according to the following questions (social mapping/ranking):

- Rank yourselves, please, according to the time you work with the WUR
- Rank yourselves according to age
- Please divide yourselves on opposite sides of the room; one side CDI and the other side WLR; please look each other in the eye; could one/two persons of CDI and one/two persons of WLR explain in an elevator pitch exactly what CDI & WLR are doing?
- Could you please find someone with whom you have never spoken? And exchange about your work please.

(See Annex 1: participants & facilitators list)

After the ‘getting to know each other’-session the programme, background and objectives for the two blocs, 5 days & 4 evenings were presented (See Annex 2: The actual programme of the training). In order to make the link with the topics to be addressed during the 5 days and the planned objectives, the participants had sent their needs already beforehand. Generally these were:

- Skill development: how to deal with different roles, facilitation, Conflict, motivation innovators
- Good practices in MSPs
- Application on actual cases
- Tools and processes
- Theoretical foundations
- Developing programs between CDI - WLR

These expectations matched the planned objectives to a large extent. The contractual objectives state that participants:

- Examine different types of multi-stakeholder processes
- Learn and practice how to use some participatory methodologies and tools in MSP/ transitions
- Learn and practice how to use some participatory methodologies and tools in MSP/transitions
- Analyse the types of institutional change and support necessary for effective MSP/transitions
- Discover how to design and plan an extended MSP / transition process
- Be challenged to assess the impact of your values and personal style on your competence as a facilitator

The sessions were facilitated by a team of different participants / trainers: Bram Bos, Boelie Elzen, Henri Holster, Judith Poelarends, Bart Bremmer, Ellen van Weeghel, Fannie de Boer and Simone van Vugt.

2 Transitions towards Sustainability: Understanding and stimulating change

Boelie Elzen from WLR followed these introductory sessions with an explanation of the ideas around system innovation.

There are two patterns of innovations:

System Optimisation (technical substitution)

- Incremental change of parts of the system
e.g. new filters for pollution from cow houses
- Is dominant pattern
- Is focus in policy concerns and research priorities
- May solve certain problems
E.g. polluting emissions. But CO2 emissions, animal welfare?

System Innovation (= Transition)

- "Radical" change (technical and social / behavioural)
E.g. new 'Roundel' henhouse with new supply chain for eggs
- Very difficult to realise (many barriers)
- Seems desirable / needed to solve problems fundamentally to achieve sustainability

In short the difference: Replacing weak links in a chain versus making a new type of chain. In order to understand these patterns you have to look from a Multi-level perspective (MLP), the interaction between three levels

- Meso level: Socio-Technical Regime (or system)
 - Domain of interest (e.g. production and consumption of dairy products)
 - Evolutionary pattern of innovation (Pattern 1: system optimisation)
- Macro level: Socio-Technical Landscape
 - 'Broad' cultural, economic and technical factors and processes
E.g. need to reduce CO2 emissions, value of countryside, ICT
 - Exerts pressure for change
- Micro level: Technological Niches
 - 'Breeding space' for innovations (socio-technical !!)
 - Tune technical and other aspects to make 'working configurations'
 - Link to a regime as prelude for a transformation

A typical transition path is the following:

- Learning in niches:
 - Initially decoupled from the existing system, a range of innovations is developed. Most of these die out.
- Linking (or anchoring):
 - Some innovations link up to the regime (= existing system)
(technical + behavioural innovations !!)
- Transition:
 - A substitution / transformation process emerges from these linked up novelties and may transform the regime

Transitions develop against the odds and often the existing system creates huge barriers.

There are two main stages:

Stage 1: Research and Learning on innovations in niches

- Develop and explore possibilities in practice
 - In research projects (Strategic Niche Management (SNM))
 - In practice initiatives (bottom-up)
- Stimulate linking (or anchoring)

Stage 2: Substitution and Transformation in regime

- After linkage of innovations to the existing system, stimulate growth and transformation
- Governance approaches should reflect these stages. But stage 1 is neglected in most approaches and policies
 - WLR work focuses on this stage
 - Builds on “Strategic Niche Management” and “Transition Mgt.”

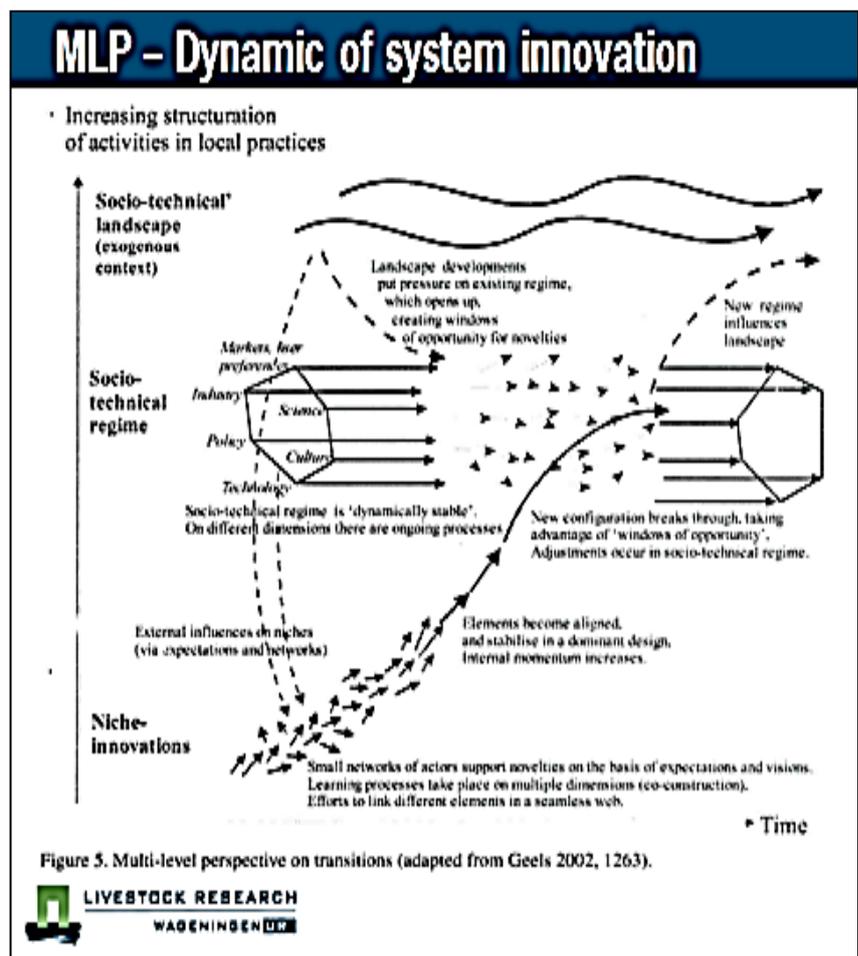
In other words, WLR focus is on learning and anchoring:

1. Identify “portfolio of promises”

- Promise = new piece of system (partial innovation)
- Practice initiatives, research initiatives, desk research
- New visions (RIO)

2. Developing new visions of husbandry systems

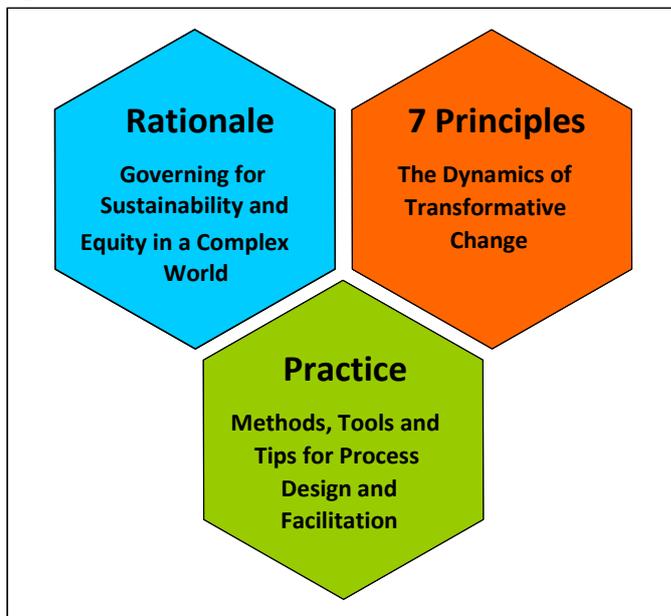
- WLR approach: Reflexive interactive Design (RIO)
- Process: Interactive process with stakeholders (MSP)
- Products: Designs with a high appeal
- Stimulate change: ‘Anchoring’ as part of the process



3 Multi Stakeholder Framework

The participants were introduced to the MSP framework, which is the base together with the Niche and Regime thinking for the programme of this training.

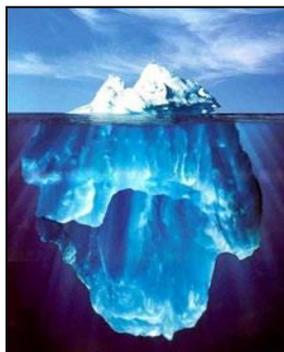
Figure 1



The intention of the MSP framework is to guide facilitators, process managers and leaders of stakeholder groups in the task of designing and supporting a process that is unique to the demands of a specific situation. It offers the theoretical ideas, principles, practical tools and generic process elements that optimize the chances for effective and productive stakeholder engagement.

As illustrated in the figure above, the framework has three main elements:

1. **The Rationale:** This explains why, in an increasingly complex world, multi-stakeholder processes are becoming an important mechanism of governance. It explains how they complement the more formal workings of national governments and international relations. The rationale explores the underlying nature of sustainability and equity problems within the context of recognizing that human

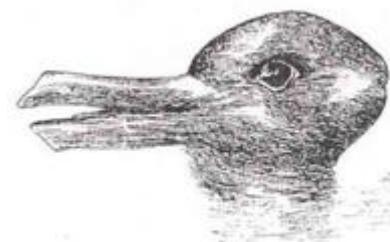


societies are best understood as complex adaptive systems.

An understanding of this wider context is important for being able to decide whether in a particular situation it makes sense (there is a good rationale) for engaging in a multi-stakeholder process.

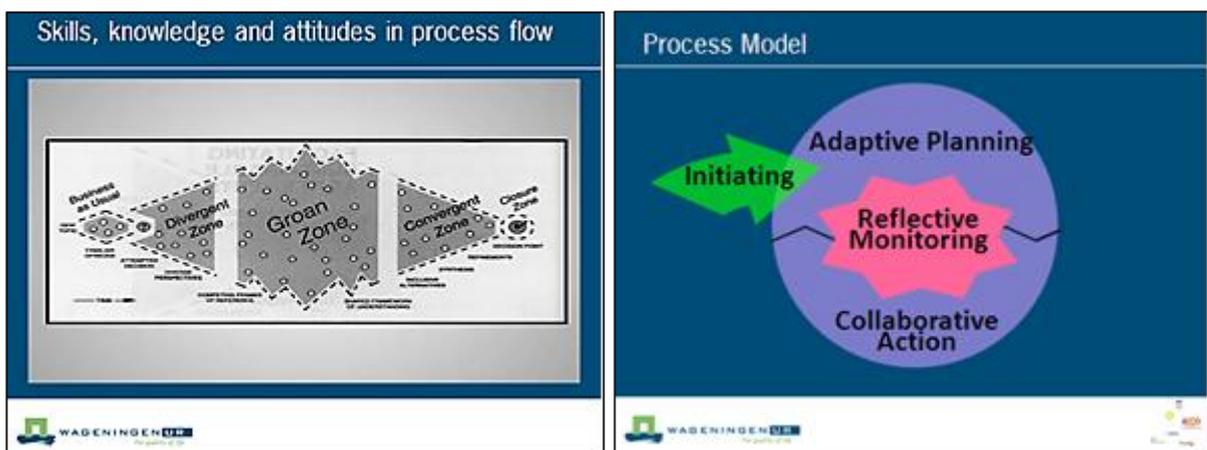
Paradigms

Everybody has his own personal assumptions about how change happens in development. And taking into account the iceberg, it is the third deep layer which is key but most difficult to make explicit.



2. **The Seven Principles:** CDI's view is that MSPs can contribute to bringing about deep and fundamental change in how individuals, organisations and societies behave. This transformative or systemic change is necessary to tackle the underlying causes of un-sustainability and inequity. We have identified seven principles about the dynamics of change, that experience has shown need to be considered and integrated into an MSP in order to foster transformative change.
 - i. Working with Complexity
 - ii. Fostering Collective Learning
 - iii. Reinventing Institutions
 - iv. Shifting Power
 - v. Dealing with Conflict
 - vi. Enabling Effective Communication
 - vii. Promoting Collaborative Leadership

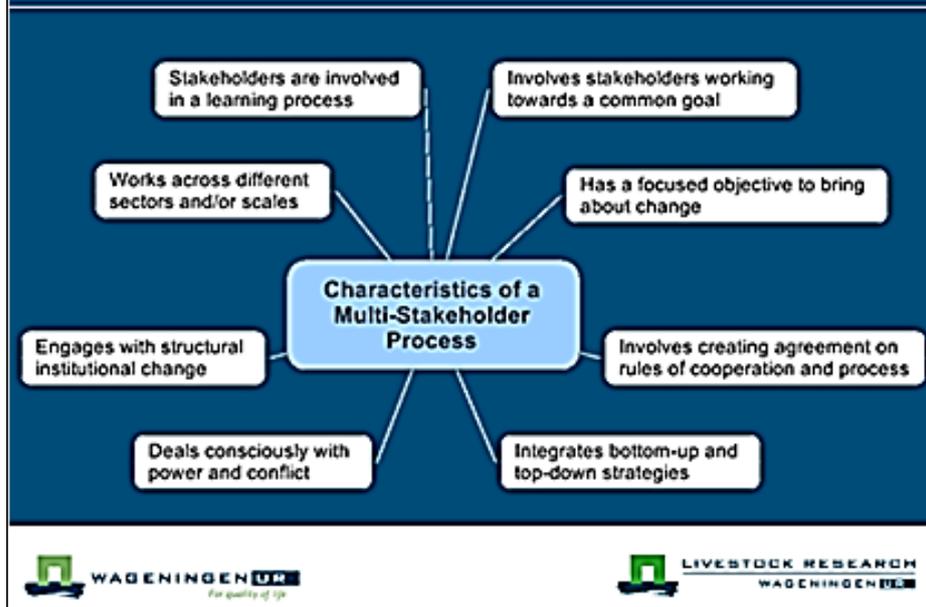
3. **The Practice:** MSPs don't just happen. They need to be created, supported and facilitated. There are many practical aspects related to setting them up, who to involve, the methodologies that can be used, the phases they go through and facilitation capacities (Skills, Knowledge and Attitude). This dimension of the framework combines the understanding that comes with the rationale and principles with a process model to show how in practice MSPs can be designed, created and facilitated.



At the tables the participants brainstormed and discussed about the key characteristics of an MSP. The following ideas resulted of this discussion:

<p>Common objective</p> <ul style="list-style-type: none"> - Common challenge - Interest / Relation in / with subject - Making the change agenda explicit <p>Leadership, Facilitation, Decision making</p> <ul style="list-style-type: none"> - Facilitation, Open Dialogue - Dialogue between stakeholders - Dialogue, Interaction 	<p>Ownership of the process</p> <ul style="list-style-type: none"> - How to choose resisting / change oriented stakeholders - Different interests - Transitions: arena: selection of stakeholders - Inequality (awareness, empowerment) <p>Platform for learning, Workshop, Events</p>
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Characteristics of a 'MSP'



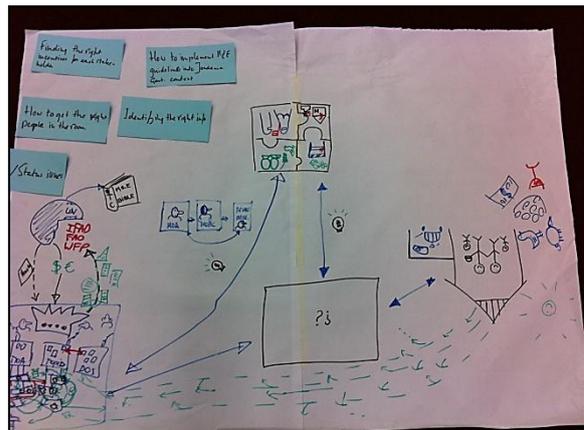
4 Issues concerning MSP & Rich Picture

The participants were asked to make a rich picture about three cases around the MSP approach. The rich picture helps the participants to analyse the system, in which they reflect on the key problematic, the stakeholders involved, their relations and how this all relates to their own role and the wider context of WUR.

After the rich picture the participants formulated the 5 main challenges in the MSP process which resulted from the discussions around the rich pictures. The 4 Rich pictures and challenges were as follows:

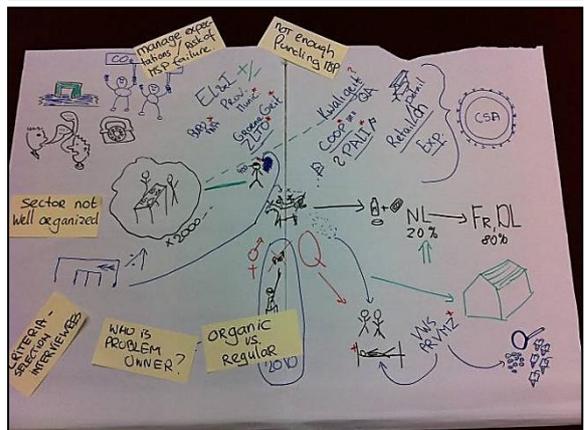
Setting up a M&E system in Jordan (Paula Bilinsky)

- Finding the right incentives for each stakeholder
- How to implement participatory M&E guidelines into Jordanian Government Context?
- Identifying the right information from which stakeholder?
- How to get the right people in the same room?
- Status issues of the culture?



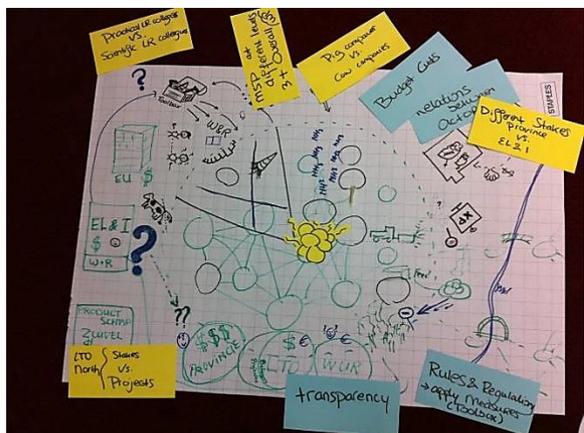
Strengthening the goat sector, The Netherlands (Bart Bremmer)

- Not enough funding for the MSP
- Organic vs. regular (very different stakeholder groups)
- Management of experimentations / risk of MSP failure
- Who is the problem owner?
- The sector is not well organised? What are the criteria for the selection of the interviewees?



Nature / Agriculture? (Gerard Migchels)

- Rules and regulations / apply measures (toolbox)
- Transparency?
- Different stakes between province and EL&I
- Budget Cuts and relations between actors
- Pig companies vs. Cow companies
- MSP at different levels (3 + Overall)
- Practical WUR vs. Scientific WUR colleagues
- Stakes vs. Projects: LTO North



5 Learning Journal & Peers

At the end of every day the participants fill in their individual learning journal, in order to:

- Stimulate reflection and self-evaluation in a more systematic way;
- Identify personal mindsets and behaviours that participants may consider changing for improving professional performance and enhance personal consciousness;
- Stimulate active participation in this training;
- Help to keep track of ideas for application in the day to day work;
- Support their action plan;
- Offer a helping hand for the evaluation of the training.

Also participants were asked to find a peer (preferably from the other unit) in order to exchange, ask feedback and prepare together in case of certain assignments.

6 Power in and around MSPs and innovation programs

The participants were introduced to the concept of power by a ranking exercise. In this exercise the participants experienced themselves that every person has different kinds of rank and privileges, which can give a certain level of power. While some types of rank imbalances may be static (situational rank, social rank), other types may be more fluid (personal rank, transpersonal rank).

The participants experienced their power by addressing the case: *'Who has the decision making power when the choice has to be made about working together with the private sector when implementing the Large Barns in Brabant?'*



After this exercise, an introduction was given on also other ideas & mindsets of power. Though everyone assesses and is affected by power, the meanings of power – and how to understand it – are diverse and often contentious. Some see power as held by actors, some of whom are powerful while others are relatively powerless. Others see it as more pervasive, embodied in a web of relationships and discourses which affect everyone, but which no single actor holds. Some see power as a 'zero-sum' concept – to gain power for one set of actors means that others must give up some power. Since rarely do the powerful give up their power easily, this often involves conflict and 'power struggles'. Others see power as more fluid and accumulative. Power is not a finite resource; it can be used, shared or created by actors and their networks in many multiple ways.



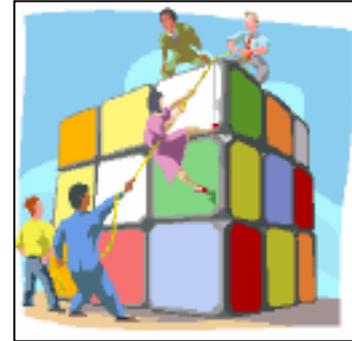
Some see power as a 'negative' trait, to hold power is to exercise control over others. Others see power to be about capacity and agency to be wielded for positive action, which can be found in one of the explanations below:

- **Power over.** Ability to influence and coerce the actions and thoughts of the powerless (zero-sum)
- **Power to.** The capacity to act, organise and change existing hierarchies



- **Power with.** Increased power from collective action, social mobilization and alliance building (access to decision making)

- **Power within.** Increased individual consciousness, self-dignity and awareness (building self-esteem)



There was not enough time to apply the power cube of Gaventa on one or two of the cases; perhaps this exercise could be implemented in block II.

7 Day 2 – Tuesday 8 February

Recap of the day

Every day a reflection round was introduced and this time the reflection walk was implemented. Two on two the participants walked and talked about certain questions asked by the facilitators. With every question, partners in pairs changed with each other and some answers were shared in the group. The questions were:



1. What did you learn yesterday which you could apply directly?

- Rich picture
- Check who is the problem owner and problem statement.
- Very interesting the niche regime concepts
- Think about the starting question (open or statement?)
- You need a follow up from the beginning on

2. What struck you yesterday / an AHA moment?

- When we had to exchange about our organisations using an “elevator pitch” ; that did not work out well yet.
- Primary obstacles and have consensus on the problem,
- You should focus on opportunities and not directly on solutions.
- Recognition between CDI and WLR: lots of same processes but other language.

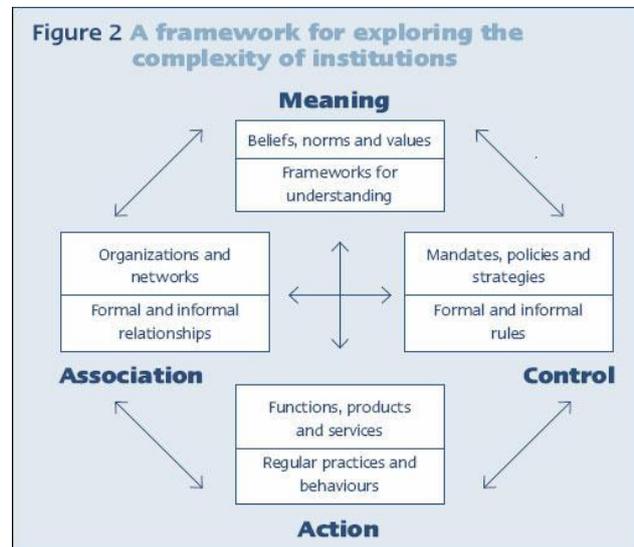
3. What will you do different then before?

- Perhaps too early to think about that after one day?
- I will definitely look with another idea to the processes we are involved in.

8 Institutional analysis (part of the situational analysis)

Institutional change is at the heart of the work of WLR & CDI. Programmes are focusing on sustained systemic change at deep levels of society to impact people lives.

Institutions must be understood as the 'rules of the game' that make ordered social life possible. Examples of institutions are language, currency, marriage, religion, property rights etc. By definition, institutions are the more stable and permanent aspects of human systems. Many institutions have evolved without much conscious design, and they interrelate with each other in a complex network. Our lives are embedded in this highly complex web of social institutions, and we take many of them for granted, often not questioning their origin or the underlying assumptions and beliefs on which they are based.



A framework for analysing institutions was introduced and applied to the same cases of the day before (See annex 3).

Key issues arising from the case work using the framework of institutions were:

- Good to divide institutions into 4 key elements and make the assumptions explicit and put these on paper.
- Very important to do this analysis; as we try to change behaviour related to deep felt norms / values.
- How to do deal with differences.
- MSP is an integrated part of this analysis, which is very useful.
- What is the role of the facilitator of the MSP?
- Gives insight in where WLR & CDI would/should start working (entry point)
- It is important to be realistic about the scope of the MSP in effecting change in certain institutions.
- First look at the whole, then look at what you and other current actors can achieve. By comparing these two, you can see the gaps in your stakeholder mix and adjust your strategies accordingly.
- Constraining institutions for the change we wanted to achieve
- It is also useful to do power analysis of the actors who influence institutions, before you determine your stakeholder mix in the MSPs
- It structures your thinking.
- Do you look at institutions or people; you look at the organisational part and then to the beliefs / norms.



Concerning the tool

- Needs a good facilitator to probe; to think out of the box!
- In the beginning it is difficult to start; perhaps good to start with one stakeholder organisation and go through the 4 parts; then take another ones etc. Still there are relations & links between the stakeholders which one should take into account from a helicopter view.
- It helps to have a mixture of people who don't know much about the content in order to ask critical questions.
- You could do this with the stakeholders / different groups.

One quote: *"When I would have known this (all the elements which came out of the analysis) before, I should have never started the programme..."*

9 Collective system analysis

Bram Bos and Bart Bremmer facilitated the session on collective system analysis and did a simulation with the group.

The Collective system analysis is a method that aims to analyse the constraints (or 'system failures') and chances for change in a specific system by the stakeholders involved in that system. Ideally, the CSA stimulates second order learning by the stakeholders involved: i.e. a reflection on the frames of references of themselves and others that structure their beliefs and actions. Second order learning is thought to enlarge the range of possible solutions as perceived. In several RIO projects, CSA's have been performed according to the method of Klein Woolthuis. Emphasis in this method lies on the institutional barriers and chances for change as such. The method is not very well suited to identify substantial physical and biological system failures.



10 Facilitation methods / skills

Network Analysis

Henri Holster and Judith Poelarends introduced the idea of network analysis by explaining some slides and the case about animal husbandry ('Netwerken in de Veehouderij') (The method used was in the form of an interview).

The programme Netwerken in de Veehouderij has utilized several tools to characterize the structure and strength of (innovation) networks. One of these tools is the network analysis, that identifies specific central and peripheral roles of actors in an existing network. Other tools include the 'coherence circle', that helps identifying the level and character of commitment of specific members of a network, and the 'innovation spiral', that helps in identifying the developmental state of an innovation.



Design workshop (Ontwerp atelier)

Ellen van Weeghel explained with the 'Well-Fair Eggs' case, how she and others implemented the design workshop.

A specific workshop of several days in which a variety of participants works together to design something new. The Ontwerpatelier has been a tool in a number of projects in animal husbandry to conceptualize new forms of animal production that are much more sustainable in several respects. The Ontwerpatelier leads the participants through several key steps in Structured Design. The basic approach is to prevent participants from jumping to solutions, and instead stimulating them to think in terms of goals and functions. In this way the solution space is enlarged. Ontwerpateliers have a dual aim: new designs, and a collective (second order) learning experience.



Videos of Ontwerpateliers can be found at:

<http://www.duurzameveehouderij.wur.nl/NL/pluimveemetsmaak/Ontwerpatelier+Pluimvee+met+Smaak/>
and

<http://www.duurzameveehouderij.wur.nl/NL/Well-Fair+Eggs/Ontwerpatelier+Well-Fair+Eggs/>

Assessing competencies

Taken into account all these different methodologies / tools & ways of working, the participants brainstormed in plenary which kind of competencies a facilitator of such processes really needs:

Listening skills	Good Communication	Courage
Decision making qualities	Empathy	Flexibility
Leadership	"Neutrality"	Adaptation
Analytical skills	Transparency	Knowledge
Observation	Acknowledgement of your	Mediation
Respect	new role	Negotiation
Out of the box thinker	Collaboration	

The 5 key competencies, chosen by the group were: The analytical skills, Communication, Listening, Adaptive, Out of the Box thinking.

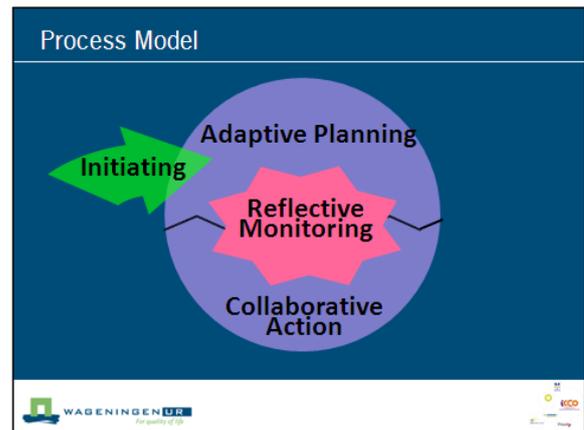
The participants were asked to design a circle and insert these 5 key competencies, as the axes in the circle and score themselves on a scale of 1-4. After this, with a peer they exchanged together about the scoring and the reasons behind this. Also they talked about how to improve themselves. In the booklet “A manual for trainers”, key elements (Skills, Knowledge, Design etc.) are further developed.

11 MSP process model

The generic process model for MSPs (part of the MSP framework) is used to check the steps in a design of a process. These guidelines are much more a questioning - checklist than a real guideline. A “Vergeet me Niet “ list.

The intention is to avoid blueprints and really make the ideas contextual.

As an assignment the participants were asked to read through the guidelines and have a conversation about the elements mentioned taking into account your own experiences. Think about challenging issues, caused by steps that were missed or not completed, if positive insights and successes had been influenced by steps done, and what could be improved in the guidelines. The sharing of the results was done the morning after.



Each table has to go over one phase:

1. Initiating:

- The process was more important than the outcome;
- Phases are intertwined;
- The clarification of the reasons of the MSP is very important;
- Steering body: be aware of bureaucratisation of structures. Sometimes informal, rouletting mechanisms are better;
- Management of expectations is important;
- Facing reality: resources are necessary;
- How to keep the motivation up.

2. Adaptive planning:

- Who do you engage and invite? And why?
- Generate visions / exchange ideas;
- Where to agree to disagree;
- Strengthening of the MSP is perhaps better with less stakeholders;
- Need for reflection throughout all the phases;
- Selection of stakeholders very carefully;
- First phase + second phase should be more separated.

3. Collaborative action:

- of The guide is not clear what really has been done; improve the language;
- Maybe too much information; keep the guide simple;
- How to use stakeholder “platforms” ; not all stakeholders are active;
- How to select your core team?
- Lot emphasis on money and resources;
- It would be good to use flow diagrams and charts;
- Having bullets make you lazy.

4. Reflective monitoring:

- It is an iterative process;
- M&E has to be developed during all the phases;
- There are different levels of monitoring;
- Who is around the table with whom?
- You need indicators of success: short (output) and long-term , process and impact;
- These are long-term processes;
- Develop indicators for measuring “anchoring” (process).

12 Conflict transformation

Conflicts are common to the work of WLR & CDI: when dealing with many stakeholders around innovations, problems or change agendas. Their interest may differ or even collide. Also CDI is working in areas of conflict: around resources, around basic rights or even post-war countries.

The session started with a role play about a conflict between different stakeholders in Ethiopia, described by Jan van der Lee. The stakeholders are SNV, WLR/CDI, The Embassy, Ethiopian Government, Private company and FAO. The subject is the strengthening of the Dairy sector and the Embassy has quite some money to fund the whole sector innovation. The players had all angels with them in order to receive some guidance and there was also the possibility to tick one of the players out when one of the participants would like to step in.

Some insights were:

The ambassador pulled his rank and positioned himself very strong. This demonstration of power influences the strategy of the partner, who focuses on the relation with the embassy and WLR/CDI to not lose their funding (funding-dependency). SNV played on emotions and relations with the Ethiopian government. Private sector wanted to mediate between all parties when understood that problems arose. Other lessons were the importance of relations (trust), leadership, communication (talking, feeling, body language), the power of finance, different interests, other power relations: status, being the host and active listening.

During the reflection on the role play different strategies of the participants were discussed. This was linked to the Thomas Kilmann Conflict Style test. In these styles, the inclination towards results and or relationships in a conflict will lead to 5 key styles.

There was no time anymore but some important elements which were prepared, are:

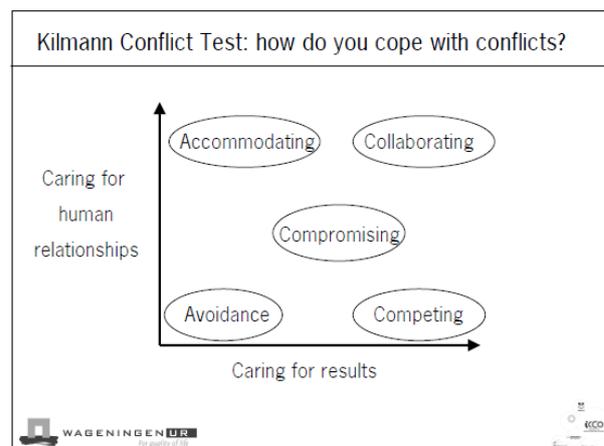
The different phases of conflict transformation

Conflict transformation links to:

- Addressing underlying structures
- Aims to change negative relationships between conflicting parties, but also to change the political, social & economic structures that cause such negative relationships.
- Understanding and changing attitudes, behaviour & context (conflict triangle)
- Using conflict as an opportunity for social change
- Establishing horizontal & vertical linkages between all levels of actors
- Improving relationships towards growing equality, justice, democratic decision-making & respect for human rights

Phase 1 is about the analysis of conflict, whereby you analyse the underlying, structural causes (13 questions), **Phase 2** of the conflict transformation guide focuses on the joint formulation of the vision, strategy and the pathway of change for conflict transformation. **Phase 3** focuses on the programme development and thus the operationalization of your strategies.

Also, attention has been given to the **skills, knowledge and attitudes (SKA)** needed to transform conflicts.



13 Day 3 - Wednesday 9 February

Recap of the day

This day started with a reflection on the previous day. The Margolis wheel was used to discuss two questions in pairs. Participants were asked to sit in an inner and outer circle, facing each other; a question is asked and during one round the outer circle talks and the inner listens and during the second round on the same question, the inner circle talks and outer circle listens.

The questions and some outcomes were:

1) 'What puzzled you most about yesterday?'

- Power play of stakeholders: how to deal with social power?
- The power of institutions and how to change these.

2) 'What inspired you most?'

- Recognition of the methods / tools of WLR
- Data visualisation of Well fair eggs
- MSPs approach of CDI

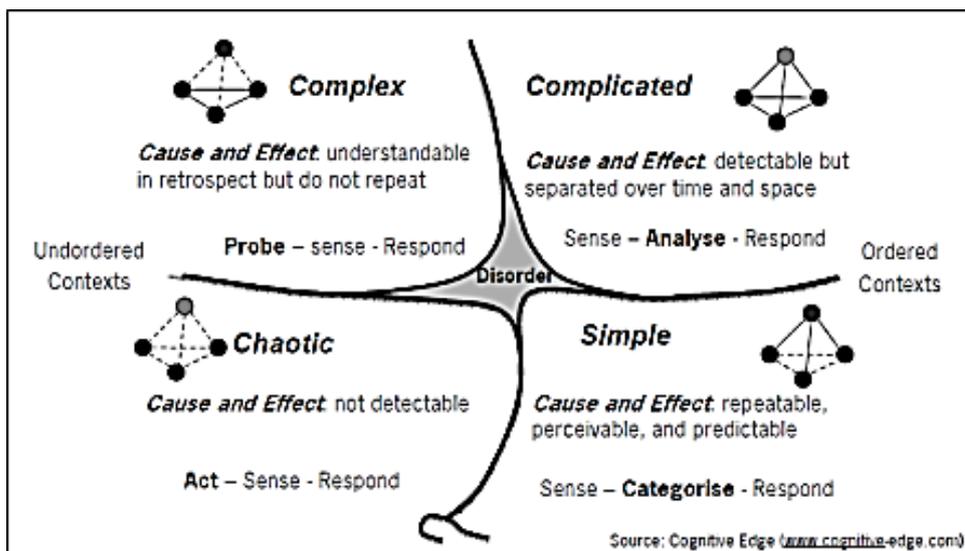
3) 'Was it difficult to only listen?'

- Yes, quite uncomfortable; difficult to keep the conversation going
- No really nice; you have room to talk without being disturbed.
- Yes, you want to probe further and ask questions
- We are not used to it; second time easier



14 Complexity and Theory of Change based interventions

An important aspect of developing interventions through MSPs is to be explicit about the envisioned change pathway and underlying assumptions. This is often described as a 'Theory of Change' (ToC). The ToC helps to make the causal relations between activities, strategies, objectives and long-term goals, as well as the assumptions about how this change will happen, more explicit. This session started with a Ted Talk about complexity. (www.ted.com/talks/eric_berlow_how_complexity_leads_to_simplicity.html)



Complexity

When developing a ToC it may also be helpful to analyse the complexity of the problem or change agenda at hand. One way of doing that is to use the so called 'Cynefin Framework', developed by Dave Snowden (www.cognitive-edge.com). In this framework a problem is broken down to issues that can be divided in 'simple, complicated, complex and chaotic'. This enables us to establish the type of interventions needed, since simple and complicated issues could very well be addressed using 'traditional' development interventions which are somehow linear and building on best practice and sound analysis and planning. However, more complex issues in which causal relations are more fluid require different ways of navigating. Dealing with these complex issues requires other skills and organizational routines. Using safe-fail experimentation is essential: to test what works and take small steps instead of making grand detailed change plans.

Usually, a WLR or CDI case will contain elements of Simple, Complicated, and also Complex domains. For parts of the programme activities, a log frame approach may work very well. Wisdom is needed to decide which parts of the problematic are complex, and may require a different way of planning and implementing. In emergency situations (Afghanistan, Haiti) you may need to conclude that many aspects are Chaotic – and the main task there is to 'act'.

Theory of Change

A main feature is that ToC helps to clarify assumptions on a very basic level. Log frames often have assumptions on a very general level (no draughts, political stability, funding available, etc.), but the assumptions for all the steps in a project are usually not expressed. A ToC helps to think through these assumptions and surface them in all levels of the strategy. By being explicit about all the preconditions

which need to be in place in order to achieve the final goal, and linking assumptions for each precondition, you can develop a more robust intervention logic.

In 4 groups a Theory of Change was developed on two programmes: **Sustainable egg production in the Netherlands and the Dairy strengthening in Ethiopia.**

The exercise started with unpacking these broad themes, trying to define what is understood by it. After having identified the goal the participants thought about the preconditions and interventions for achieving this goal (See Annex 4).

When the participants had formulated the pathway of change the question was raised to make explicit the underlying assumptions between the different steps (preconditions and interventions).

A key insight was that it is very important to make these underlying assumptions about how change happens explicit, to be able to work on these assumptions as well. It was felt that sometimes you were not aware of them. Also it was proven that we assume an incredible lot and we assume that everyone understands all of the stakeholders' ideas, mindsets and therefore related strategies.

Furthermore the role of WLR and CDI was heavily discussed in relation to achieving these goals. The conclusion was that other actors with different responsibilities and roles are needed to really achieve the envisioned change.

15 Indicators of Change

Directly related to the Theories of Change, indicators of change were developed. There are various forms of M&E but the one we will work with is Reflexive M&E. Two key elements in this whole thinking is the notion of:

- Process indicators; and
- Effect indicators.



Unfortunately there was not enough time to really go deeper into this important subject which could be also one of the elements of Block II.

Various forms of M&E

Involvement from Stakeholders	Low	High
Ambition for structural change (SI)	Low	High
Low	Classical project evaluation	Participatory M&E
High	Evaluation of system level developments	Reflexive M&E

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Effect indicators

	Learning	Acting	Institutional change
Network	Convergent learning	Complementary changes in routines	<ul style="list-style-type: none"> ■ Coherent institutional changes ■ Joint approach to institutional barriers
Actor	<ul style="list-style-type: none"> ■ Second order learning ■ System learning 	<ul style="list-style-type: none"> ■ Changes in routines ■ Individual approach to institutional barriers 	A single/stand alone institutional change

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Process indicators

Network development	<ul style="list-style-type: none"> ■ Prime movers ■ Building a heterogeneous network ■ Involvement and sense of urgency among participants
Interaction	<ul style="list-style-type: none"> ■ Trust between project participants ■ Mutual readiness to reflect
System approach	<ul style="list-style-type: none"> ■ Ambition (in objectives) to contribute to system innovation ■ Activities aimed at perceived system barriers

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16 Individual & Collective plans and commitments

For developing their **personal commitments** / plans, the participants followed the following process:

1. Have a look at your learning journal;
2. Take time to think individually;
3. Share your thinking with a colleague / peer.

Due to time constraints, the plenary session of sharing the individual actions was skipped but: The facilitators will send the participants a mail to ask for these personal action(s) before the next training on 18/19 April. The facilitators will also for the two key needs for the next training.

Moreover the participants made the following commitments concerning the **Collaborative Projects** on MSP / transitions (CDI/WLR):

1. Dairy programme Ethiopia

Bram Wouters¹; **Jan v/d Lee**; Paula Bilinsky, Jessica Cornelissen; Simone van Vugt, Pieter Hogewerf

2. M&E – ToC

Boelie Elzen, Paula Bilinsky, Pieter Windmeijer, Henri Holster; Cora van Oosten, Bram Bos, Gareth Borman

3. MSP process model

Simone van Vugt, Marja Thijssen, Reina Ferweda, Monica Sopov, Floor Peters; Fannie de Boer

4. RIO going international

Bram Bos; Cora van Oosten; Bram Wouters, Boelie Elzen; Jan v/d Lee.

In General:

- Inviting each other for Brown Bag lunches for relevant topics
- Visit to Rondeel 2nd week of May 2011
- Take into account each other for seminars, workshops, field visits, fieldwork, etc.

¹ The names written in “**BOLD**” are taking the lead for coordination of the activities.

17 Evaluation

To evaluate the training the participants were asked to stick stickers on the 4 axes of the evaluation wheel. The scores ranged from 1 (not at all satisfied) to 4 (very satisfied).

The axes are: level of satisfaction about the content, facilitation, methods and tools used and own participation.

The result was:

Score / Subjects	1	2	3	4	Total
Content	1	5	13		19
Tools & methods	1	5	12	1	19
Own participation			11	8	19
Facilitation		2	15	2	19
Total	2	12	51	11	

The participants were in general satisfied but some ideas for improvements were shared:

1. Content:

- More deepening of some content would have been good (for some people);
- Hand-outs should be given before the presentation per topic; now they were bundled but difficult to find.

2. Tools & methods:

- Several frameworks were explained during the course, there was a need for more tools how to work with those frameworks and therefore a need for guiding/key questions;
- There was often insufficient time to work with the frameworks;
- For some people there was a need for more theory behind the frameworks;
- It would be good to have an analysis of the different frameworks from both institutions where do lie the similarities and where the differences in the approach.

3. Own participation:

- Good!

4. Facilitation:

- Information density could be higher – there were many questions during the presentation which were relevant but consumed much of the time at the expense of the information density. Suggestion was to have only questions for clarification and save the discussion for after the presentation. This was not agreed upon by most participants.
- Make explicit what we have planned, what we have done, what will be covered during the day and what will be left out.
- The mixture of facilitation and the use of different frameworks/tools from both institutes (WLR/CDI) was highly appreciated and inspiring.
- Incredible energy!

Overall:

The course was highly appreciated by the participants and the mixture of the two institutes was considered very beneficial for the learning process, to get to know each other and the different approaches of implementing projects.

Feedback of the facilitators:

- Very motivated group;
- Good added value between CDI and WLR;
- It was difficult to develop a programme which caters for every need as these ranged from very practical to very theoretical;
- Indeed, we should choose for deepening instead of expanding the topics in a more superficial way.

Appendix 1 – Participants and facilitators list



No	Name	Organisation
	Participants	
1	Jan van der Lee	CDI / WLR
2	Ellen van Weeghel	WLR
3	Bram Wouters	WLR
4	Reina Ferweda	WLR
5	Jessica Cornelissen	WLR
6	Gerard Migchels	WLR
7	Boelie Elzen	WLR
8	Henri Holster	WLR
9	Bart Bremmer	WLR
10	Pieter Hogewerf	WLR
11	Judith Poelarends	WLR
12	Cora van Oosten	CDI
13	Floor Peters	CDI
14	Marja Thijssen	CDI
15	Monika Sopov	CDI

16	Gareth Borman	CDI
17	Pieter Windmeijer	CDI / WI
18	Irene Koomen	CDI
19	Paula Bilinsky	CDI
	Facilitators	
20	Fannie de Boer	CDI
21	Simone van Vugt	CDI
22	Bram Bos	WLR



Appendix 2 – Actual Programme

MONDAY 7 February

Simone van Vugt	Opening / Acquaintance
Simone van Vugt	Expectations / Peer-to-Peer learning
Bram Bos, Boelie Elzen	Transitions and niche management
Simone van Vugt	Introduction to MSP approach
Simone van Vugt	Continuation on MSP And Rich Picture Application on cases
Simone van Vugt	Power in and around MSP
Simone van Vugt	Closing of the day

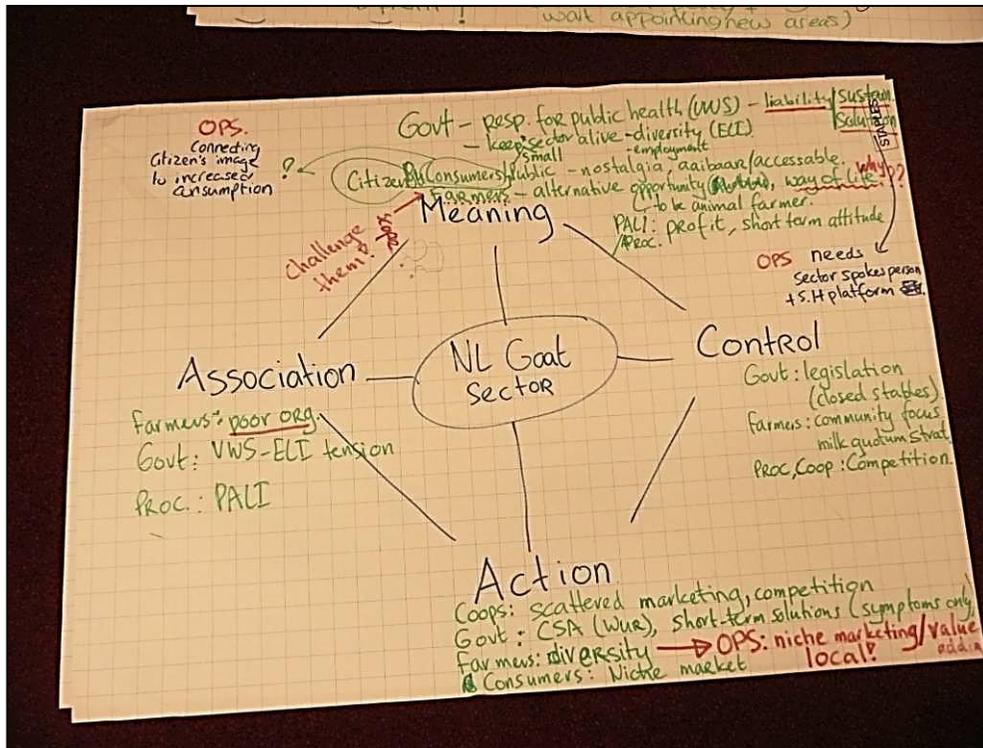
TUESDAY 8 February

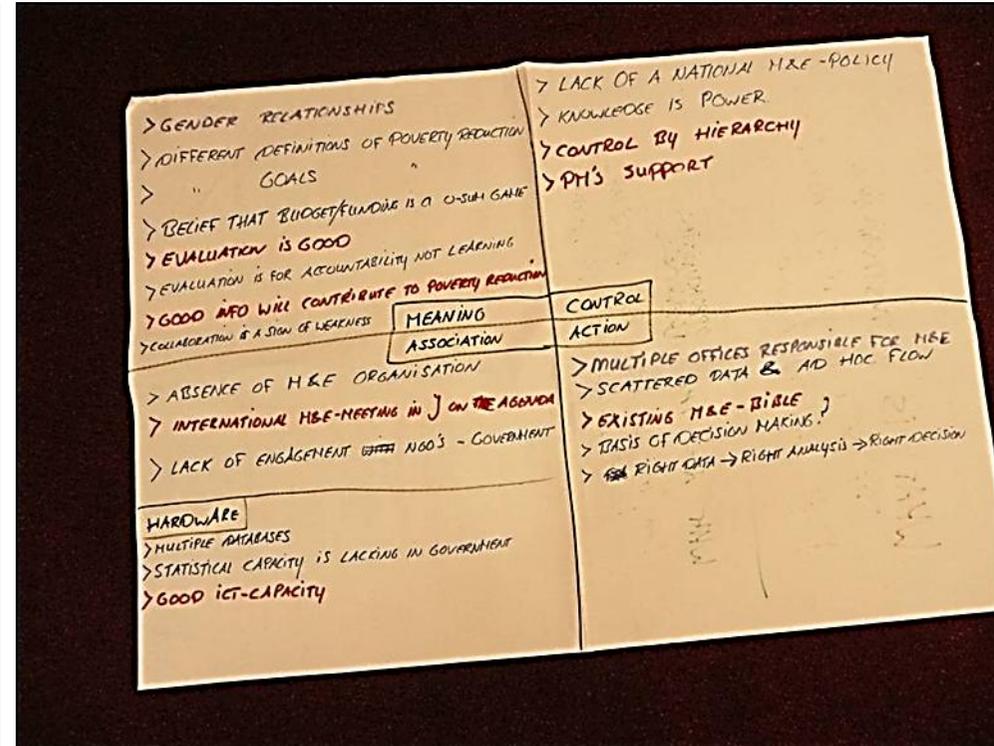
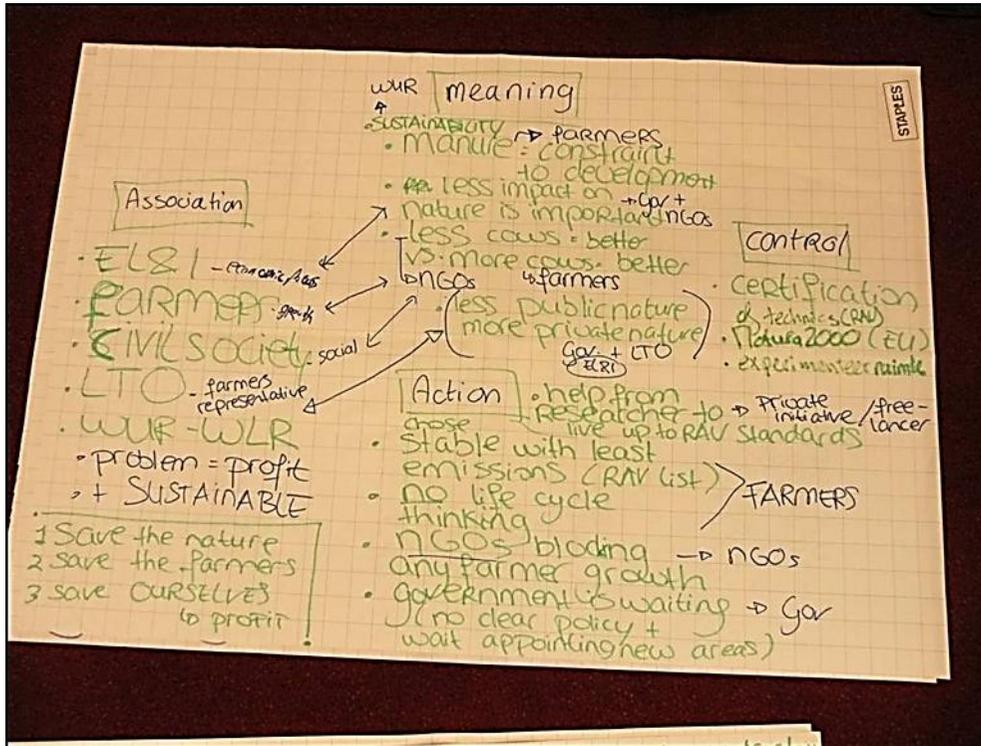
Participants	Reflective walk
Simone van Vugt	Institutional analysis
Bart Bremmer & Bram Bos	Collective system analysis Application on cases
Judith Poelaards Henri Holster Ellen van Weeghel	Facilitation skills / Methods
Simone van Vugt	Facilitation competencies
Simone van Vugt	MSP process model applied to cases of participants
Simone van Vugt	Conflict management
Simone van Vugt	Closing of the day

WEDNESDAY 9 February

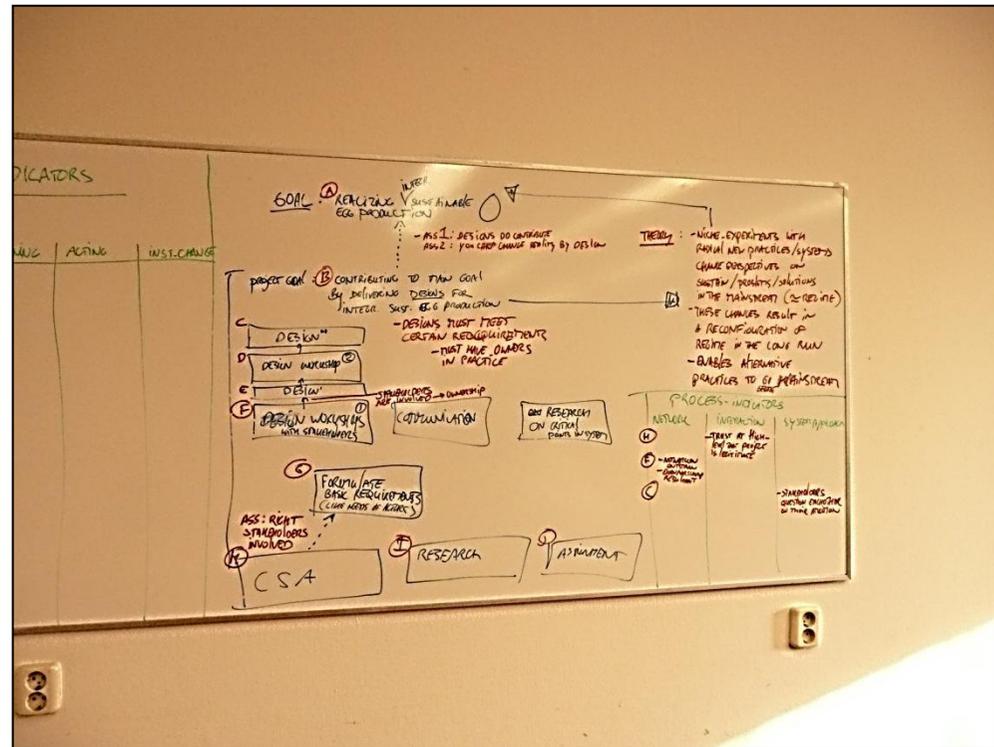
Participants	Reflection Margolis wheel
Simone van Vugt	Theory of Change
Boelie Elzen	Indicators of change and progress
Participants	Action plan
Participants	Evaluation
	CLOSING

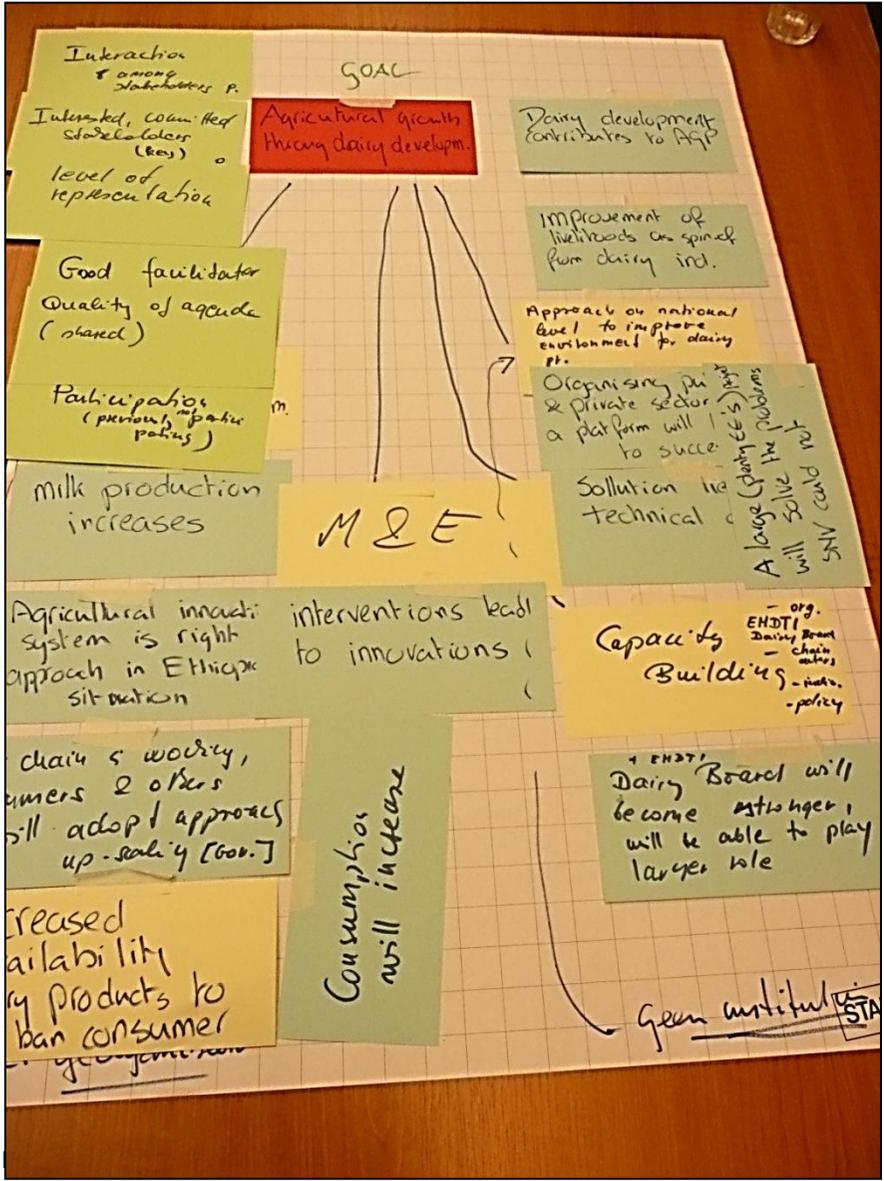
Appendix 3 – Institutional Analysis – 4 Results





Appendix 4 – ToC of Sustainable Egg production in Nld and Dairy Sector strengthening in Ethiopia





WLR and CDI organised in 2011 a training on MSP and Transitions in order to deepen each other's knowledge and share the ideas underlying the change processes they work in. The training was divided in two parts with the focus on MSP framework, Process model, Power and Conflict and Transitions in the first part. The second part was more devoted to the Theories of Change, the actual stakeholder management and the M&E of these change processes.

More information: www.cdi.wur.nl

