CASCADE
Catastrophic shifts in drylands:
How can we prevent ecosystem degradation?

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Manual on knowledge transfer and dissemination

Author: Nichola Geeson

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EU project representative & coordinator:	Prof. Dr. C.J. Ritsema - (coen.ritsema@wur.nl)- +31 317 486517
Project managers:	Dr. Violette Geissen - (violette.geissen@wur.nl) - +31 317 485144 Dr. Rudi Hessel – (rudi.hessel@wur.nl) - +31 317 486530
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CASCADE

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MANUAL ON KNOWLEDGE TRANSFER AND DISSEMINATION

Guidance for involving stakeholders, writing dissemination products, and other dissemination activities

April 2013

Editor: Nichola Geeson

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Contact information

Project website: www.cascade-project.eu
Project information system: www.cascadis-project.eu
Project Coordinator: Prof. Coen Ritsema – coen.ritsema@wur.nl
Project Manager: Dr. Violette Geissen - violette.geissen@wur.nl
Project Manager: Dr. Rudi Hessel - rudi.hessel@wur.nl
Communication: Dr. Nichola Geeson - nicky.geeson@googlemail.com
EU Scientific Officer: Sofie van de Woestijne - Sofie.VANDEWOESTIJNE@ec.europa.eu

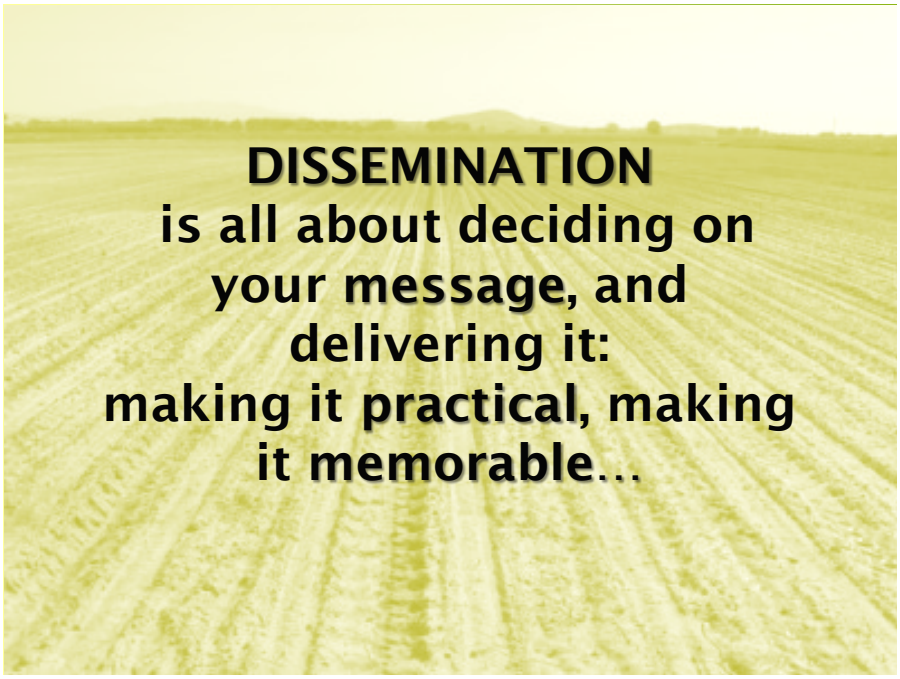
Disclaimer

This manual is developed from a Manual of Communication and Dissemination from the DESIRE Project: Geeson N and Reed M (eds) (2011) Guidance for organisation of community work, writing dissemination products, and dissemination activities. DESIRE Manual of Communication and Dissemination. 57pp. http://www.desire-his.eu/en/disseminating-results/guidance

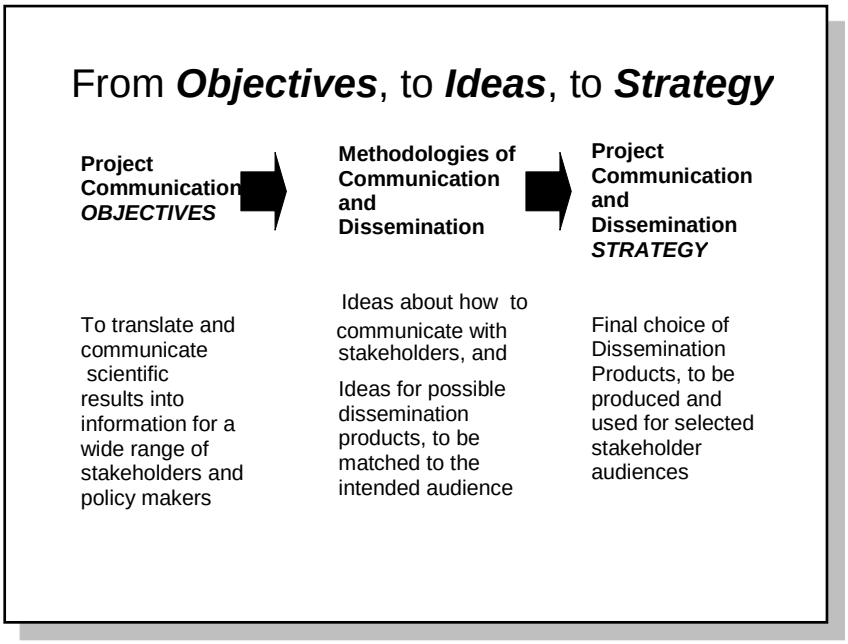
MANUAL OF DISSEMINATION

Chapter 1: Introduction

Many people are motivated to carry out research because they want to change the world around them for the better, but does good research alone have such power? **In practice only the best communicated research tends to have any effect on policy or practice.** Unless your research is discovered and understood by the people who need to use it, even the best quality research may simply sit on a library shelf gathering dust, read by just a handful of other researchers.



Research projects have the potential to develop strategies with potentially enormous environmental, social and economic benefits. However this **potential can only be realised if these recommended strategies are actually accepted and adopted by stakeholders**. A broad definition of stakeholders includes all those who are affected by an issue or process, or who have the power to influence issues and processes. Thinking particularly of issues relating to sustainable land use, stakeholders may range from families who depend upon and manage land use, to the policy-makers at district, national and international scales who design and implement policies and regulations. Therefore, research projects need to develop a comprehensive, pragmatic approach to communicate the findings effectively to diverse groups of people.



Steps to develop a communication and dissemination strategy (N. Geeson)

This booklet builds on a Manual of Communication and Dissemination developed for the DESIRE Project (Geeson and Reed, 2011; Geeson et al., 2013), which was updated and adjusted for the specific needs of the CASCADE Project.

Specifically, this booklet aims to:

I. **Provide ideas about how to effectively communicate or disseminate project outputs (results, messages and products) to all kinds of stakeholders, inside and outside of a project**
II. **Provide guidelines about how to share knowledge and build networks with stakeholders**

There should be an emphasis on designing communication and dissemination approaches and products in collaboration with stakeholders. By working closely with the people who need the information, it is possible to better understand their needs and how best to communicate effectively with them. Although such "bottom up" approaches have the potential to communicate messages at a societal scale, it is also necessary to co-ordinate the messages in a more "top-down" way, so that **the right people get the Right Information, in the right Format and at the right Time** (the RIFT principle, Burger and Gentit, 2009). It is also important to target people who are likely to act on new information, either to use it themselves or pass it on to others. The assemblage of basic pieces of information in different combinations in this RIFT context is the minimum achievement to aim for. Ideally there will be added design features to refine the value of the products for each particular group of people.

At the same time, there are limits to the amount of dissemination materials that can realistically be produced in a research project like CASCADE. The six study sites all have different problems, with

different types of stakeholders in each. On top of that there will be information for stakeholders external to the study sites, e.g. at national or global levels. Multiplying all these numbers can produce a huge number of pieces of information, especially as a large part will also need to be translated into different languages. Additionally it is a challenge to keep everything organized in such a way that access to all information remains simple to use. **It is not possible to address all stakeholders individually, but usually "something" of relevance can be provided for them**.

To break the challenges of communication and dissemination down into more achievable tasks, we have proposed an approach that develops products at **different levels of complexity**: often simple, middle-range and advanced. Some products may be developed right across the project, and others may be developed for specific study sites and translated into local languages. The basic pieces of information can be assembled in different combinations to suit particular types of stakeholder.

It may be appropriate to collect and organise project results within an on-line information system, as is being done with CASCADiS for the CASCADE Project[1] (See Chapter 3). Hopefully the completed information system can be hosted beyond the time frame of research, as a lasting record of project achievements. Information systems can include a wide variety of material for dissemination, from individual photos to complete manuals, from maps to video clips, from simple recommendations to decision support systems.

To achieve all these aims, this booklet is designed to help inform decisions about: i) the type of participation that is appropriate to a study site; ii) practical guidelines on good practice in participation in general; and iii) guidelines for organising group planning sessions and stakeholder group facilitation. The section on **Further Reading** provides a list of references to relevant literature, where these issues can be explored in greater depth. Of particular interest is the EU's publication: Communicating EU research and innovation: a guide for project participants (European Commission, 2012).

The audience

Stakeholders identified in research projects usually have a very wide range of needs and interests. Individually they may be interested in one or more different parts of the project rather than the full spectrum of results. A preliminary list of stakeholder groups can be assembled from general knowledge, but there are also various **stakeholder checklists** available that may improve inclusivity, and make sure that some groups are not forgotten, (see **Practical Notes 1**). For a detailed assessment the CASCADE Project is using the WOCAT (World Overview of Conservation Approaches and Technologies) methodology[2] to identify, group and prioritise stakeholders. WOCAT questionnaires and workshop methodology may be helpful to promote dialogue, mutual understanding, and agreement on sustainability or conservation goals.

[1] http://cascadis-project.eu/
[2] http://www.wocat.net/en/methods/start-with-wocat/getting-started-with-wocat.html

With dissemination products it is rarely possible to simply label information for a specific group of stakeholders such as "land managers" because the range of interests in such a group may not be pre-determined accurately. Where possible, allow stakeholders to select the level of complexity that is most accessible to them, so that it is not necessary to pre-judge or generalise the preferences of specific groups of stakeholders. This is important, given the **diversity of individual capabilities and preferences within any one stakeholder group**. Some stakeholders may prefer mostly pictorial information if they are not used to reading, while others will be happy using the internet and may include English in the languages they can read. Within an on-line information facility, where possible make a graduation from simple to more complex information, so that readers can read as far as their interest takes them, or **provide clear signposts for identified groups of readers**.

Using Moderators, or Facilitators

In a study site where stakeholders are actively involved in the research the presence of a neutral Facilitator or Moderator who can make **a bridge between scientists and stakeholders** can improve communication and the exchange of ideas considerably. It is not ideal if researchers or key stakeholders organise and facilitate a workshop because their own opinions and interests might easily dominate the discussions. The moderator's main task is to structure and guide the process and discussions without pushing it in a particular direction. However, moderators from NGOs or extension agencies can be a great help to translate material between English and the language of the study site, and suggest the physical dissemination formats likely to be most successful. They will be best placed to communicate in both directions, so that information passes from researchers to the facilitators, to the stakeholders, and also feedback comes back in the reverse direction. Facilitators are ideally placed for introducing innovative ideas with local media, demonstrations, tours, etc.

because they know what is likely to be successful with the local culture. **Training for facilitation** is explained within WOCAT Guidelines for Stakeholder Workshop 1[3].

Moderators for stakeholder workshops should ideally have the following skills:

• Good knowledge of the area / community where the workshop will be conducted: they should be familiar with local conditions (socio-cultural, biophysical, land use, land degradation and conservation, etc.).

• Be familiar with soil and water conservation issues (no expert knowledge required!).

• Skills in moderation and participatory methods.

• Trustful relationship with involved stakeholder groups

• Communication skills; speak the local language of the study site.

• Didactical skills

• Conflict management skills

What to avoid in the role of the moderator?

… lecturing, teaching

… dominating the process

… judging the contributions of participants

… emphasizing his/her own opinions and ideas

See: WOCAT Guidelines for Stakeholder Workshop 1

http://www.wocat.net/fileadmin/user_upload/documents/DESIRE/GuidelinesPart1Identification.pdf

[3] http://www.wocat.net/fileadmin/user_upload/documents/DESIRE/GuidelinesPart1Identification.pdf

Moderators can also help with **secondary dissemination**, which is dissemination beyond an immediate study site area requires further community and network-building skills. Personal testimony or local examples can be very persuasive for introducing new ideas to a wider audience.

Improving communication and understanding

Communication refers to methods of transferring information between people, primarily **from a source to a receiver**, but it should not be considered to be only one-way. The most productive communication is often **two-way interaction**, where feedback between the receiver and the source can improve the quality of understanding. Researchers may refine their ideas through interaction with stakeholders, just as stakeholders may learn about new possibilities from researchers.

Establishment of pathways and networks of communication helps to ensure the continuation of communication interaction over time. Project researchers are at the centre of a **sphere of influence**. Information can travel in any direction, at varying velocity. The aim of dissemination is to maximise the sphere of influence.

The progress and velocity of **information transfer** depends on a number of factors: **a)** the quality of the information and the degree of interest it raises, **b)** the strength, efficiency and protocols of pathway and network links, and **c)** opportunity. Pathway and network links have to be maintained as they can easily be broken. **Opportunity** is a factor that cannot necessarily be pre-determined, as it depends on a complexity of psychology, recognition and chance. However, opportunities can be actively sought after, and can sometimes be manufactured. There are obvious pathways between scientists and stakeholders, as described above, and also other opportunities with peripheral actors in the community, who can prove to be remarkably responsive. For example, if groups of people who are interested in sustainability in a wider sense can be identified in study sites, then they can be actively targeted and presented with information of suitable interest and complexity. Such groups might include school children learning about geography, a women's group meeting to discuss food supply, or charitable organisations seeking to combat poverty. It may be possible to identify opportunities to talk about the project at various meetings (at local, national and international levels), in the course of the work.

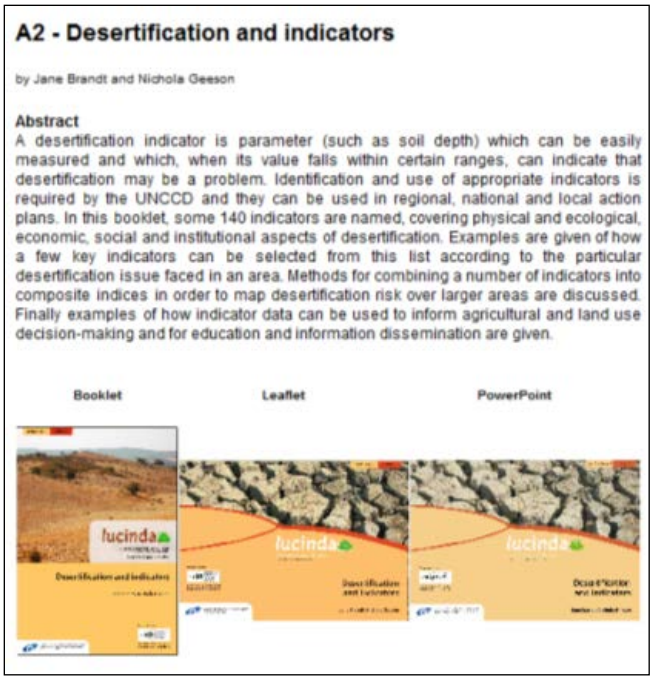
It is important to capitalise on **stories of success**. For example, if the Mayor of an administrative district, or a key farmer that others look up to, become enthusiastic, their neighbours are much more likely to welcome and approve new ideas too. Such opportunities need to be recognised and built on. A collection of like-minded people working in cooperation can achieve far more than isolated individuals.

Choice of words is very important for good communication, to avoid misunderstanding or ambiguity. It may be wise to check with colleagues that the sense you mean, in a spoken or written presentation, is clear, and then later check that a message has been understood in the way it was intended.

Communication should have an aim, then a plan for how to achieve that aim, and finally a check that the aim was achieved.

Language of dissemination products

Some dissemination products will be produced for specific audiences and some for wider audiences, and this will affect the range or complexity of language used. Some will be written first in a local language and others will be written first in English, as this is the language of scientific research. Then they may be translated into the appropriate languages to make them accessible for stakeholders.



A model for booklets, leaflets and PowerPoint presentations from the LUCINDA project, downloadable to read and print in five languages from: http://geografia.fcsh.unl.pt/lucinda/default.html (LUCINDA)

Since we need to provide a large amount of information in all the most useful languages, it is not practical or economic to write and print posters, leaflets and booklets ourselves and transport them to users. The idea is to write newsletters, leaflets, etc. in one language, e.g. English and pass them on for translation to other languages. Then documents can be emailed to those stakeholders who have computers and internet access, and printed off, for circulation to those who do not.

Chapter 2: Preparing for production of dissemination products

Complexity and formats of dissemination

What sort of products will be suitable for the intended audiences? There are often no specific budgets for printing glossy booklets with colour photos, etc. Therefore we may have to be imaginative with the resources we have. What we can do is provide **downloadable manuals**, **booklets, leaflets, posters, maps, diagrams, etc.** that can be either circulated by email (to those who have internet access), or printed on ordinary office printers for physical distribution.

We can also include **video clips**, or **video podcasts**. Video material is often a more enjoyable educational medium than the written word, and the visual and spoken messages are probably more memorable. Video material might be supported by leaflets, which could be downloaded from the HIS, printed and circulated.

Practical Notes 2 gives guidance on writing press releases, and preliminary guidance on making video material is given in **Practical Notes 4**.

If stakeholders are specifically photographed or recorded audio-visually for the purpose of dissemination products, then it is a requirement that they should be asked to give consent. Suitable **consent forms** may be drawn up, used and retained.

Identification of the most suitable dissemination products

One way to determine the best information formats for the stakeholders is to work through the following steps:

1. **Identify the range of stakeholder groups and key stakeholder groups**
2. **Identify the complexity of information required by key stakeholder groups (ideally by asking the stakeholders directly)**
3. **Identify the ideal formats for information suitable for key stakeholder groups**
4. **Choose the most relevant from all the Messages coming out of the research, to address the particular stakeholders**

(These factors are being used for deciding **what information is put IN** dissemination products. The next stages are about **how this information is used**)

5. **Assemble Packages of information from available material and products coming out of research, or adapt this material for specific stakeholder groups**
6. **Determine what needs to be translated into the local language**
7. **Use the Packages for key stakeholder groups and other suitable stakeholders**
8. **Adapt these Packages for other peripheral groups of stakeholders**

9. **Determine the best ways (participatory methods) for dissemination to happen, e.g. exhibitions, community events, social events, conferences, TV interviews, podcasts, videos, DVDs, other written material, etc.**
10. **Plan schemes and timetables to put these methods into action**

Matching the complexity of dissemination products to the audience

Here is a quick checklist to match the likely needs of the stakeholder audiences to dissemination products. This also indicates how the provision of material at different levels of complexity can be matched to different audiences.

Defining audience expectations

1. Are the audience scientists?

- Yes: Use fully referenced scientific research papers, plus material suitable for a literate audience (*Advanced and Mid-range complexity*)

- No: Go to 2

2. Is the audience literate?

- Yes: Go to 3

- No: Use oral presentations, plus pictorial and video material to convey explanation and instruction (*Simple complexity*)

3. Will the audience expect technical detail?

- Yes: Go to 4

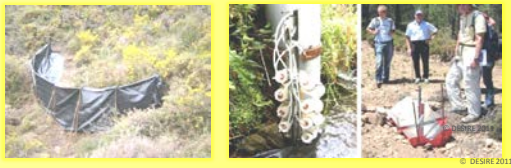
- No: Use less detailed explanations, less text and more visual material (*Simple and Mid-range complexity*)

4. Will technical detail be used for decision-making at higher than local level?

- Yes: Use clear concise explanation or instructions or policy briefs (*Advanced and/or Mid-range complexity*)

- No: Use explanations or instructions suited to local conditions (*Mid-range complexity*)

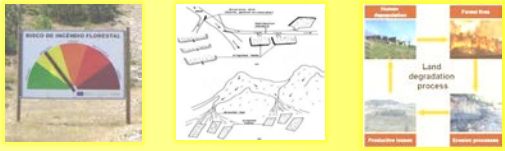
(*N. Geeson*)



© DESIRE 2011

Will the audience expect technical detail?

-**If YES:** Provide links to details and data
-**If NO:** Use less detailed explanations, less text and more visual material. Use non-scientific language at a middle level of complexity

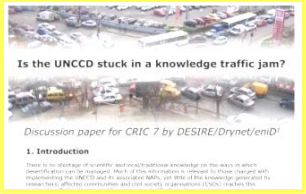


Few, (if any), words are needed to show the meaning

© DESIRE 2011

Does the audience include people who cannot read?

- If YES: Use oral presentations, plus pictorial and video material to convey explanation and instruction. Use only very simple language



© DESIRE 2011

Can the technical detail be used for decision-making at higher than local level?

- If YES: Use clear concise explanation or instructions, or policy briefs. Use appropriate complexity of language

- If NO: Use explanations or instructions suited to local conditions

Tailoring dissemination products to the audience (N. Geeson, DESIRE Project)

Writing for different audiences

(See examples in Chapter 3)

Different groups of stakeholders will respond to different approaches, as outlined below. Guidance for writing for different audiences, and communication in general, is also dealt with very efficiently by the Economic and Social Research Council, UK:

Writing for the web

http://www.esrc.ac.uk/funding-and-guidance/tools-and-resources/impact-toolkit/tools/interactive-media/website/writing-web/index.aspx

Communications toolkit

http://www.esrc.ac.uk/funding-and-guidance/tools-and-resources/impact-toolkit/tools/index.aspx

All audiences

There are a number of questions about the intended audience that the writer should consider before starting to write (Morris, 2001), including:

- **What does the audience already know about the topic?**
- **What are their current practices and traditions?**
- **What barriers might there be to them adopting new procedures or innovations?**
- **What are their existing skills, and which skills can be built on?**
- **Are there misconceptions that particularly need to be addressed?**

If these questions are not fully answered, the writer might still imagine the attributes of the audience, but may risk producing less relevant information material. Most non-scientific audiences will prefer text that is brief, accurate but without too much background detail, and well structured so that the key points are obvious. Topics and language must be culturally and linguistically appropriate.

Workshop participation in Botswana (Photo by R. Chanda)

All audiences will appreciate photos and other visual material carefully chosen to illustrate the points made, plus maps, and diagrams. Personal testimony can be particularly persuasive. If the reader has access to the internet, they will be also becoming used to a huge choice of sources of knowledge in different formats and languages, including animated presentations.

Target audience	**Modes of communication**
Public	o Press releases and associated media work o Website news items and other content o Twitter o Online video (project website and YouTube) o Project audio/video podcast
Stakeholders in theme activities (including policy communities relevant to themes)	Same as for public plus: o Regular newsletters o DVDs of high quality video material for those without internet access o Leaflets/manuals etc. based on project outputs o Presentations o Popular articles for specialist publications/magazines o One-to-one meetings with key stakeholders to disseminate outputs and listen to ongoing needs/priorities o Policy briefs relating to each theme
Research community	Same as for public plus: o Journal papers o Conference presentations and seminars
Wider policy community (not theme-specific)	Same as for public plus: o One-to-one meetings with key policy advisors to disseminate outputs and listen to ongoing needs/priorities o Policy briefs about overall project activities o Parliamentary briefings based on project policy briefs

(Reed, 2011)

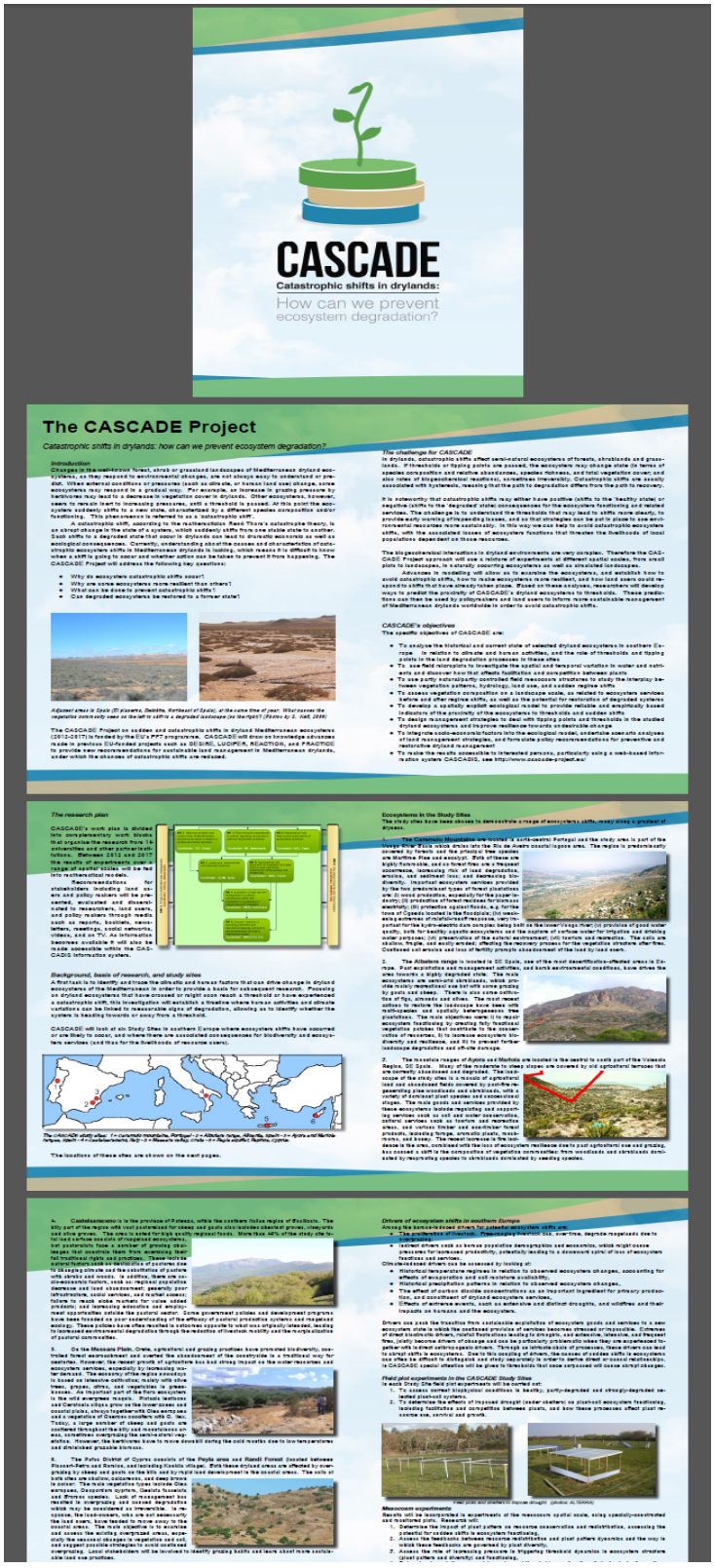
Writing purely for scientists

Scientists expect arguments to be presented in a concise and logical format, without use of colloquial language. Paragraphs or sections are often numbered, so that it is easier to refer to them. Statements of fact or reports of previous work are always supported by lists of references from within other scientific literature. Instructions for writing research papers are supplied by any scientific journal. Scientific writing assumes the reader has prior knowledge of the subject, but if extra explanation is required, it is provided through the references.

CASCADE scientists at a plenary meeting in Alicante, Spain (Photo by H. Liniger)

Writing for educated stakeholders

Researchers will need to simplify their writing for educated stakeholders. The focus is on scientific facts presented in a concise and logical way, but using a more reader-friendly format. The hierarchy of numbered sections and number of references should be limited. Diagrams can be used to show connections between ideas and concepts. The language used should avoid scientific terms and acronyms that would need accompanying definitions.



Part of the CASCADE brochure (April 2013) for scientists and well-educated stakeholders. (Text by N. Geeson, layout by E. van den Elsen)

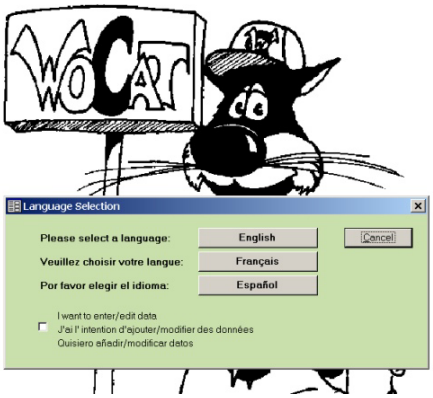
Writing for less knowledgeable stakeholders and members of the general public

Researchers will need to use their imagination to decide how their key messages can be portrayed at the simplest level. To engage the interest of less-knowledgeable stakeholders, plenty of photos and examples are required. Colloquial language may be used, with novel coloured formats to attract attention. Oral communication, for example on local radio, or through local meetings, and well-chosen photographs may be more effective than written words. A CASCADE leaflet for less knowledgeable stakeholders and members of the general public has been written. This may be translated to the different languages of the study sites.

Vegetation poster for the Keskin area of Turkey in theDESIRE Project (by S. Açıkalın, photo by E. van den Elsen)

Writing for schoolchildren and their teachers

Many schoolchildren are naturally very enthusiastic about caring for the environment. Sustainability is a good cause that they understand and support. Their view of the world is not restricted or constrained by economics (whether action is cost-effective) and other factors, as it is with politicians. Schoolchildren tell their parents what they learn about saving the planet, and can be very effective in persuading their parents to take action. Writing for schoolchildren therefore needs clear, concise facts presented in an attractive manner. Colloquial language may help get a child's attention.



WOCAT cat helps communication in the Manual for the WOCAT databases[4]

Writing for administrators and politicians

Administrators and politicians need guidance to tackle environmental problems in a practical, effective, and prudent way, using limited financial resources. They need the key scientific issues to be summarised so that they have a basis from which to prioritise their actions. To this purpose, maps are very useful for summarising and combining information. The language used should be clear, concise report-style, and not colloquial. References should only be used if they are essential reading and the reader is likely to have easy access to such documents. Writers of policy briefs may need to provide added detail on technical and financial specifications, or provide details within a wider policy context (See **Practical Notes 3** for **How to write a Policy Brief**). Results from a scientific research project can be used to encourage debate, highlighting a subject that requires policy action. If the scientific results are summarised in a digestible, understandable format, a wider range of persons may gain sufficient knowledge to comment effectively on policy options and make knowledge-based decisions on policy solutions.

[4] http://www.wocat.net/en/vision-mission.html

Chapter 3: Developing and using dissemination products with stakeholders

We have discussed how different messages can be communicated at differing levels of complexity, so that we can reach as many stakeholders as possible. There is clearly a wide array of dissemination products that can be developed. However, just developing relevant dissemination products does not mean that they will necessarily be used by stakeholders. Only by achieving widespread uptake of dissemination products can we hope to inform the decisions made by land managers, policy-makers and other stakeholders. Here we consider how dissemination products can be introduced to stakeholders who have already been engaged in discussions with researchers, and then how these messages and products can be spread far beyond those directly involved with a project.

Principles of stakeholder engagement

Many methods exist for engaging with stakeholders, and have been covered extensively in the WOCAT Guidelines Part 1[5] for identifying existing and potential Sustainable Land Management strategies using a participatory learning approach.

There is a danger that a manual or a set of guidelines may be viewed as a "tool-kit", where as long as you choose the right tools for the job, you will be successful. Instead, it is increasingly being recognised that the process in which these tools are used has a far greater impact on the end result. Instead of the "tool-kit", perhaps a more appropriate metaphor for this view of participation is a "service contract" (such as one might draw up for office cleaning or boiler maintenance). This view emphasises the people who use the tool-kit in the context of a long-term relationship where the parties develop mutual trust and respect as they learn from each other to negotiate potential solutions. To be successful, this process needs to be underpinned by an appropriate philosophy, and consider how to engage the relevant stakeholders at the most appropriate time and in a manner that will enable them to fairly and effectively shape the research. Six key features of best practice participation have emerged from recent literature. By following these principles, it should be possible to work more effectively with stakeholders to develop and use dissemination products together.

First, it should be noted that stakeholder participation is only appropriate if participants really will have the power to influence the way in which dissemination products are developed. There is little point in simply consulting stakeholders about products that have already been developed and that you do not have time or resources to significantly revise in response to feedback from stakeholders.

If participation is deemed to be relevant, then it is necessary to consider the degree of participation that is relevant. As will be seen, this can only be decided once clear objectives have been set and the relevant stakeholders have been identified systematically. There are many degrees of stakeholder participation that can be used, from simply communicating research findings through to active

[5] http://www.wocat.net/en/methods/decision-support.html

participation in the research process. Information dissemination to passive recipients maybe termed "communication", gathering information from participants is "consultation" and "participation" can be conceptualised as two-way communication between researchers and stakeholders where information is exchanged in some sort of dialogue or negotiation (Rowe and Frewer, 2000).

The Mayor and villagers in the Messara valley welcome international scientists to Crete (Photo by Nichola Geeson)

The following text summarises the six key features of best practice participation (from Reed, 2008):

1. Where relevant, stakeholder participation should be considered **as early as possible and throughout the process**, to ensure the project meets local needs and objectives and to increase local ownership of the project;
2. **Relevant stakeholders need to be represented systematically**. Bear in mind that although there will be a limit to the number of stakeholders involved, the risk of omitting key stakeholders should be minimised.
3. **Clear objectives for the participatory process need to be agreed among stakeholders at the outset**. It needs to be laid out at the beginning how minority views will be included, whether a consensus is sought, or whether a compromise be acceptable. This may require negotiation, as different stakeholders may have irreconcilable objectives. Only by defining clear objectives will it be possible to determine the appropriate level of engagement, who should be engaged, and how best to engage them;
4. **Methods should be selected and tailored to the decision-making context**, considering the objectives, type of participants and appropriate level of interaction. There are a wide range of methods that can be used to communicate, consult or participate with stakeholders, from posters to video-clips. Methods must be adapted to the decision-making context, including socio-cultural and environmental factors, such as the level of

literacy, the time available for participation, conflicting commitments, age-structure, and power dynamics.

5. **Highly skilled facilitation is essential** to get the most out of participation. The outcome of any participatory process is far more sensitive to the manner in which it is conducted than the methods that are used. Good facilitation is particularly important where there are conflicts between participants. Different facilitators can use the same methods with radically different outcomes, depending on their skill level. Such skills include technical expertise in the use of different methods. However, it is sometimes the most seemingly simple of methods, such as informal group discussion, which require the greatest expertise. A successful facilitator or moderator needs to be perceived as impartial, open to multiple perspectives and approachable. They need to be capable of maintaining positive group dynamics, handling dominating or offensive individuals, encourage participants to question assumptions and re-evaluate entrenched positions, and get the most out of reticent individuals. Such skills are difficult to learn and tend to be developed through years of experience, intuition and empathy. For further information and a list of practical tips for facilitators, see: http://www.seedsforchange.org.uk/free/facilwsh.pdf
6. **Local and scientific knowledge should be integrated**. In combination with local knowledge, scientific knowledge can contribute to a more comprehensive understanding of complex and dynamic natural systems and processes. By comparing different local and scientific knowledge sources, it may be possible to investigate uncertainties and assumptions and develop a more rigorous understanding. Following from this, it has been argued that land management and policy decisions based on such knowledge are likely to be more robust.

The Stockholm Resilience Centre have produced a workbook called "Applying a socio-ecological inventory: a workbook for finding key actors and engaging them" (Schulch et al., 2011) that can helpful. They include warnings that stakeholders will be sensitive to the views of the initiator, and their response maybe led in a particular direction unintentionally. If scientists make promises that are not kept, stakeholders will not be prepared to make an effort. A focus on positive contributions should not overlook negative impacts that may also be occurring.

Keeping stakeholders involved

As many opportunities should be explored as possible for dialogue with stakeholders, and it is very rewarding to scientists if land users are eager to learn and also offer their own invaluable local knowledge. Some stakeholders are keen to secure their own livelihood whilst others are more concerned about environmental impacts. Some own land while others only rent, and may not worry about long term productivity. Some farms cover huge areas, while others are fragmented holdings resulting from inheritances. Scientists, land users, land owners, agricultural associations, extension worker, NGOs, SMEs, local/national government representatives, etc. all provide their own perspectives, and all have contributions to make to a successful outcome.

There is a strong argument that those who are affected by, or who can affect, proposals to remediate degraded land should have a chance to have their say, and this is a right that is becoming

enshrined in law. The Aarhus Convention[6] stipulates that all environmental decisions must involve stakeholders. There is some evidence that environmental decisions taken in collaboration with stakeholders may be higher quality and more durable. Although empirical evidence has yet to be collected, many other benefits have been claimed. For example, by establishing common ground and trust between participants and learning to appreciate the legitimacy of each other's viewpoints, participatory processes may have the capacity to transform adversarial relationships and find new ways for participants to work together. This may lead to a sense of ownership over the process and outcomes. If this is shared by a broad coalition of stakeholders, long-term support and active implementation of decisions may be enhanced.

Good communication can be a challenge especially when scientists speak a different style of language to stakeholders. Stakeholders are unlikely to understand academic terms and jargon. Ways to optimise communication include:

- Look for persons who communicate well to introduce key messages
- Involve as many stakeholders as possible, from elders to children
- Key messages must be repeated many times to ensure the intended sense is understood
- Different types of communication (e.g. demonstrations, local radio, photographic exhibitions) suit different messages, for different types of stakeholders
- Do not assume your message is understood, check that it really is. Also check that the intended meaning in responses from stakeholders is understood, too. Ask stakeholders about what they would like to hear about, as well as informing them of a scientific message

It is not always easy to see how to instigate or **optimise participatory processes**, but some suggestions are listed below:

- Meetings with stakeholders should have clear benefits and not be too time-consuming. Consideration of the following practical issues can improve the success of meetings with stakeholders and subsequent cooperation
- Land users are busy people and may not always have time to stop to talk or attend meetings at times most convenient to scientists
- Stakeholder meetings may be held at places such as temple or mosques where people already gather naturally
- Consider what format, size and make-up of discussion group might be optimal, e.g. open days, lectures, demonstrations, exchange visits, etc.
- Stakeholder involvement in scientific experiments and trials, perhaps using some stakeholders as contacts for larger groups, saves time, since the scientific research is validated
- Local facilitators or promoters, e.g. teachers, NGOs, can be used to bridge the potential gap in understanding between scientists and stakeholders
- Providing information packages on agriculture can be used as a means of engaging stakeholders

[6] UNECE Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters, see http://www.unece.org/env/pp/)

- Questionnaires that can be collected next day may provide better results than on-the-spot answers
- Always involve the most influential stakeholders and organisations closely, and look for stakeholders who will be interested in different stages of the project. Find out what is common and what is different in their needs to combat desertification.
- Bring policy makers from the nearest city to talk to stakeholders and discuss the reality and causes of their situation.
- Stakeholders are likely to want to discuss socio-economic benefits and whether the proposed strategies are convenient, as well as hear about the scientific benefits.
- At the end of a piece of work or project a wrap-up meeting or workshop should be held to summarise the results, to discuss any plans for the future, and where stakeholders can be thanked for all their help.
- Remember that the land belongs to farmers not scientists.

Sometimes the stakeholder group assembled for participation may prove to be unrepresentative. Stakeholders with more power in a community may persuade other stakeholders for or against suggestions from scientists. Here are some suggestions to address this **representation** problem:

- In larger groups it is easier to see which actors are, or are not, in agreement
- Consideration should be given to the needs and views of both men and women
- Triangulation is a method to check the consistency of information, so that people with local power (including scientists) do not exert unfair pressure. Voting systems could also be used
- Stakeholders may sometimes say what they think scientists would like to hear, and scientists may do the same

Initial stakeholder enthusiasm may be diluted, perhaps if the success of "scientific solutions" is not immediate, or if stakeholders think their ideas are not listened to. Therefore it is best to check that **stakeholder expectations** are not raised to an impossible level by considering the following points:

- It is essential to be transparent, since land users are sceptical and not easily persuaded
- Sometimes development agencies arrive with large budgets for "improvement" activities, that may be more persuasive than the words of scientists that come without supporting finance
- There should never be promises of scientific solutions, just opportunities to take part in experiments
- Cooperation with NGOs, land user organisations etc., needs to be maintained
- Always remember to provide feedback after an event or meeting
- Make a survey of land use change in the last few decades
- Make a survey of the rural economic conditions, using questionnaires or interviews
- Explain the basic problems to stakeholders and explain what may be happening in the study site
- Ask stakeholders what things seem to make their situation worse or better
- Map the problems conceptually, or think in terms of a problem tree or objective tree
- Think broadly in terms of the influence of migration, political stability/instability, feuds and conflicts, water rights, food supplies

Indicators help scientists and stakeholders to assess the extent, degree and consequences of an issue. For receiving suggestions for **local indicators** it is important to visit the site and discuss the situation. There is a need to collect different viewpoints, and different perceptions from all kinds of stakeholders. To do this for environmental issues one might:

- Prepare mental or roughly drawn maps of the region with stakeholders. It is necessary to establish good relationships with farmers and ask for their help and permission to investigate their land
- Clarify issues of land ownership
- Use field visits and transect walks to illustrate subtle differences
- Question land users on how they know whether the situation is improving or deteriorating
- If stakeholders are asked what they look for when they buy land, then they understand the scientific concepts better
- Organise interviews with officials in e.g. government departments for agriculture and water
- Collect information, e.g. from elders, on past crop yields and the history of natural disasters
- Determine whether there are local or cultural factors that could be barriers to getting scientific solutions implemented
- Facilitate the use of existing data sources

Scientists and stakeholders should describe potential **approaches and strategies** together. They might consider the following points:

- Large group meetings of diverse types of stakeholders, perhaps with the ambience of a meal, can create a good balance of cooperation and understanding
- Stakeholders may be shown examples of technologies that do or do not work elsewhere
- For implementing trial technologies, discussions of designs, materials and costs with stakeholders are vital
- Goodwill gestures, such as providing some free materials, help to maintain trust and commitment
- Groups of stakeholders may be able to apply for further funding for new initiatives, or find a partner to help secure further funding
- Individual personal contacts with stakeholders are vital, so that it is easier to ask for more details if necessary
- Decisions on what approaches and technologies to use should be the result of negotiation, ensuring input from various parties. This might happen in small groups. Their expectations, favoured indicators and challenges should be listed
- Farmers may be asked to help design and/or implement the measures
- Proposed strategies should be discussed with stakeholders to find out if they will be efficient enough to implement in the long term
- Village committees or sub-committees may be set up
- Some free materials for experimental technologies, e.g. cement, may be provided
- Sharing costs for starting up new methods might be an option
- If village leaders or land users who are respected are involved, then other land users will follow their lead

- Demonstrations of the technologies to local groups with more marginal interests, e.g. women's groups. This may help to build support for new ideas

Stakeholders may be involved according to their knowledge and interests. They may hold invaluable information about e.g. weather and the physical state of vegetation. Monitoring trials of technologies can be time consuming, so cooperation is important. Sharing information ensures that all key information is collected, and provides a focus for discussion. Land user stakeholders may like to be asked how they can be involved. In particular they might:

- Use photos to record changes in the landscape through the seasons
- Warn of significant events (weather, plant diseases, etc.)
- Be invited to make measurements themselves or at least to observe when measurements are taken
- Be paid to guard scientific equipment
- Use regular transect walks for group discussions
- Inform farmers' associations, local authorities, extension services, NGOs, etc. of progress, regularly

Evaluation of the degree of success of sustainable land management technologies may be different for different types of stakeholders, according to their personal perspective. Multi-criteria analyses, cost-benefit analyses, photographic records, and stakeholder votes are examples of possible evaluation methods. In addition, the following points may be considered:

- Ask for the land user's own analysis of the experiments, according to given criteria
- List key criteria of success or failure: physical, social, economic, institutional, political, cultural, according to gender, according to age, etc.
- Ask marginal stakeholders if they have noticed any changes
- Collect regular photographic evidence of seasonal changes
- Discuss the possible interpretations of site data, including socio-economic data
- Organise demonstrations of pilot areas where methods can be copied by outsiders
- Ask whether farmers will continue to use recommendations
- Advertise the results of stakeholder participation and/or success of strategies with local media

Dissemination of the results to a much broader range of stakeholders, from school children to policy makers at national level, is essential, and many different methods, in local languages and through various agencies, will be employed. It may be important to ask and check what kind of information stakeholders want. As well as circulating general-purpose brochures, leaflets, reports, posters, video-clips, press releases, PowerPoint presentations, etc., ideas to focus on specific stakeholder groups might include:

- Use education experts, involve local schools
- Use the local press, local radio, workshops, SME visits
- Produce short on-line videos and other visual multimedia

- Use existing community meetings to introduce project results
- Form reflection groups of stakeholders, to give feedback
- Use podcasts, policy briefs, Wikis (user editable web pages)
- Involve communication experts for developing communication products
- Mount a photographic exhibition
- Encourage influential local people, extensions services and NGOs to spread word of the results
- Actively distribute leaflets or booklets
- Lobby for funding to extend dissemination activities and development of dissemination products

Developing dissemination products with stakeholders

By developing dissemination products with stakeholders, it may be possible to develop products that are more relevant to local needs and priorities. For example, products that can be used more effectively by local stakeholders and that provide information that can lead to land management and policy decisions are more likely to remediate land degradation effectively. So far, this manual has focussed on the more **"top-down"** task of co-ordinating the content and targeting of messages. This section now asks how this can be combined with **"bottom-up"** methods for developing these products with stakeholders and ensuring that they are used as widely as possible.

The methods covered in WOCAT Guidelines for identifying, assessing and selection approaches and technologies for sustainable land management (Parts 1-3)[7] can be used to engage stakeholders in identifying relevant dissemination products and developing materials including transect walks.

As with all forms of stakeholder participation there is a danger that this level of stakeholder participation can raise unrealistic expectations, for example if participants expect that the project will supply products that can meet all the needs and priorities they express. Managing expectations at an early stage and being clear about what the project can and cannot deliver is essential to avoid later disappointment and potential disengagement.

Provision of material at different levels of complexity, as outlined in Chapter 1, may require specialist input. Advanced scientific material ideally has to be written by scientists with the background scientific knowledge and a previous record of publication. Middle ranging material can be difficult to write because the writer has to combine extensive knowledge with non-scientific language, using a conversational tone without being patronising. Simple more pictorial level of complexity can be most difficult of all to get right, requiring good layout skills as well as recognition of the most suitable content.

Once relevant dissemination products have been identified and developed in collaboration with stakeholders, it is necessary to move from a participatory mode to a more **consultative** mode of communication, where stakeholders are asked to provide feedback on draft dissemination products. This increases the likelihood that final products meet stakeholder expectations, needs and priorities.

[7] http://www.wocat.net/en/methods/decision-support.html

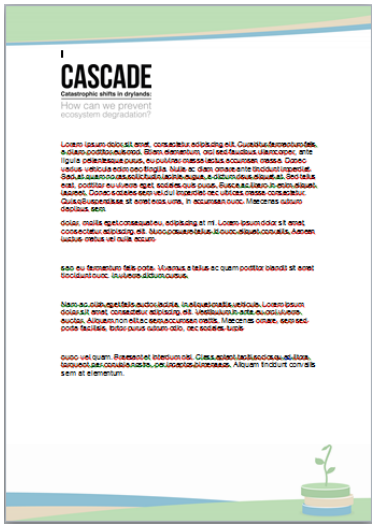
This can be done with all the original participants, or key people who have volunteered to provide additional assistance. Feedback may be elicited during interviews or focus group discussions. Alternatively, if there is time, trial use of dissemination products can provide invaluable practical feedback that can enhance the utility and value of the product.

Finally, once dissemination products have been fully developed in response to feedback from stakeholders, it is possible to move from consultation to communication, distributing dissemination products to the people who will use them. Information from stakeholders can be invaluable at this point too, as we will explore in the next section.

Planning to make communication and dissemination products

(see also Practical Notes 5)

1. Create a distinct, memorable and consistent project identity (consider unique selling points)
2. Develop a memorable logo and strap-line that effectively communicates our identity to key audiences at a glance
3. Road-test logo and strap-line options and select/refine
4. Develop letter-head, PowerPoint and poster templates and ensure logo and strap-line appear on everything associated with the project
5. Identify key audiences
6. Identify all appropriate methods of communication appropriate for reaching each key audience



Template for CASCADE products, such as leaflets.

Preparing the most suitable products for the intended audience

The first step is to determine the key message or messages for the audience, and then next consider the possible formats for presenting the message (leaflets, DVDs, etc.). The third step is about the level of detail (complexity) needed to convey the message, what are the components of the basic text and what can be left out. Consolidation of the message should result in an accurate and concise product. Thought should be put into making the products interesting and motivating. It is important to present information logically, including an introduction, development of ideas, and conclusions. Care should be taken not to make sentences or paragraphs too long or dense. Language, that is choice of words, should suit the user. Style, layout, typeface and use of colour also contribute to readability. The aim is to provide pages that look balanced and pleasing. Detailed discussion and advice on all these important attributes is provided by Morris, 2001.

Demonstration and expert explanation provide the clearest communication. (Photo by N. Geeson, 2013)

Spreading dissemination products and messages far and wide

The previous section has discussed how stakeholder involvement in the development of dissemination products may be able to enhance their relevance and quality. Once dissemination products have been developed, the final challenge is to get them used as widely as possible. This doesn't necessarily have to be a costly undertaking, as some of the most effective ways of disseminating our findings will often be by word of mouth. By developing a communication strategy in collaboration with stakeholders, it may be possible to exploit far more modes of communication far more effectively than we could do otherwise. For example, stakeholder organisations may be able to distribute materials via their often very extensive networks via post, email and meetings.

Choosing the right mode of communication can be critical e.g. depending on the access of certain groups to the internet, or their literacy. For many groups, it is essential to introduce dissemination products to users face-to-face, for example at a stall or exhibition in an agricultural show, at village meetings, or through an event designed to launch the products which can be advertised through the mass media. Given the amount of material that lands on most policy-makers' desks, securing an appointment or presentation slot can be an invaluable way of explaining key messages, and getting key decision-makers interested in dissemination materials which may otherwise end up in the recycling bin. Stakeholders will be able to guide you towards the most appropriate mode of communication for different groups. Generally however, the more different ways that messages can be communicated, the more likely it is that different users will be able to access the information.

Getting buy-in from local extension agencies can be an excellent way to get dissemination products introduced personally to a target audience. Most extension agencies will very happily distribute materials and provide guidance to land managers who want to implement remediation strategies on their land, so it is worth investing time visiting their offices and convincing the decision-makers within the organisation.

Although extension services can be invaluable, they do not always have the capacity to reach all land managers, and in some countries extension services have been accused of marginalising certain (often disadvantaged) groups. So how can we promote oral dissemination, i.e. farmers telling other farmers? How do we persuade stakeholders to explain or demonstrate new ideas to other stakeholders? Ideally preceding stakeholder workshops will have introduced the concepts of mutual learning and networking.

Besides involving the communication of information, participation may be a social event, - it should be fun! It can be effective to provide some food and drink, or to attach the participation to an existing community meeting that already has good attendance. It may be worthwhile making invitations personal, rather than general, and to contact key players verbally. If persons of some importance are known to support the participation, others in the community will follow their lead.

A list of online publications providing useful tools and methods for communication is provided in **Further Reading**.

So far, most of the material in this chapter has focussed on communicating with stakeholders who have direct decision-making power over the adoption of land degradation remediation strategies. The chapter will conclude by considering modes of communication that can reach those who have indirect influence over decisions relating to land degradation and those who have no influence but retain an interest in the issues. Websites perform this task well, and online dissemination products may include for example PowerPoint presentations and video that could be used by e.g. administrators, NGOs, and teachers in schools and colleges. Newsletters and press releases for use on local radio and television are also useful. In addition to disseminating project outputs more widely, media coverage can significantly raise the profile of the project in a study area, increasing the degree to which stakeholders perceive the project to be legitimate and worthwhile and hence enhancing their participation in the work.

Designing a web-based Information System for dissemination

A web-based Information System, accessed through a project website, can be the centre for comprehensively archiving, documenting, and giving access to all the research material. It may also give access to relevant data available from other interdisciplinary web sites, government or civil society initiatives, and the results of literature searches.

Websites are not read in the same way as leaflets or booklets. Readers are more likely to scan the text, and if they do not find what they are looking for easily they may give up and look elsewhere.

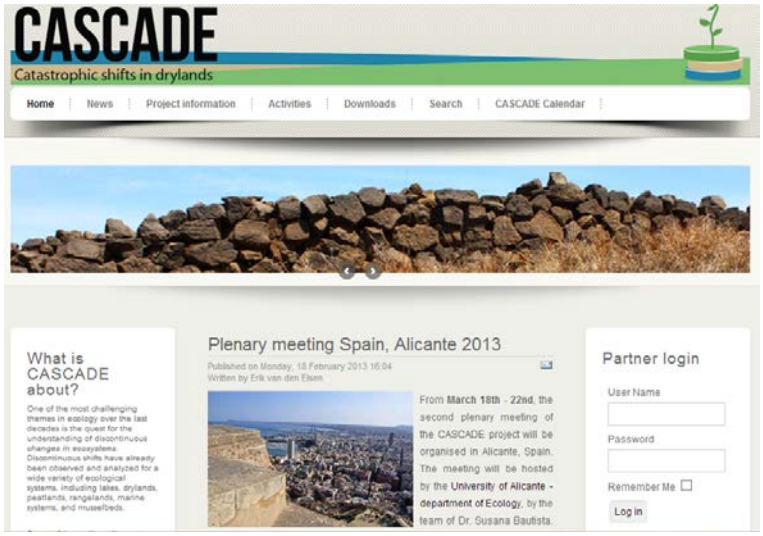
Therefore, the most important factors are: user friendly presentation, easy-to-understand use of language, and a simple structure. There should be an appropriate menu structure, simple navigation of the menus, and signposts with directions to different parts of the site. Some material will be direct from researchers, e.g. posters produced for workshops and international meetings. Other material may require abstraction, re-organisation or re-wording to provide the user-friendly format.

As with all dissemination products, user/stakeholder requirements need to be defined in terms of the expected eventual output. The range of requirements of stakeholders and users of an Information System, and the products presented on the site, need to be assessed by the researchers at intervals during development.

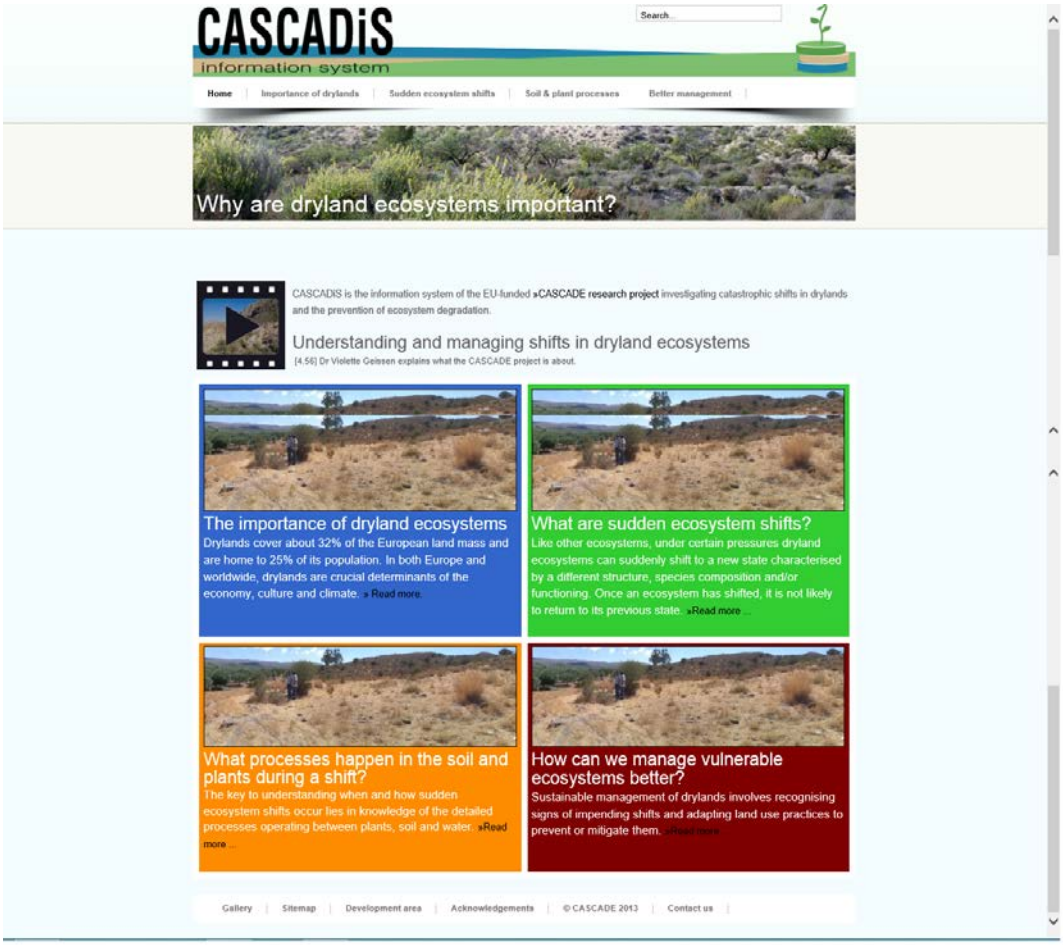
Further information about designing a project website, or an information system on a website is available from both commercial and academic websites, for example from the Economic and Social Science Research Council.[8] The design and menu structure must be attractive to the intended users. The text must use clear, concise and relevant language, accompanied by visual support material. The structure must be planned carefully so that it can grow as new information is added, without too much re-organisation. Once the website is operational it may have to be advertised in some way, for example through email or social networks. It is good to have access to specialist help, and also provision to maintain the website beyond the life of a short term project.

In the CASCADE Project there is a website, http://www.cascade-project.eu/ that has two functions. Firstly it serves to provide instant, up-to-date publicity information for anyone searching for CASCADE Project, or reaching the site by chance. Secondly it is a hub of information for CASCADE partners, with non-public information accessed by password. In addition, there is the information system CASCADiS http://cascadis-project.eu/ . This is in its infancy, but it will be developed in a similar way to the information system developed in the DESIRE Project, DESIRE-HIS http://www.desire-his.eu/

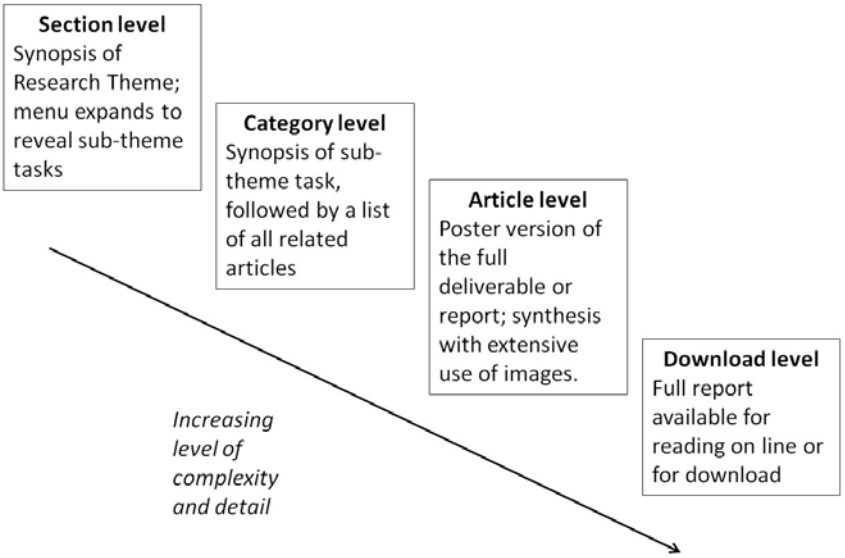
[8] http://www.esrc.ac.uk/funding-and-guidance/tools-and-resources/impact-toolkit/tools/interactive-media/website/design.aspx



The CASCADE website, http://www.cascade-project.eu/ showing the front page for News, and some of the menu options



The CASCADiS information system, showing the main menus, see http://cascadis-project.eu/



The CASCADiS online information system will provide information at increasing levels of complexity and detail. (Geeson et al., 2013)

This CASCADE Manual and other CASCADE dissemination products can be downloaded from the CASCADE website http://www.cascade-project.eu/ and CASCADiS http://cascadis-project.eu/

Websites have the advantage of being able to use interesting interactive presentation to capture and retain the attention of the reader. Moving the cursor around the page may reveal further information. In the same way, drop down menus preserve the overall or basic information on one page but also give quick access to further information in labelled categories.

Information on websites can be provided in different languages, or can be instantly translated using Google Automatic Translate. New features to improve and speed up communication are being made available every day. For example social networks such as Twitter are increasingly being used to share web links to topical subjects: connecting to smartphones as well as personal computers and laptops.

Evaluation of dissemination products

Success of dissemination products and relevance of the information material to the intended audience can be checked by using an evaluation procedure. This should include consideration of minimum standards of content, readability, comprehensibility and presentation. Feedback from a sub-set of the intended audience can be used particularly to improve the products prior to widespread use, but feedback at any subsequent stage of product revision or dissemination is always very useful too. Obtaining such feedback may be done orally, individually or in groups, or by using a short written questionnaire. More details of evaluation procedures, and possible questions and questionnaires, are provided by Morris, 2001.

Chapter 4: Copyright and intellectual property

The basic rules

Copyright laws require us to think about and label the origin of any material that will eventually be put in the public domain. Therefore include reference to the authors of all maps, photos, diagrams, etc. as soon as possible in their preparation. If we use maps etc. from outside sources then permission must be granted by the original authors and the copyright description of this permission must also be approved by the original authors. Photos should have captions including the name of the photographer where known, to preserve the identity of the property of the photographer. Some written material will have definite authors, but much will be a synthesis of collective achievement.

EU IPR Helpdesk

Who is the owner of the results of the project (knowledge)?

Broadly speaking, the results of the project (knowledge) are the property of the contractor who has generated them.

However, there will be situations where it will not be easy to determine ownership, due to the fact that different contractors have worked together on the results.

Where several contractors have jointly carried out work generating such results and their respective share of the work cannot be ascertained, they shall have joint ownership thereof. However, they shall agree among themselves on the allocation and terms of exercising the ownership of the knowledge in accordance with the model contract.

https://www.iprhelpdesk.eu/node/1616

Comprehensive copyright advice for the United Kingdom can be found at
http://www.copyrightservice.co.uk/copyright/
but each country is likely to have slightly different laws.

For all audio-visual or video material it is essential to pay attention to copyright. Participants being filmed should sign consent forms and all images and soundtracks must be copyright-cleared. In the same way as you cannot use images without permission, you can only copy music for a video background if you have ownership, or it is licensed as free to use, or permission is granted. For more details, see:

http://www.copyrightservice.co.uk/protect/p07_music_copyright

If you need to get permission to use a piece of music, normally the best place to start is with the last known publisher for the work. They will certainly know how to get permission to use the work, (as they must have permission themselves), so they will certainly know who you would need to contact.

If the work is by an U.S. artist, you could contact the American Society of Composers, Authors and Publishers, BMI (Broadcast Music, Inc), or SESAC.

If your work is a joint venture, such as a book or website written by more than one author, then it may be difficult to establish exactly who owns what. It is useful to clarify this from the outset as this may help to avoid unnecessary disputes and animosity later.

Be sure you know exactly who will own what rights, and what happens when someone leaves. You should then draw up an agreement to describe what you have decided, and this should be signed by each member to signify their agreement. This does not necessarily have to be a document drawn up by a solicitor, (this may be overkill in a non-business/commercial environment), but it should nevertheless be regarded as a serious and comprehensive agreement.

Here are some points to bear in mind when coming to agreement:

- What happens if someone leaves a project? Can they use the work in their own right? Can the collective still use the work of the person that left?
- Is it worth treating this joint ownership as a separate entity - such as a limited company, which can hold assets in its own right?
- What happens to royalties and commissions if any work is later published or sold? Will they be split evenly, or should you work out a percentage based on input?

The key point is to think ahead; even if you think things will end amicably, they may not.

Exploring website copyright and specific considerations that apply to website designers:

Advice from: http://www.copyrightservice.co.uk/protect/p11_web_design_copyright

Copyright notices

Although notices are not a requirement under the Berne Convention, (which states that copyright is automatic, whether you mark your work or not), it was a requirement of some countries covered under the Universal Copyright Convention (UCC). It is strongly recommended that you properly mark your work as the use of notices will make it clear that copyright exists, and help to deter infringement. Please see fact sheet[9] P-03: Using copyright notices for information on wording you notices.

Websites are particularly open to abuse, especially theft of content and images. You should assume that files will be accessed randomly, downloaded as individual chunks, and

[9] http://www.copyrightservice.co.uk/copyright/p03_copyright_notices

distributed out of context. It is therefore important to include a copyright notice on as many individually deliverable items as possible:

- *Image file properties should include a notice.*

  Under Windows for example, right clicking on a image will allow you to bring up the properties dialogue where you may enter details about the file, (though this will only work with certain file types). More typically, your image software will provide a way to insert comments into the file; this is preferred as these are harder to remove.

- *Every page should contain a notice in the visible text (text shown on screen), or at least link to your notice in the body of the page.*
- *Every delivered file should include a notice in non visible text.*

  For example, in HTML files and CSS stylesheets a copyright notice can be included as a comment.

Watermarking[10] *may be worth considering if you have a lot of valuable images on your site.*

Creating websites for third parties

If you design web sites for others, it is important for all parties to understand ownership.

- *Ensure that rights are granted as appropriate, this may mean that the copyright to the site is passed to the client upon payment, or in the case of work undertaken in stages, rights to individual features may be handed over for work completed to date.*
- *Where material for the web site is sourced from elsewhere, or where third party technologies are to be used, appropriate licenses should be obtained.*
- *Moral rights: Will the developer be credited for the work on the web site? If so, the developer will also want to reserve the right to remove the credit if the site if later developed in a way that would discredit the original developer.*

Copyright registration

Websites are one of the easiest things to copy, particularly any written content and images, so registration is particularly important. For information on how to register a website, please see the factsheet[11] *P-23: Registering websites.*

Detecting infringement

Copyscape[12] *is a useful tool that will compare your web pages to others indexed by Google and return any it finds with matching text.*

[10] http://www.copyrightservice.co.uk/protect/supporting
[11] http://www.copyrightservice.co.uk/protect/p23_registering_websites
[12] http://www.copyscape.com/

Dealing with infringement

If you notice another web site using your content, the best place to start is by reading the copyright infringement fact sheet[13]

It is a good idea to get a copy of the site as it exists at the time, this is useful if the site owner later changes their site in an attempt to disguise the infringement. Wget is a good tool for this and is available as free software under the GNU General Public License[14]*.*

Besides the points outlined in the copyright infringement fact sheet, in some countries the (such as the UK), the ISP (Internet Service Provider), may also have an obligation to uphold the law. An ISP that continues to host infringing material is knowingly permitting the infringement to continue and may therefore be liable.

You would need to check that the ISP is covered by this legislation, (as it will vary due to differences in national laws), but this is often a good additional route to pursue, particularly if you have trouble contacting the domain owner, (we have seen occasions where domain records have been falsified to avoid tracing).

If you need help tracing a domain owner, Uwhois.com[15] *provide a search facility that will display the contact details of the web domain owner.*

http://www.copyrightservice.co.uk/protect/p11_web_design_copyright

Cost-effective ways of promoting dissemination

To produce books, booklets, etc. with glossy coloured photos, and distribute them, is beyond the scope and budget of most projects. Therefore other cost-saving opportunities, particularly on the internet, will have to be exploited. It is "free" to send and receive material by email or through websites, so it is easy to provide a wide range of material that viewers can choose to copy, download or print for themselves. Viewers such as NGOs can also be encouraged to disseminate material to their own networks of contacts, either through the internet or by printing material and circulating it by hand.

[13] http://www.copyrightservice.co.uk/copyright/p05_copyright_infringement
[14] http://www.gnu.org/software/wget/
[15] http://www.uwhois.com/

Practical Notes 1:

Stakeholder Checklists

A number of check-lists have been developed for identifying stakeholders. Some are lists of questions you can ask to make sure you've included everyone (Boxes 1 and 2). Others are lists of example stakeholders. Box 3 provides one way of grouping these stakeholders – do you have representatives from each of these groups? Boxes 4 and 5 provide alternative lists of stakeholders developed into checklists for other projects.

Stakeholder Checklist 1[16]

- Have all primary and secondary stakeholders been listed?
- Have all potential supporters and opponents of the project been identified?
- Has gender analysis been used to identify different types of female stakeholders (at both primary and secondary levels)?
- Have primary stakeholders been divided into user/occupational groups, or income groups?
- Have the interests of vulnerable groups (especially the poor) been identified?
- Are there any new primary or secondary stakeholders that are likely to emerge as a result of the project?

Stakeholder checklist 2[17]

- What are the perspectives necessary to credibly and effectively define the issues and create solutions? Who are the people and organizations that speak for these perspectives?
- What are the interests that must be represented in order to reach agreements that can be implemented and who can speak for these interests?
- Who are the people, groups and organizations who are necessary to implement solutions, can block action and control resources?
- Who are the people who cause or are affected by the issues, and who will be affected by the solutions?
- Who are the people who, if they could reach agreement about problems and solutions, could generate the political and institutional will to create significant change?

[16] Taken from: http://www.euforic.org/gb/stake1.htm#box1

[17] Adapted from: "Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference". David D. Chrislip and Carl E. Larson, Jossey-bass, 1994.

Stakeholder Checklist 3[18]

Stakeholders can be loosely grouped into a minimum of four types:

Land users and technicians (farmers, land managers, herders, technical services, women's groups…)
These kinds of stakeholder need technical guides to good practices or technical information sheets, maps, tools to assess local desertification risk, etc. at suitable levels of complexity.

Scientific researchers (in universities and other institutions)
These kinds of stakeholder need detailed scientific data, models, research tools, etc.

Policy makers (UNCCD, politicians, local administrators, …)
These kinds of stakeholder need research summaries, fact sheets, maps, decision making tools, etc.

Teachers (teachers in schools, lecturers at agricultural colleges, schoolchildren, , …)
These kinds of stakeholder need educational guides and information sheets at suitable levels of complexity.

Local organisations (field and advisory NGOs, lobby groups, grassroots organisations, farmer associations etc) – since they often are the chain between local communities and land users, and the policy makers and sometimes also scientists.

Stakeholder Checklist 4[19]

Private sector Stakeholders	Public sector Stakeholders	Civil society stakeholders
• Corporations and businesses • Business associations • Professional bodies • Individual business leader • Financial institutions	• Ministers and advisors (executive) • Civil servants and departments (bureaucracy) • Elected representatives (legislature) • Courts (judiciary) • Political parties • Local government/ councils • Military • Quangos and commissions • International bodies (World Bank, UN)	• Media • Churches / religions • Schools and Universities • Social movements and advocacy groups • Trade unions • National NGOs • International NGOs

[18] Developed by CARI for the DESIRE project
[19] Taken from www.odi.org.uk/RAPID/Tools/Toolkits/Communication/Stakeholder_analysis.html

Stakeholder Checklist 5[20]

Place a check next to any of the listed groups would be relevant in your particular plan (add names later). Then, add as many other stakeholders as you can think of.

- Elected officials
- Planning commissioners and staff
- The public (does anyone in particular stand out? Why?)
- Environmental groups
- The business community, the Chamber(s) of Commerce
- Local economic development officials
- Local non-profits
- Realty association or local realtors
- Farmers
- School Board representatives
- …

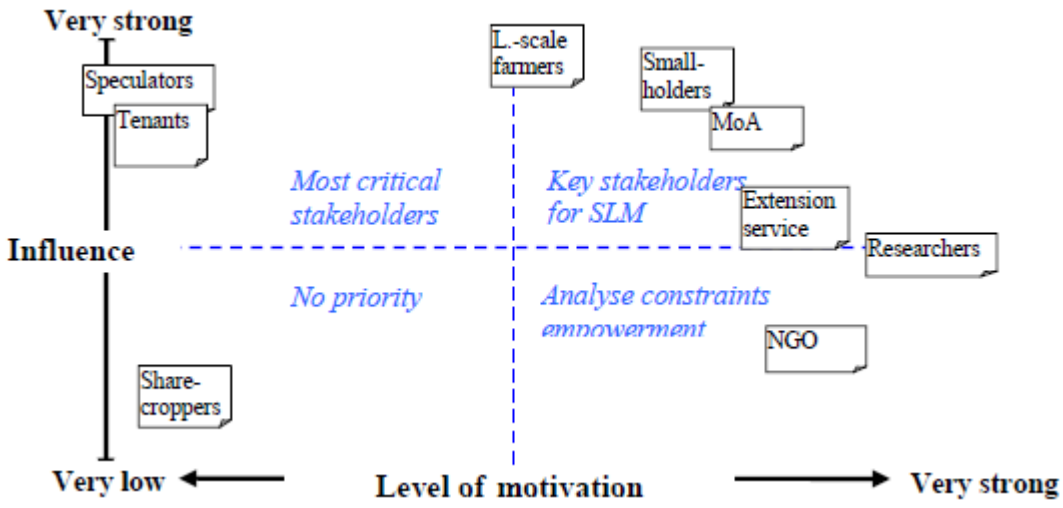
The following Table is taken from Guidelines[21] developed by WOCAT for the DESIRE Project, and gives examples of stakeholder groups and their specific fields of intervention. The roles and responsibilities of stakeholders as well as their level of influence need to be identified according to the specific local context.

[20] http://www.extension.purdue.edu/streaming/lcd/MODEL_STAKEHOLDER_CHECKLIST.doc
[21] http://www.desire-his.eu/en/potential-strategies/part-1-identifying-strategies-thematicmenu-177/128-stakeholder-workshop-1-guidelines

Field of intervention	Stakeholder	Role and responsibility	Level of influence x = low xx = medium xxx = high
Implementation	Large-scale farmers	Implementation of technical and management measures	
	Small-scale farmers	Implementation of technical and management measures	
	Forestry services	Technical advise	
	Extension service	Training and consulting at the farm and community level	
	Local farmer associations	Collaboration in the implementation of technical measures, and of locally agreed upon rules and regulations	
	Planner / operator of infrastructure projects (street, train, dam, etc.)	Impact assessment of infrastructure projects on natural resources (soil, water, vegetation)	
	Spatial planner		
	Planner / operator of big service providers in tourism	Implementation of protective measures	
Policy	Ministry of Agriculture	Enabling measures eg. incentives, subventions, pricing policy, agricultural policy	
	Ministry of Environment	Environmental policy and enabling measures	
	Ministry of Finances	Allocation of financial resources, customs duty	
	Ministry of Economy	Economic policy and enabling measures	
	Economic and trade organisations	Lobbying, elaboration of draft laws	
Legislation	Parliament	Pass new laws and regulations	
	Ministry of Justice	Draft laws and regulations on: sustainable use of natural resources, inheritance, land rights	
	Police, technical services	Implementation of laws, controlling the observation of laws and decrees	
	Court	Sanction of infringements	
Information and training	Ministry of Education	Awareness building, information, technical training on sustainable use of natural resources and desertification risks	
	All levels of education: vocational training, adult education, etc.		
Research	Agricultural research institutions, universities, etc.	Research on technical, socio-economic, legal and political measures to mitigate land degradation, and to rehabilitate soils and regions at risk	
Civil society	NGOs	Supporting farmer associations, lobbying, training, etc.	
	Media	Public information, information on desertification and its impacts	
	Private businesses	Invest in and operate production and service providers which directly influence land management (construction, tourism)	
	Banks	Finance investments in activities which directly influence land management	

This Table lists examples of stakeholders and their specific fields of intervention. The roles and responsibilities of stakeholders as well as their level of influence need to be identified for each study site according to the specific local context.[22]

[22] P71 of http://www.desire-his.eu/en/potential-strategies/part-1-identifying-strategies-thematicmenu-177/128-stakeholder-workshop-1-guidelines



A fictional example of the WOCAT-DESIRE stakeholder matrix, to examine the range of influence and motivation of chosen stakeholders[23]

[23] http://www.desire-his.eu/en/potential-strategies/part-1-identifying-strategies-thematicmenu-177/128-stakeholder-workshop-1-guidelines

Practical Notes 2:
Writing Press Releases

What is a Press Release?

To increase the chances that your research will be covered by journalists, it is important to provide them with information about your work in a format that they can easily assess for newsworthiness. Think of a press release as an advertisement for your research. If they like it, you will have the opportunity to tell them more. Most news desks receive hundreds of press releases every day, and most are not newsworthy and discarded within 10 seconds. You need to grab the journalists' attention within those first 10 seconds, convince them to read on and take up your story. To do this, you need to convince them that your work is newsworthy. It must be new, important and focused. It may provide an interesting angle on a current or breaking news story.

Introduction

The first paragraph of any press release should be a summary that captures all the key aspects of your story and explains why it is newsworthy. This first paragraph summary is usually just one sentence, and should not be more than two. You should aim for less than 30 words. Ask yourself what, who, when, where and how? Make sure you have encapsulated as much of the most important information as possible.

Content

To develop the content of your press release:

- List and then prioritise ideas and information, dealing with them in descending order of importance. The further down your press release, the more likely the journalist is to cut the material out
- Link to relevant context (ideally that's in the news)
- Include quotes (once you've written the article, go back and see which paragraphs could be turned into quotes, and simply put quotation marks around them and attribute them to yourself and colleagues – with their permission of course)
- Include date of press release at top

Style

The style of writing in your press release should be:

- Simple, not academic
- Avoid or explain technical jargon
- Short sentences, one idea per sentence
- Short paragraphs – rarely more than two or three sentences to a paragraph
- Print on one side A4 only (2 absolute maximum)
- 12-14 point font, 1.5/ double-spaced

Headline

The headline should be:

- Short, snappy (and if possible, witty)
- High impact
- Can include strap headline if need to convey more detail

Notes for Editors

At the end of your press release, you should include a section titled “Notes for Editors” where you:

- Provide contact details
- Explain availability for interviews
- Provide relevant background info including more detailed context
- May also contain details about any wider project this work is part of
- Photo

Practical Notes 3:

Writing a Policy Brief

Consider what the policy brief is for and who will read it

A policy brief is used to translate a collection of scientific results into concise factual information to support a decision relating to a policy question. It is aimed at someone who does not need to understand the fine detail but needs to be able to rely on proven facts in order to make important decisions. This person is professional, inevitably busy, and with an agenda that may be influenced by e.g. financial considerations of profit and loss. Their agenda may not match the agenda of pure scientists. Do not assume that you know what sort of information the policy maker needs. If possible, ask them first!

Planning a policy brief

A policy brief must be very succinct. That is not only concise, but focussed too. The subject matter must be limited to the interest of the intended reader, without too much extra background. Most policy briefs should not exceed about 6 pages. The introduction and conclusions are the most important parts. These will be skim-read first, and if they fail to make an impression, the middle part of the brief may not be read at all. The introduction briefly explains the basis of the scientific results, and why they are new or at least important to a current debate. The middle section must include all recognised or valid arguments and aim to be unbiased. The conclusions should provide recommendations, or at least a set of clear facts related to the debate, that allow the reader to make an informed decision.

Each sentence should be kept short and concise. Imagine you are explaining your scientific work to an interested, intelligent relative and use appropriate understandable language. The use of scientific jargon words or acronyms should be avoided as they interrupt the reader's thought process.

A short bibliography, relating to policy rather than science, may be added at the end, and/or an Practical Notes if absolutely necessary. A list of the sources consulted may also be appropriate.

Top tips for writing effective policy briefs[24]

- Scientific facts alone are not enough, — focus on the impacts on people, especially those whose interests the politicians are likely to be particularly concerned about
- Be accurate, and avoid using general terms like "large" or "most of" without qualification.

[24] http://www.desire-his.eu/en/disseminating-results/guidance/506-guidelines-to-writing-a-policy-brief

- Use plenty of headings, to highlight the main points. Consider using lists or boxes.
- Do not include a lengthy analysis or review of the literature
- If you cannot refer to specific places or people for reasons of privacy or political sensitivity, fictitious case studies may be used to convey your message
- A brief timed to coincide with important dates or events may have the maximum chance of being read

The introduction or summary

This might include:

- The area of research, or the broad subjects or issues addressed
- The specific issues, or debate, or decision, that this information can help to resolve
- An indication of what is covered in the main text of the policy brief
- A summary of the conclusions or recommendations

The UN Convention to Combat Desertification

Lindsay C. Stringer

1 October 2006 | EN

Summary

Desertification first attracted political attention in the 1970s, and remains important today, particularly for developing countries. This policy brief explores the world's response — the United Nations Convention to Combat Desertification (UNCCD) — considering why, on its tenth anniversary, debate over desertification persists.

The brief describes how and why the convention started, what it is, its aims and how it operates, including its finances. The text then examines the role of science and reflects upon the convention's successes and limitations.

Finally, the brief looks beyond the convention, and at its possible future. Whether or not a convention is still the best approach to tackle poverty and environmental problems in drylands, political commitment and financial resources remain vital to success……

An example from the UNCCD website: http://www.scidev.net/en/south-east-asia/policy-briefs/the-un-convention-to-combat-desertification.html

The main text of the policy brief

Choose sub-headings that convey the most important points. Make sure those sub-headings match points made in the introduction and conclusions. The first sentence under each sub-heading should summarise the rest of the paragraph, e.g. “This section explains the criteria used to choose apples

for the finest apple pie". Use bullet points, tables or diagrams to convey ideas accurately with minimum text. Edit out unnecessary words, unnecessary explanations, or points that are of interest to the scientist but not to the policy maker.

The conclusions or recommendations

The scientist must put themselves in the position of the intended reader, to decide what factors will most influence the policy decisions that need to be made. List those factors and if possible group them into definite recommendations.

The choice of apples to make the finest apple pie is large, and they can be listed according to their attributes. It is possible to recommend a particular variety that does not oxidise and brown quickly, and retains a firm texture when cooked. Such a variety, e.g. Cox's Orange Pippin, could be best for an upside-down apple pie (Tarte Tatin). The Bramley apple, that browns easily, and does not retain its structure so well when cooked, is more suited to the traditional English apple pie.

NG

The International Society for technology in Education http://www.iste.org/ has issued the following:

Tips and Template for Writing a Policy Brief (from ISTE)

Policy makers seldom have the time to read through all the literature related to a specific policy question. To make well-informed decisions, they rely on short, tightly written briefs that quickly and cogently relay the important policy facts, questions, and arguments about an issue.

Characteristics of a Good Policy Brief

A policy brief must advance a persuasive argument in a concise, clearly organized fashion. A policy brief does not include a lengthy analysis or review of the literature.

General Outline for a Policy Brief:

Introduction:
Begin with a brief **overview** and **state the problem or objective**.
Map where your argument will take the reader and **explicitly outline your thesis**.
Recommendations:
Clearly state your **recommendations** up front.
Background:
Outline brief history or **background** relevant to the theme.
Analysis:
Constructively criticise arguments, ideologies, and the quality of technical evidence.
Use **evidence** from literature and other sources to support your perspectives and advance your recommendations.
Conclusion:
Conclude with a **persuasive argument** and **summary statement**.

Note: Place recommendations and most effective evidence in sidebars or boxes. However, be sure not to overuse such graphics and sidebars.

See also:

- **Communicating research for evidence-based policymaking. A practical guide for researchers in socio-economic sciences and humanities. (European Commission, 2010) http://ec.europa.eu/research/social-sciences/pdf/guide-communicating-research_en.pdf**
- **The policy brief. http://www.policy.hu/ipf/fel-pubs/samples/PolicyBrief-described.pdf**
- **How to write a policy memo. http://www-personal.umd.umich.edu/~atthrall/writememo.pdf**
- **Policy brief.org, a website for publishing and advertising policy briefs on-line: http://www.policybrief.org/**

- **How to Write a Policy Brief - IDRC Canada, http://www.idrc.ca/en/ev-132135-201-1-DO_TOPIC.html**
- **Guidelines for Writing a Policy Brief - Prof. Tsai, http://www.rhsupplies.org/fileadmin/user_upload/toolkit/B_Advocacy_for_RHS/Guidelines_for_Writing_a_Policy_Brief.pdf**
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Practical Notes 4:

Making video clips and video podcasts

From: http://www.lts.leeds.ac.uk/bulletin/issue19/page8.php (Reed, 2008)

With the low cost of digital video equipment and the ready availability of free and easy-to-use video-editing software, producing your own video content is now within reach of even the most ardent technophobe. Free software such as Windows Moviemaker may be used to edit and produce videos.

Some pointers to make the process easier:

- Plan thoroughly and write a script – this will ensure you get the shots you want and you don't video more than you need, thus making editing much easier;
- Pay attention to the sound – if possible use an external microphone for interviews, or make sure the speaker is near enough to the camera's built-in microphone, and watch out for background noise;
- Always use a tripod for filming static shots and avoid zooming or moving the camera around unless it is absolutely necessary;
- Make the editing software work for you – use titles, transitions and effects to convey meaning and make your video look more polished, but beware: over-using effects can be distracting;
- Have a go! Learn by doing it, but don't be too ambitious on your first attempt;
- Get clearance – getting signed consent forms from participants and using only copyright-cleared materials for things like images and soundtracks could save you massive potential headaches later on;
- Think about delivery – how will your audience watch your video? You may need to convert it into appropriate formats, or use a system like YouTube for online delivery.
- Make videos available in as many formats as you have time to create in order to improve accessibility (eg. podcast, embedded, links to download files in .mp4 and .wmv formats);
- Keep videos short to keep file sizes manageable – ideally under five minutes (certainly no more than 15 minutes);
- Keep viewer interest by making videos entertaining where possible, and using a variety of styles, e.g. expert interviews, site visits/tours, documentary, biographical, profiles, videos made by students;
- Attempt to make videos look as professional as possible, e.g. by adding introductory and end titles/credits.

Practical Notes 5:

Making posters, newsletters, factsheets, booklets, and PowerPoint presentations

Examples of products using DESIRE Project templates

Templates for newsletters, posters, brochures and PowerPoint presentations with similar borders of other design features mean that the branding of a project is obvious in the products. Templates can be made downloadable from project website, - some in a choice of formats. These templates can also be adapted to make leaflets, factsheets, policy briefs, etc.

Level of complexity:

It may be possible to provide information for all audiences by considering different levels of complexity, such as: advanced with scientific detail; middle range in non-scientific language; simple, with less text and many pictures.

All products funded wholly or partly by a project should have:

- The project logo displayed prominently

- The logo of any funding body
- Date of issue

All products funded wholly or mostly by a project should also have:

- A standard project disclaimer box, identifying the legal context, describing the consortium and the source of funding.

For example:

The CASCADE project is financed by the European Commission FP7 program, ENV.2011.2.1.4-2 - 'Behaviour of ecosystems, thresholds and tipping points', EU Grant agreement: 283068.
Starting date: 1 Jan 2012, ending date 30-06-2017. Duration 66 months.

Contact information
Project website: www.cascade-project.eu
Project information system: www.cascadis-project.eu
Project Coordinator: Prof. Coen Ritsema – coen.ritsema@wur.nl
Project Manager: Dr. Violette Geissen - violette.geissen@wur.nl
Project Manager: Dr. Rudi Hessel - rudi.hessel@wur.nl
Communication: Dr. Nichola Geeson - nicky.geeson@googlemail.com
EU Scientific Officer: Sofie van de Woestijne - Sofie.VANDEWOESTIJNE@ec.europa.eu

Disclaimer
The full CASCADE project disclaimer and copyright notice
can be found at: http://tinyurl.com/cascade-disclaimer or on the CASCADE website.

The Disclaimer shown on dissemination products might refer to further details on the project website, with sections such as Copyright and conditions of use of material and products, and Privacy policy.

In addition, for every dissemination product:

- Say who wrote/compiled/edited the product
- Give contact details of the author and/or the institution making the product (plus logo if applicable)
- Preferably use standard fonts as chosen in the original template
- Add the name of the photographer to photos, and also the date when the photo was taken if known
- Compress photo files so that the document can be circulated by email more easily
- Ask a non-scientist friend or relative to comment on your draft product, to check that the language and layout are attractive, balanced, and easy to understand

- Consider whether you can translate existing products to your local language, for local dissemination. Google translate http://translate.google.com/# may save you some effort, by providing an instant translation that can be adjusted as necessary
- Products available in more than one language may be labelled accordingly, (e.g. Newsletter 1_spa), using language abbreviations as used by the UNCCD

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