Managing Adaptive REsponses to changing flood risk

Annex 1 – Guidance on setting up learning and action alliances for flood risk and water management - WP1 output No.2

FV: 130115

Compiled by

Richard Ashley
John Blanksby
Richard Newman
Steve Kennedy

Pennine Water Group, University of Sheffield

FV: 130115

Summary

Alliances are formed by individuals and organisations which have common purpose. Membership of alliances is voluntary. Therefore, in order to sustain the membership of an alliance it will be necessary to ensure that the needs and expectations of each and every member are satisfied. In a time of limited financial resources and great demands on the time of those participating in an alliance it is essential that each member sees that the benefits arising from the membership of the alliance outweigh the time and cost of their engagement. This should be uppermost in the minds of those seeking to promote learning and action alliances.

MARE is an INTERREG IVb North Sea Region project with the aim to develop and demonstrate local flood risk adaptation methodologies and related policy. This report provides guidance and summary information to assist the MARE partners in setting up and running the Learning and Action Alliances (LAA) in the project. The LAAs are meant to champion the required transition to resilience and managed adaptive approaches for FRM at 3 levels:

a.   European - through the set-up of a virtual knowledge centre for Flood Resilience, through providing input to relevant policy documents and through the creation of a **nested international LAA** for the mutual review and learning between the City LAAs;

b.   **National level** by using Demonstration Projects to identify and address bridges and barriers for a transition to resilience and managed adaptive approaches for FRM within the present planning, administrative and regulatory and policy framework;

c.   **Local level** by assisting City LAAs to gain deep knowledge of proposed strategies and to comprehensively adopt MARE tools via workshops and trans-national scientific missions between City LAAs.

Notwithstanding the above, each of the MARE partners will establish LAAs within the context and perspective of the project but **suited to their own local needs and circumstances**. LAAs should not be uniformly prescribed, there is no ideal model of an LAA; rather they should be seen as organic, flexible, adaptable and evolutionary.

This document therefore sets out a plan and a framework for the establishment and operation of LAAs that should be interpreted within the local context of the MARE partner activities. Core aspects of the LAA, recommended as fundamental to the establishment and operation, are highlighted and include steps to set up and run LAAs and undertake stakeholder analysis. A glossary of terms is also included. This report should be read in conjunction with the earlier report on Learning And Action Alliances In Relation To Urban Water And Flood Risk Management (final discussion document 29th May 2009).

Glossary

Academics
Employees of a University

Action research
Carrying out research while engaging with the study area

Champion
Those engaged in the LAA who go out into their and other organisations to spread the message about the mission of the LAA and what it is doing. This is an enthusing role and a dissemination/delivery role. Each member of the Y&HLAA and CAA is expected to assume such a role.

Capacity Building
Providing the means to better manage a cognate area or concept – can be physical (natural environment) or human

Coordinators
Chairs the meetings and is the main 'driver' in enthusiasm and 'selling' of the LA to the participants.

Conceptual
Dealing with concepts – in terms of an area of interest such as flood risk management

Corporate
Dealing with an organisation, or group of organisations

Demonstration
Case studies being used in projects ideally as good

projects examples of practice

EA
Environment Agency in England and Wales

Engagement
Interact, get involved in, interest, discourse

Facilitators
Does the arranging for ther LAA; identifies and contacts participants; chases up those not engaging (may require visits to their offices). Takes notes of meetings and reports on these. Ensures actions are implemented timeously.

Flood and Water Bill
A draft proposal for the better management of flooding and surface water drainage in England and also to implement the Floods Directive.

FRC
FloodResilienCity INTERREG IVb project (NWE)

FRM
Flood Risk Management

Investigators
Participants in MARE who are investigating the processes in the project. These are likely to be mainly the academics and researchers. However, they will need to work closely with the users.

Leaders
Coordinators, Facilitators and demonstration project managers are leaders.

Learning alliance (LA)
A learning alliance is defined in the SWITCH project as a group of individuals or organisations with a shared interest in innovation and the scaling-up of innovation, in a topic of mutual

interest.

Term	Definition
Learning and action alliance (LAA)	The LAA emphasise that the LA above is more than a knowledge sharing exercise and should also provide a base mechanism for action.
NI 188 and NI 189	Indicators of progress regarding delivery of aspects of the River Basin Management plans in England. Used by EA to evaluate municipalities.
Position holders	Stakeholders with a particular function (usually statutory)
PPS25	Planning Policy Statement No. 25. The primary planning guidance dealing with development and flood risk in England.
Researchers	Similar to investigators and are interested in the contextual and theoretical background to the area of study.
Skint	INTERREG IVb project (North Sea)
Stakeholders	any group or individual who can affect or is affected by the achievement of the organisation's objectives
SWMP	Surface Water Management Plan. Currently proposed as the primary first level plan system to managing surface water in England.
Tasks	Specific activities within MARE – should be aligned with the WP plans
Users	People and organisations who use knowledge and information to deliver more effective flood risk management. In MARE, these are the main deliverers of the demonstration projects.

FV: 130115

Contents

1. Introduction – Learning and Action Alliances (LAA) in MARE

Alliances are formed by individuals and organisations which have common purpose. Membership of alliances is voluntary. Therefore, in order to sustain the membership of an alliance it will be necessary to ensure that the needs and expectations of each and every member are satisfied. In a time of limited financial resources and great demands on the time of those participating in alliance it is essential that each member sees that the benefits arising from the membership of the alliance outweigh the time and cost of their engagement. This should be uppermost in the minds of those seeking to promote learning and action alliances.

In the discussion document on learning alliances (LA) written at the start of the MARE project[1], the LA was seen as at the centre of the delivery of more sustainable systems, as shown in Figure 1.1, and a further development on the utilisation of LAs in the EU 6th Environment programme's SWITCH project.

Within MARE, there is a need to ensure action, hence, Learning and Action Alliances (LAAs) are seen as:

- a means of providing a collective understanding (legitimisation) of the problems (of Flood Risk Management, FRM) and the context;

- potentially providing a shared vision for where the desired outcome needs to get to; devising responses and testing the effectiveness (sustainability) of these responses.
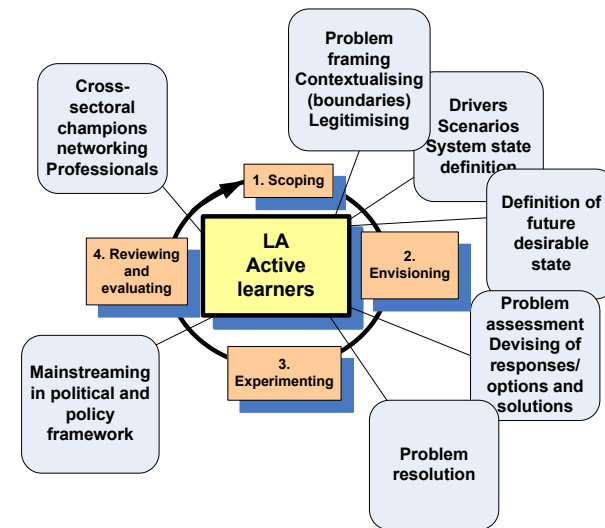

Figure 1.1 the centrality of the Learning Alliance in delivering change and innovation

LAAs are also seen as a vehicle to ensure that the approach to FRM developed within the scope of MARE should become mainstreamed into political and policy arenas.

Key to the effective operation of the LAs is the role of leaders, champions, coordinators and facilitators, who are involved at every stage (not shown in Figure 1.1 for clarity). Hence there is a need to foster these people, in some cases, through formalised training.

---

[1] Ashley R M., Blanksby J R (2009). Learning And Action Alliances In Relation To Urban Water And Flood Risk Management - Discussion document. 2nd February. 21p.

From this it can be seen that the MARE LAAs (MLAAs) are intended to champion the required transition to resilience and managed adaptive approaches for FRM at 3 levels:

a. European - through the set-up of a virtual knowledge centre for Flood Resilience, through providing input to relevant policy documents and through the creation of a **nested international LAA** for the mutual review and learning between the City LAAs;

b. **National level** by using Demonstration Projects to identify and address bridges and barriers for a transition to resilience and managed adaptive approaches for FRM within the present planning, administrative and regulatory and policy framework;

c. **Local level** by assisting City LAAs to gain deep knowledge of proposed strategies and to comprehensively adopt MARE tools via workshops and trans-national scientific missions between City LAAs.

However, the MLAAs may find that they are working alongside other LAAs (either formal or informal) under development or operating as part of other projects. These LAAs may be in other, nearby localities, they may be in the same locality, or region and may have similar aims and objectives or have overlapping areas of interest. In order to maximise the benefits of the alliances, the members of the MLAAs should recognise the legitimacy of the other LAAs and work with them to achieve common goals.

LAAs are also meant to assist with:

- Engaging with and building capacity and involving policy makers, practitioners, key peak groups and the public.

- Developing a shared understanding of the flood problems in the case study context (transnationally across case studies) and to identify response options.

- Diffusing the 'research' rationale and working methodologies transnationally by reports, a web based portal and workshops.

- Engagement with partners in ongoing and former INTERREG (and other) projects in the North Sea Region and beyond, to broaden and strengthen the membership of the LAAs and to link to the outputs of those projects so as to provide a sustainable and transnational legacy beyond the lifespan of the projects.

- Actively seeking out other similar networks within each LAAs country to identify and promote the overall national and transnational potential of the alliances. Partners engaged in networks outside the countries directly engaged in MARE will seek to introduce the aims and objectives of the LAAs to a wider audience and to spread the word and the membership.

- Identification of specific niches for MARE and other associated projects and the need for development of learning in other relevant areas.

- Setting up and monitoring leadership (Champion) development programmes based e.g. on on-going programmes in Monash University, Australia (with whom PWG has a partnership).

As MARE evolves it is anticipated that LAAs will have other functions and opportunities than those outlined in this document.

Following the draft report in February 2009, a meeting was held in Delft (UNESCO IHE) on 22nd April with John Butterworth, a coordinator from the SWITCH project learning alliances. This was attended by representatives of most of the MARE partners as well as certain other key participants. Lessons from the SWITCH project (Appendix A), together with the discussions at the meeting, have been used to develop the guidance in this report. It also draws on the progress with the LAAs in Yorkshire as part of the Sheffield and Rotherham activities (Appendix B). However, this document is not meant to be a report on the development of the LAAs in Yorkshire; referring to this in Appendix B.

So far, most LAs have been established in developing countries to deliver water supply and sanitation innovations[2] and there is much less experience in Europe, other than the 'research-focused' LAs in the SWITCH project. However, it should be noted that the partnerships in other projects, such as previous Interreg IIIb and ongoing Interreg IVb were and are forms of LAA, even though the members of those partnerships may not recognise the partnerships as such. The main differences are that the MLAAs have been conceived to promote active learning both within the MARE project and beyond the lifetime of MARE.

This report is intended to layout a template for the LAAs in MARE. However, given the context and local needs and variations across the partners, it is expected that this will be adapted into the most appropriate format for each to use.

---

[2] e.g. IRC International Water and Sanitation Centre (2007). Learning Alliances - Scaling up innovations in water, sanitation and hygiene. ISBN 90-6687-056-7.

There are certain elements of the MARE LAAs that will be common and at the core of each and every LAA and these aspects are highlighted in this report.

2. Establishing Learning and Action Alliances in MARE

The following are examples of what the role of a LAA could include:

- To be a Catchment-wide forum for coordinating the actions of stakeholders to reduce flood risk and improve water management capacity.
- To share knowledge and experience of local management solutions
- To share knowledge and experience of different approaches to development decisions involving or affecting the water environment
- To provide links to any Regional Learning Exchange
- To provide links to current and emerging Research
- To provide links to European partners who have knowledge and experiences to share
- To enable political engagement and influence
- To influence Regional Policy
- To influence National policy
- To influence European Policy
- To link to existing Emergency planning and response groups

2.1 Extent of the LAA

In order to avoid complicating the contents of this report we focus on the MLAAs. The in-depth assessment of the interactions with LAAs under development in other projects such as those occurring in the Yorkshire region will be considered in later reports.

As the LAAs are dealing with demonstration projects to better manage flood risk, the primary geographic extent should relate to the hydrologic catchment area which includes the local demonstration project (WP3). However, as economic and institutional boundaries rarely conform with hydrology, there is also a need to consider these as well in the setting up and functioning of the LAAs.

There is also likely to be a need within MARE to nest LAAs as illustrated in Figure 2.2.

It is important that LAAs are seen within the context of scale. There should be clear linkages between MARE partner local LAAs (MLLAAs) in Figure 2.2 and regional, (MRLAAs) national, (MNLAAs) and for MARE, EU wide, alliances also shown in Figure 2.2. Appendix B provides an illustration of how this works for the English MARE partners. However, this is only an example of how a partnership might develop and is not a prescription for the development of the other MLAAs It is anticipated that the MLLAAs, MRLAAs and MNLAAs will interact with the MARE core steering group LAA (MCLAA), which in itself is a form of LAA, Figure 2.2. It is also anticipated that the MCLAA will interact with the steering groups of other projects to create the wider European Alliance.

At this point it is important to reiterate that the model outlined above is not meant to be prescriptive and it will be up to each MLAA formed around a demonstration project to define how they will operate. However, it is essential that each LAA has mechanisms for:

1. Operating at the demonstration project – action level

2. Operating within the local catchment – this being defined at least in terms of the river basin catchment which includes the demonstration project
3. Operating within the local region – this an administrative rather than hydrological region
4. Operating nationally within their member state
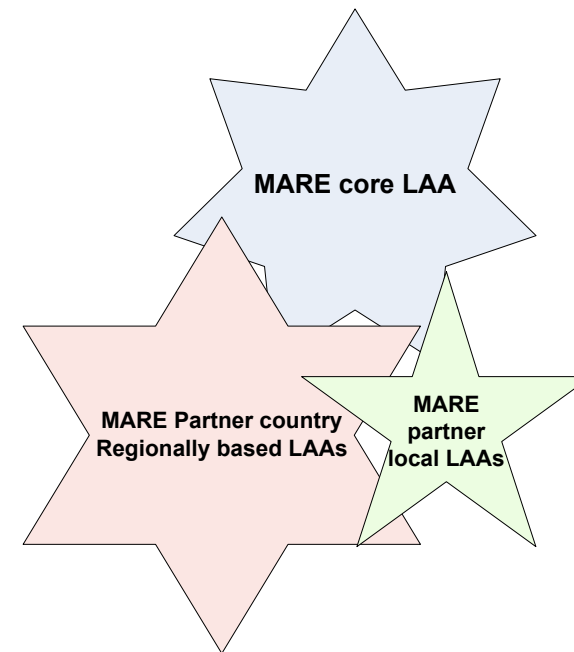5. Operating within the EU partnership represented at the least by MARE (but preferably wider)

Figure 2.2 clustered LAAs in the MARE project

In the UK partnership demonstration projects in MARE, there are only the two LAAs outlined above that cover all 5 of these functions. The MRLAA covers mainly, numbers 3 & 4, whereas the MLLAA, which is a subset of the MRLAA mainly covers 1 and 2. However, under the terms of reference either of the two UK LAAs can also participate in the other areas. Number 5 is shared by the MRLAA and the MLLAA. This is because the MRLAA is being promoted by the regional partners in two other Interreg IV projects, both of which address the needs of FRM.

The stakeholders involved in the UK MRLLAA and the MLLAA are also not the same, although no stakeholder is prevented from engaging in either LAA. In practice, however, due to personal time economies, not all of the participants in the MLLAA attend meetings of the MRLAA. Also, as the MRLAA covers the whole of the geographic region of Yorkshire and Humber, Figure 2.3, certain participants do not wish to be involved in the MLLAA meetings that focus mainly on the River Don catchment Figure 2.4. The River Don catchment extends upstream of Sheffield outside the Yorkshire Region and hence the MLLAA also includes stakeholders from these areas.

Not to scale

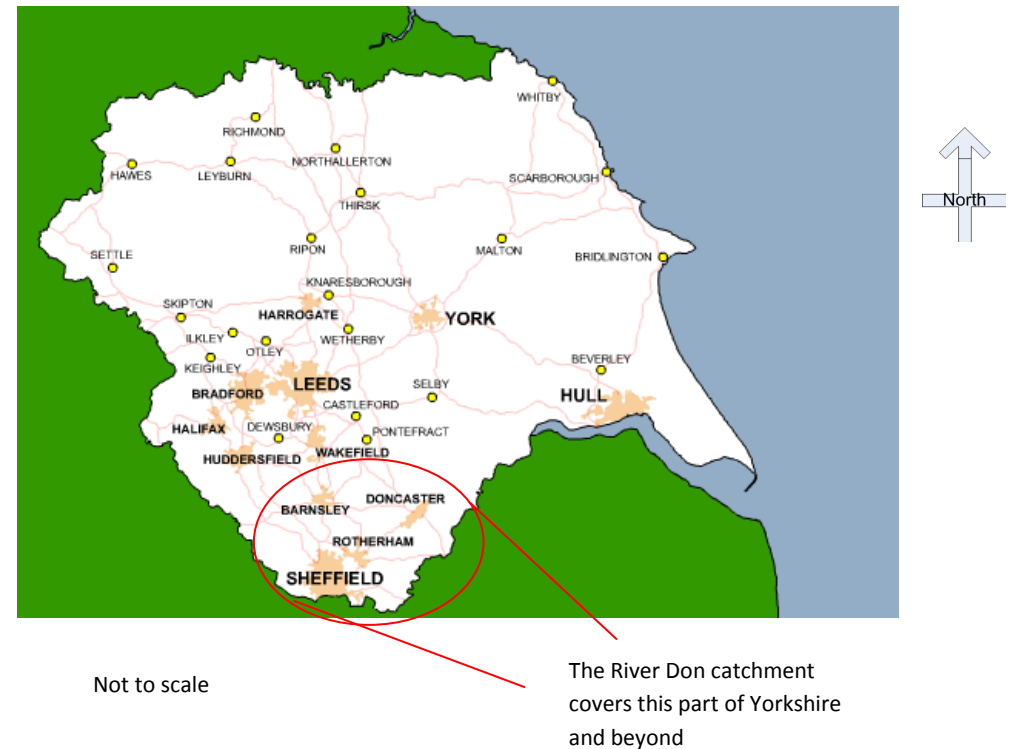The River Don catchment covers this part of Yorkshire and beyond

Figure 2.3 Map of Yorkshire

Figure 2.4 River Don catchment

2.2 Steps for setting up LAAs in MARE

The SWITCH project provides guidance and a flexible framework for establishing and working with LAs[3], however, this is based on

geographical and community scales and is aimed at developing countries. This has therefore been adapted here for use in MARE in terms of the local action level (1 in Section 2.1 above). The starting group of stakeholders in each demonstration project area for which the LAAs are being established is presumed to be the team who committed themselves to the MARE project in the original proposal and have come together since. Establishment should also be based upon acknowledgement of and synergy with any existing stakeholder groups within the local or cognate area, which may or may not be related to hydrologic or economic boundaries. There is not one single model for a LAA and the process set out below is based on the experience in Yorkshire and with reference to the SWITCH recommendations.

2.3 Process

Always remember that an alliance needs to satisfy the needs of all its members. If it fails to do this then members will fail to participate fully, or withdraw from the alliance. Each alliance will have to balance the needs of its promoters (the MARE partners) and its wider membership

Phase 1 - Initiation

1. Begin with the initial core team of interested stakeholders.
2. Identify the physical, political and institutional scope and boundaries of the demonstration project (and its' context) to be addressed by the local project or catchment based LAA – this will be defined by the core team. Take note of any existing groups that overlap and may need to be part of the LAA.

---

[3] Moriarty P. et al (2005). Learning Alliances for scaling up innovation and realising integrated urban water management. IRC International Water and

Sanitation Centre, Delft. Draft working paper for discussion and comment. [http://www.switchurbanwater.eu/la_switch.php]

3. Consider the way in which the inter-relationship with the wider regional, national and in the context of MARE, EU LAAs will work; i.e. the need for nesting of the LAA (Figure 2.2). Hence define the scope and boundaries of the LAA and if there is a need for more than one LAA to cover the different geo-political scales in Figure 2.2. At the least there needs to be a clear pathway to national level engagement.

4. Produce a report showing the scope, boundaries and interactions of the emerging LAA (Appendix B is an example).

5. Establish who the stakeholders should be in the LAA using stakeholder analysis (Section 3 and Appendix C) in relation to the scope identified in (2) and (3) ensuring that all relevant functions are included.

6. Define a Coordinator (ideally one will emerge from the initial stakheolders) and Facilitators for the LAA. These will be the initial Champions.

7. The Coordinator should encourage the identified stakeholders to participate.

Phase 2 - Going public

8. The first local LAA meeting should have relevant topics and issues that are not necessarily related directly to the MARE demonstration project. These topics should also be of more general interest to participants who are not involved in the MARE project in order to gain their interest.

9. Develop from the stakeholder group and first meetings a shared vision and assessment of the problem(s) being faced in the area of flood risk management – this should be wider than is required only for the local MARE demonstration project.

10. Identify some activities that the LAA can undertake that can deliver 'quick-wins'; i.e. immediate benefits to the stakeholder group – e.g. a new protocol for dealing with local flood risk; a common agreement on the way to address a current challenge (this should include challenges that may be wider than the MARE demonstration project and include the need to address 'blockages' at national level). It is important to find out the needs and perspectives of different groups of stakeholders and to draw up a list of activities that will satisfy all, or at least most of those needs and perspectives.

Phase 3 - Getting down to the details

11. Form a steering group representative of all the members of the LAA. Although at this stage the MARE partners in the LAA are likely to be the only ones with the funds and time to support the alliance, the MARE demonstration project will be only one of potentially many initiatives that will be required to meet the overall needs of the LAA.

12. Formulate terms of reference for the LAA in agreement with the stakeholders – this may require follow-up meetings with the key players in closer discussion (Appendix B is the start of these in Yorkshire).

13. Develop a longer term vision for the LAA to work towards including scenarios for future changes and challenges and some form of Driver-Pressure-Stakeholder-Impact-Response framework (see subsequent MARE report) as a start to the climate proofing assessment.

14. Develop an overall shared and agreed, documented vision of where the stakeholder group would like to get to.

Phase 4 - Implementation

15. Formulate initiatives to respond and to deliver the vision, at least one of which will be based on the MARE demonstration project.
16. For those initiatives based on the MARE demonstration project(s), conduct the MARE design review with the wider MLAA of the demonstration project plans.
17. Apply one or more of the responses (virtually or for real) for the demonstration project.
18. Monitor and evaluate the effectiveness and performance the response(s) – taking into account that long term (sustainable) performance cannot be observed directly.
19. Draw wider lessons from the performance evaluation and use these to define changes to policy, practice and cultures via the nested LAA. Work with the wider group of LAAs to implement these.
20. Continue to monitor and evaluate at regular intervals the performance of the demonstration project for sustainability assessment and as part of the on-going work of the LAA.
21. Continue the work of the LAA on to the next priority topics, reviewing and revising the vision and goals at the same time and also the process of active learning – with a continuing programme of new knowledge, information, tools etc. being reviewed at LAA meetings.

Although this reads as if it were a linear process it may include internal feedback loops and cross-linkages, and is, at the least, a cyclical activity as illustrated in Figure 2.1. In addition, the orchestrators of the process – the Coordinators and Facilitators of the LAA process and also the promoters of the changes in practice will need to be given support (develop the capacity) via the MARE leadership training programme being developed in WP1.

Stakeholder analysis

A stakeholder analysis is a process that may be undertaken as part of any activity involving stakeholders in order to achieve some objective either within the activity or the activity itself. The focus of the analysis is on increasing the efficiency of the stakeholder process in the context of achieving some objective which may include increasing organisational productivity and improving stakeholder satisfaction. It may also include delivery of fairness and sustainability through inclusion of appropriate stakeholders such as the environment.

"The stakeholder analysis aims to identify stakeholders who are crucial to innovation or its' scaling up or, (just as important) those who are currently limiting these processes and should therefore be mobilised as part of the learning alliance. This exercise needs to be done at the relevant levels in each particular case."[4]

During the implementation phase of the LAA development the stakeholder analysis is likely to be "Quick and Dirty" identifying the key stakeholders in FRM and their perceived needs. However, as the LAA becomes more developed and the members see the benefits and become more committed, then they will be amenable to carrying out more rigorous analysis. Appendix C is written to support the MARE partners in carrying out the stakeholder analysis to determine what the different partners need from the alliance and what they can contribute.

---

[4] IRC International Water and Sanitation Centre (2007). Learning Alliances - Scaling up innovations in water, sanitation and hygiene. ISBN 90-6687-056-7.

The stakeholder as a specified entity (holder) possesses some form of interest (stake) in the behaviour of a given organisation or in a cognate area or domain. Holders may possess an interest in a specified shared 'problem domain' such as stormwater flooding. There is no widespread agreement on what exactly constitutes a stake which has led to a broad range of definitions of the term stakeholder. The most popular definition identifies a stakeholder as "*any group or individual who can affect or is affected by the achievement of the organisation's objectives*"[5]. For the purposes of the MARE project, this definition has been expanded for inclusion of appropriate inanimate objects such as the environment (for example air and water quality and amenity).

This is an important early step in setting up the LAA. The definition, background and approach suggested for use in MARE is given in Appendix C. The approach suggested comprises 4 steps within a more extensive and formalised 7 step process that will be carried out by WP1:

1. Stakeholder Typology
2. Stakeholder Affect – Be Affected Binomial
3. Stakeholder Network Analysis
4. Stakeholder Multiplicity

The individual LAAs should undertake only the first of these steps, the stakeholder typology, unless they have particular expertise in stakeholder analysis. The subsequent steps will be undertaken in conjunction with WP1.

The first procedural step (1 above) is the identification of all groups which can affect, or are affected by, the LAA to a degree which warrants their recognition as stakeholders. First, a list of stakeholders is accumulated by identifying:

- the believed 'usual suspects' (e.g. prescribed members of the LAA focused on the demonstration project),
- the group which the 'gatekeeper' to the demonstration project represents (e.g. local university), and
- any groups which may be identified through known occurrences (e.g. those known to have interacted with the emerging Learning Alliance).
- any non-human entities should also be identified and included if appropriate, for example the River Don may be perceived to be a stakeholder as it affects and is affected by the MARE project.

Subsequently, any known relevant position holders are identified such as the local sewerage undertaker. Those identified are asked to in turn, identify further stakeholders whereby the process is repeated until it is deemed that the stakeholder network had been adequately identified as there will be no further stakeholder nominees.

The subsequent activities outlined in Appendix C will require support from MARE WP1 and can only be embarked upon once the initial LAA and stakeholders have been identified.

---

[5] Freeman, R. E. (1984). Strategic management : a stakeholder approach. Boston [Mass.] ; London, Pitman.

Next steps

Once the various LAAs begin to be established in MARE, WP1 will visit each Coordinator and Facilitator in order to assess and provide help with the process. In addition, WP1 are starting to develop guidance/assistance for leadership training.

Detailed stakeholder analysis will also be undertaken to review the corporate processes led by WP1. This will also consider the linkages across nested LAAs and linkages to other projects.

Appendix 1: 10 potential pitfalls in the establishment of learning alliances for MARE (adapted from[6])

These 10 lessons have been learned in trying to implement action research within the stakeholder engagement approach known as 'learning alliances'.

Avoid:

1. **An unrepresentative management structure:** involve legitimate representation of learning alliances (as users) within the project management structure and including involvement in budget allocation decision-making. Conflicts of interest between learning alliance representatives and investigative providers (e.g. whether the learning alliance facilitator or coordinator comes from an academic partner in the consortium) should be avoided or carefully managed.

2. **Unclear investigative priority setting processes:** there should be a transparent mechanism for the process of priority identification (i.e. vision and short, medium and long term tasks, activities and investigations) by learning alliances, approval of learning alliance recommendations, investigative team formation, action planning and budgeting with communication back to the learning alliance at all steps.

3. **No flexibility in resource allocation**: Don't allocate all resources in such a way that this cannot be modified, and don't allocate all resources to LA activity that is not linked to clearly expressed LA needs. A mix is usually best where some funds are allocated to activities identified by the LAs (throughout the course of the project), and some to more investigative-led topics (may be from the outset or later, and may be less action-orientated). Learning alliances should also have some (even very limited) amount of flexible funding that is untied and can be used to address local needs as they emerge including additional investigative topics, additional documentation or communication activities etc.

4. **Misunderstanding stakeholders:** Carry out a stakeholder analysis properly (See Appendix C). Allocate sufficient resources to the task; ideally get support from a specialist with experience of institutional issues, and ideally don't continue with (very pressing and exciting) activities until this is completed.

5. **Wasting the capacity of facilitators:** avoid overloading facilitators, but also avoid setting up a structure where facilitators don't have enough to do and are just sitting around for the next team of investigators to arrive and are restricted to working as logistics managers or translators. Encourage facilitators to become task managers and action investigators themselves.

6. **Action research teams composed of only 'investigators':** action research should be undertaken by teams selected and composed of learning alliance members: investigations by implementers supported by 'academics – or trained researchers'. Traditional 'researchers' then take a backstopping role playing key roles in planning, methodological

---

[6] Butterworth J. (2009). 10 pitfalls in establishing learning alliances. Note presented at MARE WP1 meeting, UNESCO IHE Delft 22nd April.

development, training and supporting documentation. 'Researchers' often need a lot of support in adapting to this new but potentially challenging and rewarding role.

7. **Presenting results (at the end):** LAs will require a variety of outputs and will require frequent and regular sharing and discussion of results. Rapid and short cycles of action research and feedback are more desirable and more likely to lead to uptake than just sharing results at the end of a project. Providing appropriate and timely outputs for LA members does introduce challenges for review and quality control, but can be compatible with also producing high quality external publications.

8. **Missing why changes occur:** develop a process documentation plan to ensure the *capture of why things happen* as well as *what happens* during the project. Process documentation needs specific skills (may require additional people) and consider taking time-out from other activities to focus on reporting (e.g. allocating every sixth month solely to reporting).

9. **Learning alliances on paper:** too often LAs may be included in a project as a means to secure funding for an attractive idea and way of working, without an adequate understanding and commitment (in management, funding etc) to really changing the balance of stakeholder engagement in the process.

10. **Underestimating the costs:** Unfortunately, multi-stakeholder transaction processes are expensive. Costs of promoting change are also high and frequently underestimated. While many partners will readily contribute inputs in kind and their own time, the initial facilitation, training and capacity building inputs needed are considerable. It is difficult to secure additional funding later for such 'software elements' and since they are critical and needed at the start of a project especially, they should be fully funded from the main budget.

Appendix 2: Yorkshire and Humberside Learning and Action Alliance (YHLAA) and the Don Catchment Action Alliance (DCAA)

Rationale

Recent events have prompted changes in the way in which flood risk in particular is to be managed in the future in England and Wales. This has mainly come about in response to repeated flooding incidents, although in certain areas of the country there are also concerns in relation to water stress. Each of these is expected to be exacerbated by climate change. Examples of issues to be dealt with by the LAA include delivery of SWMPs, addressing national indicators, providing a consensual response to the draft Floods and Water Bill, implementing the Bill, e.g. helping to build capacity in relation to the use of SUDS.

Purpose of the YHLAA

To provide a common forum for learning and action in relation to flood and water management in Yorkshire and Humberside and also to cultivate a culture of active learning on the part of the participants.

Who is the Y&HLAA for?

For all agencies involved in and with an interest and common cause in the management of water and flood risk and associated bodies and organisations to assist in influencing and delivering their new and continuing roles in relation to flood and water management.

What does the Y&HLAA comprise?

The LAA provides an overarching function focused primarily on Regional and National perspectives in relation to flood and water management as illustrated in Figure A2.1.
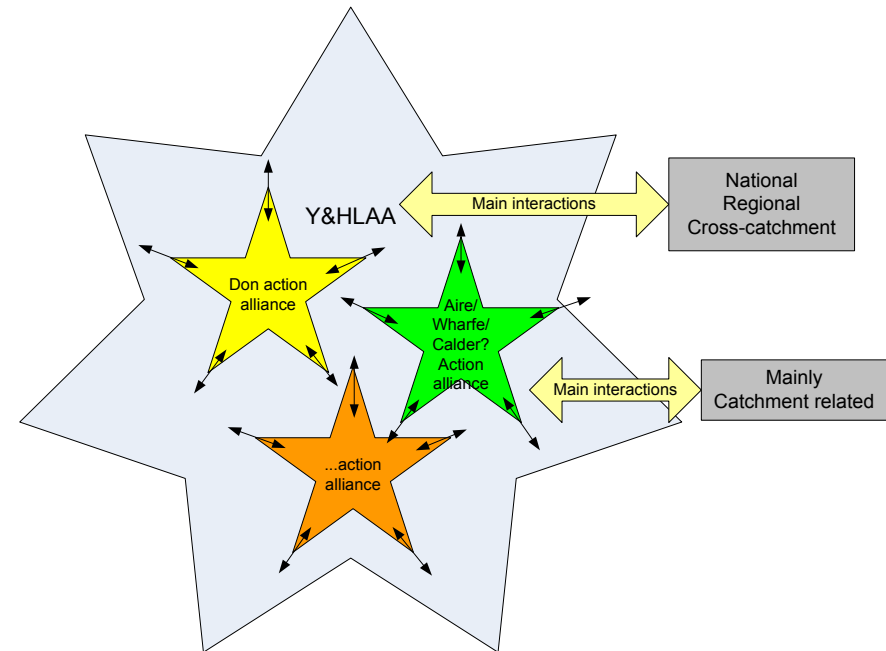
Figure A2.1 Overall structure of the Y&HLAA

The Y&HLAA also includes a number of nested but autonomous Catchment Action Alliances (CAA). These CAAs deal with specific river catchments within the Region and are the primary delivery mechanism for collaboration and action at the catchment level. Of the potential CLAAs, the (River) Don Catchment Action Alliance (DCAA), which is engaged in MARE, has held two meetings and is developing a vision.

Operation

In order to avoid too many meetings, it is expected that although open to all interested players, the Y&HLAA meetings will only be attended by a limited number of the players in the CAAs. The Y&HLAA should manage the overarching themes, whilst the CAA will deal with the more local catchment based issues. Table A1 gives a summary of the generic areas that the Y&HLAA and the CAAs will be concerned with.

Note the examples below are not exhaustive and are set out to help illustration and discussion at this stage of the development of these groups.

Table A1.1 Examples of generic activities & Primary roles of the Y&HLAA and CAAs

YHLAA – where policy can be influenced and the translation of that policy into practice reflecting cross catchment issues about learning	CAA – where collaboration and action is required
Consensus views on national issues and initiatives	A forum to identify and discuss water management issues for the whole water cycle for the specific catchment
Consensus document responding to Defra and Government initiatives	To consider and promote right actions at the right geographic/hydrological/geopolitical level
Consensus document commenting on changes in practice and policy	Seek quick local wins – early implementation of agreed actions that are simple and accepted
Consensus document on water related planning issues	Cover all disciplines – engineering, highways, regeneration, planning, environmental health, academia at catchment level
Consensus document on Regional	Know what groups/initiatives are already
strategies that affect water and water system related planning/development	operating and active to avoid duplication of e.g. local resilience for activities
Produce regional perspective development and adaptation guidance.	Be aware of what each agency is doing and develop shared and common coordinated local design approaches
Consensus on various Agencies and stakeholders initiatives	Create common more strategic approaches to funding bids for system/water management at catchment level
Focal point for exchange of information about climate and other change estimates for the Region and consequences for flood and water management	Be a single point of engagement for the catchment with outside policy and action influencers. Work with Y&HLAA to influence policy
Main vehicle for devising training and development activities for responding to change.	Local training and development delivery and coordination.

To make the vision laid out in Table A1.1 more tangible, Table A1.2 illustrates some activities identified for the DCAA.

Table A1.2 Examples of some specific activities for the DCAA

Activity	Short term	Medium term	Longer term
Build capacity in Don catchment to deliver PPS25	Needs stronger links to building regulations Flood resistance and relationship to PPS25	How best to deal with actual flood risk areas behind defences. Resolve conflicts between developments in flood zones and PPS25	Span EA objections in actual flood defended areas for developments
Multi-agency responses in Don	Enhance emergency response capabilities and link better with Local Resilience Fora	Better understanding as to how to respond as partners – not just emergency planning	
Delivering SWMPs in Don	Where are the needs? Case study approach using pilot projects knowledge.	Capacity building in wider range of stormwater management systems and applicability	Monitoring and feedback on performance and revision of approach to implementation
Sustainable Drainage Systems	Best practice guidance on SUDS in local area		

Table A3 illustrates some specific activities for the Y&HLAA

Table A3 examples of activities for the Y&HLAA

Activity	Short term	Medium term	Longer term
Consensus document responding to Defra and Government initiatives	Consensus document on SWMP/NI 188 & 189 proposals from Defra/EA		
Consensus document commenting on changes in practice and policy	Consensus document commenting on draft F&W Bill	Delivery of F&W Bill	
Main vehicle for devising training and development activities for responding to change.	Development and adaptation guidance. Develop guidance for delivery of SWMPs; F&W Bill etc.; and regionally agreed SUDS guidance		Addressing longer term climate

Leadership

Each LAA and CAA needs a coordinator and a facilitator. These have roles as set out below.

Coordinator:

Chairs the meetings and is the main 'driver' in enthusiasm and 'selling' the LA to the participants.

Facilitator:

Does the arranging; identifies and contacts participants; chases up those not engaging (may require visits to their offices). Takes notes of meetings and reports on these. Ensures actions are implemented timeously.

Champions

These are people engaged in the LAA who go out into their and other organisations to spread the message about the mission of the LAA and what it is doing. This is an enthusing role and a dissemination/delivery role. Each member of the Y&HLAA and CAA is expected to assume such a role.

Stakeholders

It is important to undertake achieve a balance between formal stakeholder analysis and seizing emerging opportunities to ensure that each stakeholder is identified and engaged in a way that is appropriate. Stakeholder analysis whether formal or informal will be undertaken to reveal information about the dynamics of the participants and the way in which they work together. A key role for LAs is to identify these dynamics and enhance or modify them where they do not align with the needs of the Alliance.

Next steps

There is a need to develop the vision for the LAAs. This vision should include an understanding of where we are now and where we wish to get to. This should not be fixed, but dynamic and evolving, as information, knowledge and processes external to the LAAs also evolves. As part of this a training programme will be developed for leaders and champions as part of the FRC, MARE and SKINT programmes.

Organisational membership of the Y&HLAA and DCA

Organisations attending YHLAA meetings

Organisation	Org Type	Sector	Lead responsibilities
BWCV	MARE	Interreg	
Dordrecht	MARE	Interreg	
Unesco IHE	MARE	Interreg	
Derbyshire CC	County Council	Municipality	Surface runoff, groundwater and ordinary watercourses
Lincolnshire CC	County Council	Municipality	Surface runoff, groundwater and ordinary watercourses
Barnsley MDC	Metropolitan District	Municipality	Surface runoff, groundwater and ordinary watercourses
Bradford MDC	Metropolitan District	Municipality	Surface runoff, groundwater and ordinary watercourses
Calderdale MDC	Metropolitan District	Municipality	Surface runoff, groundwater and ordinary watercourses
Doncaster MDC	Metropolitan District	Municipality	Surface runoff, groundwater and ordinary watercourses
Kirklees MDC	Metropolitan District	Municipality	Surface runoff, groundwater and ordinary watercourses
Leeds CC	Metropolitan District	Municipality	Surface runoff, groundwater and ordinary watercourses
Rotherham MDC	Metropolitan District	Municipality	Surface runoff, groundwater and ordinary watercourses
Sheffield CC	Metropolitan District	Municipality	Surface runoff, groundwater and ordinary watercourses
Wakefield MDC	Metropolitan District	Municipality	Surface runoff, groundwater and ordinary watercourses
East Riding	Unitary	Municipality	Surface runoff, groundwater and ordinary watercourses
Hull CC	Unitary	Municipality	Surface runoff, groundwater and ordinary watercourses
NE Lincoilnshire	Unitary	Municipality	Surface runoff, groundwater and ordinary watercourses
North Linolnshire	Unitary	Municipality	Surface runoff, groundwater and ordinary watercourses
York CC	Unitary	Municipality	Surface runoff, groundwater and ordinary watercourses
Environment Agency	Water & Environment	Water & Environment	Overall supervision of flood and coastal erosion risk management, Main rivers)
United Utilities Water	Water & Environment	Water & Environment	Sewers
Yorkshire Water	Water & Environment	Water & Environment	Sewers
Chesterfield DC	District Council	Municipality	
Hambledon DC	District Council	Municipality	
NE Derbyshire DC	District Council	Municipality	
CIRIA	Research	Research	
PWG	Research	Research	
Forrestry Commission	Government	UK and Regional	

Peak District DC	Government	UK and Regional	
Yorkshire and Humber Assembly	Government & Regional	UK and Regional	
Yorkshire Forward	Government & Regional	UK and Regional	
British Waterways	Water & Environment	Water & Environment	
Yorkshire Land Drainage	Water & Environment	Water & Environment	
JBA	Consultant	Other	
MWH	Consultant	Other	
Royal Haskoning	Consultant	Other	
WSP Group	Consultant	Other	

Organisations attending DCAA meetings

Organisation	Org Type	Sector	Lead responsibilities
Derbyshire CC	County Council	Municipality	Surface runoff, groundwater and ordinary watercourses
Barnsley MDC	Metropolitan District	Municipality	Surface runoff, groundwater and ordinary watercourses
Bradford MDC	Metropolitan District	Municipality	Surface runoff, groundwater and ordinary watercourses
Doncaster MDC	Metropolitan District	Municipality	Surface runoff, groundwater and ordinary watercourses
Rotherham MDC	Metropolitan District	Municipality	Surface runoff, groundwater and ordinary watercourses
Sheffield CC	Metropolitan District	Municipality	Surface runoff, groundwater and ordinary watercourses
Environment Agency	Water & Environment	Water & Environment	Overall supervision of flood and coastal erosion risk management, Main rivers)
Chesterfield DC	District Council	Municipality	
NE Derbyshire DC	District Council	Municipality	
CIRIA	Research	Research	
PWG	Research	Research	
Yorkshire Forward	Government & Regional	UK and Regional	
Peak District National Park	Government & Regional	Other	
Green Estate	Consultant	Other	

Appendix 3: Stakeholder analysis

"Analytic stakeholder thinking, or stakeholder analysis, seeks to make stakeholder concepts into applicable tools to understand the "economic, political, social and moral issues involved in complex relationships between an organisation and its constituents" [7]

Stakeholder analysis is based on the concept that any phenomenon of interest has a number of 'stakeholders', who affect, are affected by, experience and conceptualize the phenomenon.

The stakeholder as a specified entity (holder) possesses some form of interest (stake) in the behaviour of a given organisation or in a cognate area or domain. Holders may possess an interest in a specified shared 'problem domain' such as stormwater flooding. There is no widespread agreement on what exactly constitutes a stake which has led to a broad range of definitions of the term stakeholder. The most popular definition identifies a stakeholder as "any group or individual who can affect or is affected by the achievement of the organisation's objectives"[8]. For the purposes of the MARE project, this definition has been expanded for inclusion of appropriate inanimate objects such as the environment (for example, air and water quality and amenity).

Nature and Purpose of Stakeholder Analysis

Prior to the stakeholder analysis, it is important for each Learning Alliance to consider its purpose and the way in which it will be utilised. Classical stakeholder thinking has developed along three perspectives: (1) corporate-centric; (2) conceptual-centric; and (3) stakeholder-centric.

The adoption of one or other of these depends upon the desired focus of organisation–stakeholder relations and may involve a difference in the focal phenomenon of interest. Each Learning Alliance may conceivably adopt any of these three perspectives of stakeholder conceptualisation. The DCAA (Appendix B) has implicitly used (2) the conceptual-centric, focusing the stakeholder analysis upon the problem domain. However, a more in-depth analysis of the dynamics of the LAAs will be made by WP1 using (1) to explore the inter-relations with the perceived stakeholders.

Furthermore this triple-perspective typology may be amalgamated with a triple-value taxonomy of stakeholder thinking types. This amalgamation of perspectives on stakeholders leads to 9 possible approaches to stakeholder analysis[9]. Table A3.1 presents the nine approaches and highlights the approach utilised by the DCAA – which is (e). The in-depth analysis of the dynamics of the LAAs will utilise approach (d) in Table C1.

---

[7] Weiss, J. W. (1998). Business Ethics: A Stakeholder and Issues Management Approach. Quebec: Thomson: South-Western.
[8] Freeman, R. E. (1984). Strategic management : a stakeholder approach. Boston [Mass.] ; London, Pitman.

[9] Steurer (2006) Mapping Stakeholder Theory Anew: From the 'Stakeholder Theory of the Firm' to Three Perspectives on Business–Society Relations Business Strategy and the Environment 15, 55–69

Table A3.1 Nine Approaches to Stakeholder Analysis

		Stakeholder thinking perspective		
		Corporate	Conceptual	Stakeholder
Stakeholder thinking aspects	Descriptive	a. Describes Learning Alliance characteristics and behaviours regarding stakeholders	b. Describes how particular issues of concept under investigation play a role in stakeholder thinking	c. Describes stakeholder characteristics and behaviours regarding the Learning Alliance
	Instrumental	d. Analyses the connection between stakeholder relations management and Learning Alliance objectives	e. Analyses the connection between stakeholder thinking and the realization of concepts such as better FRM	f. Analyses the connection between a stakeholder's strategy and its ability to meet the stakeholder's claims
	Normative	g. Interprets the function of the Learning Alliance regarding the wider society and stakeholder relations management	h. Interprets the normative characteristic of concept of investigation and its significance for stakeholder thinking	i. Interprets the function and legitimacy of stakeholders and their claims
	Overall	j. Learning Alliance and stakeholder relations management	k. Concept and stakeholder thinking	l. Stakeholders, claims and stakeholder relations management

In Yorkshire the DCAA will principally utilise the instrumental values in Table C1 and focus on the conceptual (e). From this perspective the purpose of the stakeholder analysis would be conducted to better achieve the aims of the Learning Alliance.

Methodology - Procedural Steps

Analytic tools have been developed in line with the widely agreed major steps of a stakeholder analysis[10]. These are:

1. identification of stakeholder groups to the organisation or central concept;
2. determination of the respective stakeholders' interests;
3. evaluation of stakeholder salience, power and/or other attributes for classification of stakeholders to provide an understanding of the individual stakeholder relationships.

The DCAA stakeholder analysis will incorporate these major steps but also supplement them with procedural steps to help identify stakeholder-stakeholder relations. The 7 stakeholder analysis procedural steps are:

1. Stakeholder Identification
2. Stake Determination (of stakeholder)
3. Stakeholder Classification
4. Determination of Distribution of Impacts
5. Determination of 'Fit' of Stakes
6. Determination of Stakeholder Relationships
7. Construction of Stakeholder Network

---

[10] Wolfe, R. A., and Putler, D. S. (2002). How tight are the ties that bind stakeholder groups? Organization Science, 13 (1): 64-80.

Steps 1-4 represent the major steps of a stakeholder analysis, focussing upon the Learning Alliance and its relations with stakeholders. Steps 5-7 extend the analysis to recognise stakeholder-stakeholder relations and account for the ways in which stakeholders may affect one another. To conduct these 7 procedural steps, the Stakeholder Analysis Tool-Kit (SAK) will be utilised:

1. Stakeholder Typology
2. Stakeholder Affect – Be Affected Binomial
3. Stakeholder Network Analysis
4. Stakeholder Multiplicity

Table A3.2 Integration of Procedural Steps and Analysis Tools

Analysis Tool	Procedural Step	Carried out by
1. Stakeholder Typology	Stakeholder Identification	Each LAA coordinating group
	Stake Determination	Initial assessment by individual LAA coordinating groups
	Stakeholder Classification	Carried out under the direction of MARE WP1
2. Stakeholder Affect – Be Affected Binomial	Determination of Distribution of Impacts	
3. Stakeholder Multiplicity	Determination of 'Fit' of Stakes	
4. Stakeholder Network Analysis	Determination of Stakeholder Relationships	
	Construction of Stakeholder Network	

The SAK compromises of four instruments which incorporate the seven stakeholder analysis procedural steps in Table A3.2. Details of these are outlined below.

1. Stakeholder Typology

The first procedural step is the identification of all entities (human and non) which can affect, or are affected by, the LAA to a degree which warrants their recognition as stakeholders. This identification is based on underlying definitions of what constitutes a stakeholder as various criteria/definitions may exclude/include groups. Stakeholders are identified with a strategy of 'over-inclusiveness'[11]. First, a list of stakeholders is accumulated by identifying:

- the believed 'usual suspects' (e.g. prescribed members of the LAA focused on the demonstration project)
- the group which the 'gatekeeper' to the demonstration project represents (e.g. local university)
- any groups which may be identified through known occurrences (e.g. those known to have interacted with the emerging Learning Alliance)
- any non-human entities must be identified and included if appropriate, for example the River Don may be perceived to be a stakeholder as it affects and is affected by the MARE project.

Subsequently, any known relevant position holders are identified such as the local sewerage undertaker. Those identified are asked to in turn, identify further stakeholders whereby the process is repeated until it is deemed that the stakeholder network had been adequately identified as there were no new stakeholder nominees.

This part of the analysis can be carried out by competent LAA Coordinators and Facilitators with support from the MARE expert partners. Subsequent more in-depth stakeholder analysis will have to be undertaken in conjunction with MARE WP1.

Following the stakeholder identification process, the respective 'stakes' of each 'holder' need to be assessed for entities to be classified. There are various approaches to stakeholder interest categorisation each impacting upon the ways in which the stakeholders will subsequently be classified. 'Stakes' may be classified such as concrete versus symbolic, economic versus social, and local versus domestic versus national or international. The DCAA stakeholder analysis is using stakeholder typology to help analyse the nature of the stakeholder relationships with the Learning Alliance. This model categorises stakeholders based on the possession of the attributes of power, legitimacy, and urgency. This helps to better understand both the barriers and opportunities to the delivery of the innovation needed in MARE.

Following the stakeholder identification process, the respective 'stakes' of each 'holder' need to be assessed for entities to be classified. There are various approaches to stakeholder interest categorisation each impacting upon the ways in which the stakeholders will subsequently be classified. Stakes may be classified such as concrete versus symbolic, economic versus social, and local versus domestic versus international[12]. The DCAA

---

[11] Boutilier, R. (2009). Stakeholder Politics: Social Capital, Sustainable Development and the Corporation. Sheffield, UK: Greenleaf.

[12] Wood, D. J. (1994). Business and society (2nd ed.). New York: Harper Collins.

stakeholder analysis is using stakeholder typology[13] to help analyse the nature of the stakeholder relationships with the Learning Alliance. This model categorises stakeholders based on the possession of the attributes of power, legitimacy, and urgency. This helps to better understand both the barriers and opportunities to the delivery of the innovation needed in MARE.

2. Stakeholder 'Affect – Be Affected' Binomial

Subsequent to the process of identification and classification it is important to consider the ways in which the Learning Alliance may affect and in turn may be affected by each respective stakeholder. Both the positive and negative real and potential impacts need to be examined to obtain a full understanding of the relations between each stakeholder and the Learning Alliance. The inclusion of potential affects on both the Learning Alliance and each stakeholder is especially relevant to understand both the risks and the future opportunities.

3. Stakeholder Multiplicity

Stakeholder Multiplicity attempts to further recognise and understand the interdependence of stakeholders by assessing where stakeholders did *not* act as independent units contending for resources or the attention of the Learning Alliance, but competed, cooperated or formed (sub) alliances with one another[14]. For this analysis the interests and claims of

stakeholders identified in the Stakeholder Affect – Be Affected Binomial (2) are examined for their respective 'fit' with one another. The direction and strength of stakeholders' claims are examined for instances where they are competing or complementing each other[15].

4. Stakeholder Network Analysis

The Stakeholder Network Analysis will examine the structure of the stakeholder network utilising concepts from social network analysis[16]. Firstly attention will focus on the interactions and transactions constituting the framework for an improved understanding of the interdependence of stakeholders in the various MARE LAAs. The 'density' of the stakeholder network shall be calculated and affects on efficiency of communication, diffusion of norms and behavioural constraints subsequently considered. Secondly the positional centrality of stakeholders will be examined by calculating the degree, closeness and 'betweenness centrality' of each. Centrality will be considered with regard to how stakeholder positions affect their opportunities, constraints, and behaviours in conjunction with each of the Learning Alliances[17]. Finally, simplifying interpretative frameworks shall be employed to help consider the overall affects of the stakeholder network structure on the outcomes of MARE.

---

[13] Mitchell, R. K., Agle, B. R., and Wood, D. J. (1997). Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts. Academy of Management Review, 22: 853-886.

[14] Neville, B. A. and Menguc, B. (2006). Stakeholder multiplicity: Toward an understanding of the interactions between stakeholders. Journal of Business Ethics, 66 (4): 377-391.

[15] Venkatraman, N. (1989). The Concept of Fit in Strategy Research: Toward Verbal and Statistical Correspondence, The Academy of Management Review, 14 (3): 423–444.

[16] Rowley, T. J. (1997). Moving beyond dyadic ties: a network theory of stakeholder influences. Academy of Management Review 22 (4): 887–910.

[17] Wasserman, S., and Galaskiewicz, J. (1994). Advances in social network analysis: research in the social and behavioral sciences. Thousand Oaks, Calif. ; London : Sage Publications.

Approach being used for the DCAA

To enable the SAK to be conducted a range of data needs to collated. Data may be personal/subjective: opinions or perceptions, interpersonal/intersubjective: shared opinions or perceptions, subjective or intersubjective but grounded in verifiable evidence or deemed 'factual' or objective (for practical purposes). To collate data useful for a stakeholder analysis, any of these data types or a mixture may be used.

Each SAK requires data specific to the way in which the stakeholder relations are analysed. For instance, the Stakeholder Typology requires data on the identities and the stakes of entities to permit stakeholder identification and classification whilst the Stakeholder Network Analysis requires data on stakeholder relations to enable its analysis.

To collate the necessary data, a range of approaches may be employed, each with their own set of strengths and weaknesses. Table A3.3 provides a review of direct methods of inquiry to obtain subjective perceptions from stakeholders.

Whilst face-to-face interview are acknowledged to have many strengths, the DCAA has decided to use the questionnaire research method for its stakeholder analysis. This has primarily been selected due to time-constraints. Supplementing the questionnaires; the analysis shall also utilise documentary evidence. This will both ground some stakeholder perceptions in verifiable evidence and also act as stand-alone data in its own right.

Table A3.3 potential approaches to collecting information for the stakeholder analyses

Approach	Strengths	Weaknesses
Face-to-face Interviews	- Permits complex questions - Rich data - Audio recording - Observation of any non-verbal communications - Permits further explanation of questions - Permits follow-up questions	- Time-consuming - Interviewer bias - Expensive - Slow
Telephone Interviews	- Verbal communication - Flexibility - Audio recording - Cost-effective	- Time-consuming - Interviewer bias - Amount of questions/ complexity/ time required to answer may not be conducive to telephone
Questionnaire	- Quick - Cost-effective	- Uncertain response rate and speed of response - Uncertainty regarding who's completing the answers - Limited clarification available

Data which the questionnaire will attempt to gather include:

- Who are the stakeholders?
- What are the relationships between the Learning Alliance and its stakeholders?

- What are the relationships between each stakeholder?
- What value (strength) are these relationships?
- Which classification should each stakeholder be attributed to?
- What are the affects of the Learning Alliance and how can it be affected by stakeholders?

The SAK will utilise the responses from the questionnaires and attempt to bring together the responses to permit single assessments; e.g. a single relationship value or stakeholder position. To permit this a number of questionnaire questions/responses shall be approaching the same question but from differing angles. For instance a question regarding the value of a particular relationship between two stakeholders will have the values attributed by both groups. Where disparities occur, further investigation may ensue, utilising documentary evidence and contacting respondents to further elaborate on their responses. The first half of the questionnaire will allow respondents to present their perceptions of their own organisation as a stakeholder.

It is intended that a similar approach will be used by WP1 in working with each of the LAAs in MARE.