

FACILITATION GUIDE

Shared vision - in-person session

This document first provides a high-level overview of the session in table format. Then, it gives a more detailed version of all activities, the instructions, and the rationale behind them.

We have designed this session with our best intentions and tested it in different landscapes worldwide. However, we encourage you to adapt the activities to make the session work best for the stakeholders in your landscape.

This session aims to co-create the first draft of a shared vision with a diverse set of stakeholders from your landscape. It is a way of bringing the stakeholders together and finding common ground that will help future collaboration.

This session is for: a diverse set of stakeholders. The more people can participate in this process, the more buy-in you probably will have from them later on. This is also an important moment to include stakeholders who usually don't have a loud voice in the landscape, like youth, women, or other minority groups. You can think about inviting leaders of different youth and or woman groups, representatives of farmer cooperatives, governmental officials, community leaders, business owners, funders, investors, local NGOs, etc.

This is a face-to-face session.

The intended outcomes (learning objectives)

After this session, participants are able to:

- Define the concept and relevance of an ILM shared vision in their landscape.
- Describe the ingredients of a shared vision based on the ILM framework.
- Co-create a first draft of a shared vision for their landscape which:
 - is gender and socially inclusive

- includes the three zones
- Includes (four) benefits
- is multi-generational
- Represents the values of the stakeholders
- Describe the relevance of the shared vision as a communication tool.

Preparation of the facilitator(s)

Diving into the content: If you are new to ILM and want to familiarize yourself with the content first, we recommend:

- A short video [introducing ILM](#)
- Reading the [ILM Practical Guide](#)
- Browsing through the vision chapter of the [4Returns Guidebook](#)
- Watch [this short video](#) on creating a shared vision

Understanding the landscape: We recommend facilitators to familiarize themselves with the landscape and stakeholders. Especially if they are 'outsiders' to the landscape. This is a list of information that we advise you to gather and to adjust your session accordingly.

- A stakeholder list of people who you need to include in the visioning process.
- A stakeholder map and analysis including group and power dynamics
- Any form of a baseline or capacity assessment of the landscape or stakeholders
- Information of the participants' prior knowledge on this topic, level of education, language(s), religion(s), Socio Economic Status, Culture(s), profession(s), needs, and expectations.
- The borders and size of the landscape

- A description of this landscape in ecological (geology, hydrology, flora and fauna) social (cultural, historical, political) and economical terms.
- The most significant challenges.
- The most significant opportunities.

Contextualizing and adapting the design

After understanding the participants' needs, it is time to adjust this session design to meet those needs best. Familiarize yourself with the design in this document, including the activities and "learning flow," and decide how you want to change it.

Adding breaks and energizers: Add breaks and energizers to the design at whatever interval and length is expected in your landscape. We recommend planning a break at least every 90 minutes.

Adapt, add, or remove activities: You may need to replace or change the content or order of the content to suit your participants better. Feel free to do so, but keep the learning objectives in mind and ask yourself if you can still reach them.

The design includes activities to start and close the day, but these can be deleted if the session is delivered together with other sessions as part of a more extended workshop/ training event.

Writing a script: You can add a column to the table called 'script' to write a script for yourself and your co-facilitators. A script is the detailed version of the text you will say when explaining a concept and the instructions for activities.

Preparing co-facilitation: We recommend having at least 2 facilitators for a group of 8 people or less and 3 facilitators for a group bigger than 8 people. That way, you can distribute roles: one focused on delivery, one on listening, reading the room, helping clarify key points, supporting the activities, etc. We advise having 1 assistant available as well who can help with logistics.

Visuals: We recommend using visuals to strengthen the session's delivery. We created examples of flipcharts and a digital slide deck, which you can use and adapt.

For some activities in this session, participants must use flipcharts to create something together. Slides cannot replace those flipcharts. In this case, you

will only see a flipchart option in the material list of that activity. For other activities, especially when explaining something in plenary, you can use either flipcharts or slides. This is indicated in the material list by saying 'flipchart/slide.'

It's up to you to decide whether to use flipcharts only or combine them with slides. However, we have had the best experience using only flipcharts because participants will pay more attention to you.

After adapting the session design, check that the order of the slides or flipcharts still works.

How to use flipcharts? Flipcharts are large sheets of paper commonly used in training sessions and workshops. They are excellent tools for presenting information, taking notes during discussions, and allowing participants to write their ideas or create drawings during group work. A quick Google image search for 'flipchart' can be helpful to get an idea of what flipcharts look like. You can display flipcharts on a stand, attach them to walls with masking tape, or spread them out on tables or the floor for group activities.

The advantage of using flipcharts over digital slides is that you don't need electricity, a screen, and a projector. Secondly, you'll find participants to pay more attention to you as a facilitator because there is less distraction from a big screen. Thirdly, it invites participants to create things together because it allows for adaptation during the session.

A disadvantage is that you need access to paper, and it takes some time to prepare them. For this last reason, we created examples of flipcharts for this session that you can recreate on your flipchart paper.

Handouts for participants: Printed handouts are especially important should your participants not have access to electricity/internet.

- The PowerPoint slides can be used as printed handouts for participants, summarizing the session's main points.
- Optional: Print the [ILM practical guide](#) for the participants as a reference. You can even send this prior to the session and ask participants to read through it.

Logistics

Location: We recommend using a large space with a lot of daylight. Ideally, you have space to sit or stand in a circle with the full group, and space to work together around a big table or multiple small tables together. If your group has 8 or less participants, one table group is enough. If you have more than 8 participants, you need one table group per 8 persons.

You can also work outdoors at a relevant location in your landscape. Choose a location close to the houses or work of your participants. Other possibilities are churches, farmer schools, and community buildings, as they often have big spaces for free.

Arranging a time and date: Will your participants be more likely to be available in the evening or during the day? In the rain or dry season? If you want to include parents with children, plan when they don't need to care for them. Or invite the children, have one co-facilitator take care of them, and do a relevant activity with them.

Motivating your participants to join: Besides choosing the right location and timing, it can help provide them with a meal, transport allowance, and/or a (financial) token of appreciation.

Preparing the group dynamics

Creating a safe space to collaborate: This session will be a group process. It centers on building trust-based relationships that stimulate (knowledge) sharing among them. Therefore, it is important to take the time to get to know each other during the session. We acknowledge that certain power relations might be at play in your group. As a facilitator, you can help ensure everyone has an equal opportunity to express their needs and opinions.

Managing observers: If you invite observers to your workshop, you could reflect on when they can be present or participating, and when not. There might be situations where the presence of observers will not allow every participant to express themselves fully and honestly.

Preparing the space

Preparing visuals: Prepare the flipcharts or slides as mentioned in the material list.

Prepare the seating arrangement:

- Put the chairs in a circle
- Make table groups for 5-6 people to sit together.
- On each table, place some pens, markers, and something to write on (note cards/ sticky notes/ paper)
- Hang or project the following flipcharts on a visible spot on the wall, where participants can easily reach them and add sticky notes:
 - Program of today
 - 4 benefits (optional)
 - 3 land purposes (optional)
 - multi-generational scale (optional)
 - Open Questions
 - Resources
- Have the other flipcharts close, ready to be used
- Or instead of flipcharts, use the PowerPoint slides and make sure there is a projector and a screen or wall
- Turn on some music
- Have some drinks and snacks ready

Acknowledgments

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Photo credits: Max van der Wal for the 1000 Landscapes for 1 Billion People initiative

	Break or energizer		Plenary explanation		Group discussion		Activity		Reflection or Assessment
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Time	Length	Title	Description	Goals	Materials
Introduction					
09:00	0m	Buffer	If people arrive later. Change this time to whatever is common in your landscape.	- Account for people arriving late - Fill in registration form - Prepare name tags - Give a personal welcome to participants	- a way to play music - masking tape to hang flipcharts on the wall - drinks, snacks, lunch - flipchart: program of today - a way to project slides (optional)
09:00	5m	Welcome and introduction program	Make participants feel welcome and get an overview of the day - Welcome - Why and what - Relevance - Program of today - Zoom out - Connection with the larger ILM community - Practicalities	Make participants feel welcome and get an overview of the day.	- Flipchart/ slide: welcome - flipchart/ slide: program of today
09:05	20m	Introduction people	- Introduce the group - Introduce circle practice - Check-in with everybody - Title in the box (optional)	To familiarize the participants with each other	- box (optional) - empty name tags (optional) - pens (optional) - slide: introductions
09:25	2m	Ice breaker	A fun activity to break the ice.	To make people feel more comfortable.	slide: icebreaker
09:27	5m	Rules and Roles for a safe	Together list the rules and roles for a safe learning space.	To create a safe space for learning and collaborating.	- flipchart/slide: rules and roles - markers

		collaboration space			
09:32	1m	Introduce the flipcharts	- Resources - Open questions	Understand why and how flipchart and other tools are used in this session.	- flipchart: resources - flipchart: open questions
09:33	1m	Questions		Reduce uncertainties and ambiguities.	slide: Q&A
Building a shared Understanding					
09:34	15m	Understanding the landscape (optional)	Creating a shared understanding of the landscape and its issues and opportunities.	To ensure that everyone in the session has a shared understanding of the context and issues of this landscape. To connect to the 'pain' of their landscape.	- map of the landscape (optional) - sticky notes (optional) - markers or pens (optional) - presentations of each group (optional)
09:49	15m	Why is a shared vision important for you? What do you want to learn?	- Individually, ask why a shared vision is important and what they want to learn today. - Share in pairs - Share in groups of 4 - Share plenary	To achieve the intended outcome: After this session, participants are able to define the concept and relevance of an ILM shared vision in their landscape.	- something to write on (note cards/ sticky notes/ paper) - pens - flipchart: what do we want to learn today? - flipchart: Why is this important? - markers - slide: think and discuss
10:04	25m	Connecting to the landscape or values	- Explain the what and why of values - Participants list their values individually - Share in pairs - Share in groups of 4 - Share in plenary - List the values that they want to see reflected in the vision.	To achieve the intended outcome: After this session, participants are able to describe the ingredients of a shared vision based on the ILM framework.	- optional: printed list of values - flipchart/ slide: values - something to write on (note cards/ sticky notes/ paper) - pens - flipchart: our values

To connect participants to the landscape on a deeper and more emotional level.

10:29 15m Break

Collecting ingredients

10:44	10m	ILM concepts (optional)	Introduce or recap: • 4 benefits • 3 zones • 20+ year time scale	To achieve the intended outcome: After this session, participants are able to describe the ingredients of a shared vision based on the ILM framework.	• flipchart/ slide: 4 benefits (optional) • flipchart/ slide: 3 land use areas (optional) • flipchart/ slide: 20+ year time scale (optional)
10:54	50m	Visioning with images	1. Make groups and prepare flipcharts 2. Participants draw their vision 3. One speaker, the rest listens with listening roles 4. Cluster keywords	To achieve the intended outcome: After this session, participants are able to describe the ingredients of a shared vision based on the ILM framework.	• 2 empty flipcharts per group • tape • markers • small sticky notes/ note cards in different colours • flipchart/ slide: visioning activity • flipchart/ slide: listening roles • image cards (optional)
11:44	30m	Making an ingredient list	1. Prepare flipchart with group 2. Make an ingredient list 3. Present all lists 4. Assess on completeness	To achieve the intended outcome: After this session, participants are able to describe the ingredients of a shared vision based on the ILM framework.	• something to write on (note cards/ sticky notes/ paper) • pens • empty flipchart per group • flipchart: our ingredients
12:14	20m	Who is missing, inclusion	1. Explain importance of inclusion 2. Answer the questions individually 3. Share in pairs 4. Share in groups of four 5. Share in plenary 6. Add missing stakeholders to ingredient list	To achieve the intended outcome: After this session, participants are able to describe the ingredients of a shared vision based on the ILM framework.	• pens • markers • something to write on (note cards/ sticky notes/ paper) • slide: gender and socially inclusive • flipchart/ slide: inclusion

12:34	10m	Example vision (optional)	1. Show an example vision 2. Check vision with ingredient list 3. Add ingredients to the list if needed	To make the concept of 'shared vision' and its ingredients more tangible. To achieve the intended outcome: After this session, participants are able to describe the ingredients of a shared vision based on the ILM framework.	• slide: case study Alvelal (optional) • slide: what is Alvelal (optional) • slide: type of landscape (optional) • slide: challenges (optional) • slide: benefits (optional) • slide: map (optional) • slide: 20-year vision (optional)
12:44	1h 00m	Lunch			
13:44	5m	Energizer			
Making the first draft					
13:49	30m	First draft	1. Individually write a vision 2. Share visions in plenary 3. Vote for most inspiring sentences 4. Explain next steps	To achieve the intended outcome: After this session, participants are able to co-create a first draft of a shared vision for their landscape which: is gender and socially inclusive • includes the three zones • Includes (four) benefits • is multi-generational • Represents the values of the stakeholders	• one empty flipchart per group • markers • pens • something to write on (note cards/ sticky notes/ paper)
14:19	5m	Communication of your vision	share tips on how to communicate the vision	To achieve the intended outcome: After this session, participants are able to describe the relevance of the shared vision as a communication tool.	• flipchart/ slide: communication • slide: Alvelal example visual

- Reflection, Looking forward, Feedback

14:24	2m	Open questions	Answer open questions.	To give space for questions.	● flipchart: open questions
14:26	15m	Reflection and recap	1. write down main take-aways 2. Share in plenary 3. Add your reflection 4. Discuss the shared vision flipchart 5. Discuss the What do you want to learn flipchart	To solidify and deepen the learnings	● something to write on (note cards/ sticky notes/ paper) ● pens ● slide: reflection ● flipchart: shared vision ● flipchart: what do you want to learn?
14:41	5m	Next steps	1. Discuss next steps 2. Show additional materials	To engage participants for next steps.	● flipchart/ slide: next steps ● flipchart/ slide: extra resources
14:46	5m	Feedback participants	Ask feedback	To gather honest feedback to understand what worked and what did not to improve this session and your performance.	● feedback form for participants (online or on paper) ● slide: feedback
14:51	1m	Wrap-up		To give closure to the day.	
14:52	0m	Feedback and assessment from the facilitator	Take your time to fill in this feedback form after the session. That way we can better understand how we can improve the session for other people like yourself.	To learn what worked well and what can be improved.	● Facilitator feedback: https://forms.gle/2SKWVCTkz5Mp7ZC99

14:52

TOTAL LENGTH: 5h 52m

Shared vision - in-person session - details

Introduction

Buffer

09:00 | *Change this time to whatever is usual in your landscape.*

If people arrive later. Change this time to whatever is common in your landscape.

MATERIALS

- a way to play music
- masking tape to hang flipcharts on the wall
- drinks, snacks, lunch
- flipchart: program of today
- a way to project slides (optional)

GOALS

- Account for people arriving late
- Fill in registration form
- Prepare name tags
- Give a personal welcome to participants

INSTRUCTIONS

THINK OF ACTIVITIES FOR EARLY ARRIVALS TO DO TO MAKE THE MOST OF THEIR TIME IF YOU NEED MORE THAN 10 MINUTES OF BUFFER TIME.

For example, as people arrive, give each person a name tag with a specific color representing their sector or group. Ask people with the same color to get to know each other. Since they know they share a sector or group, they have a common topic to start a conversation.

You could also place cards with conversation starters (related to the session topic) on the tables to help people start a conversation. This is especially helpful for groups that don't know each other well.

Welcome and introduction program

09:00 | *Between 5 and 15 minutes.*

Make participants feel welcome and get an overview of the day

1. Welcome
2. Why and what
3. Relevance
4. Program of today
5. Zoom out
6. C=Connection with the larger ILM community
7. Practicalities

Why is this activity important?

- Explaining the relevance of today increases participants' motivation.

- Presenting the intended outcomes in advance helps participants estimate their probability of success and thus can increase motivation.
- Showing that they are part of a larger community (the feeling of 'we are all in this together') increases motivation.

MATERIALS

- Flipchart/ slide: welcome
- Flipchart/ slide: program of today

GOALS

Make participants feel welcome and get an overview of the day.

INSTRUCTIONS

Welcome

Show the slide or flipchart 'Welcome'

What is a shared vision? A shared vision describes a partnership's hopes for its landscape on a generational time scale. It provides a broad look at the direction that landscape actors hope their landscape will move in and is used as a powerful tool to guide and motivate action. The vision can be expressed in writing, as an image or video, or in another format that is clear and accessible to different types of stakeholders in the landscape.

The message isn't: "This is where the landscape wants to be in 20 years." It is: "We think there is a better future for us in this landscape, and we imagine it can be something like this; do you want to join us, and we can find out together?"

Why is this important? Explain the importance of this session for the participants. What is there to gain for them? Which pain, conflict, or issue can this session solve for them?

For example, Visioning enables us to take a step back and recognize what everyone in the landscape partnership hopes to do before using these collected materials to inform the decisions in your landscape partnership. It clarifies the values and general direction of the partnership. It provides a common point to revisit when stakeholders arrive at disagreements or when making collective decisions like crafting strategies and/or action plans. A shared vision can inspire and renew stakeholders' commitment to the partnership when they feel discouraged or challenged. Capturing and presenting a future state of the landscape that all stakeholders are motivated to work towards helps inspire collaboration and drive collective action.

It is a rallying cry to bring together all the people with whom you would like to collaborate, and it empowers everyone to assess whether their actions are aligned with the envisioned direction. In that sense, holistic landscape restoration differs from non-holistic restoration because of the number of stakeholders involved. A comprehensive landscape vision engages a wide range of stakeholders, ensuring their meaningful participation in shaping the landscape vision.

Program of today: What will we do?

Show the slide or flipchart program for today.

1. We will define what a shared vision means to us.
2. We will start creating one together. We will do different activities to make sure everyone gets heard.
3. After this session, some people will finish and report the shared vision to this group.

Zooming out: Before diving into the session, clarify where they are in their process: explain what you already did before and what the next steps will be, more or less.

Connection: You are part of a larger ILM network in which other people across the globe are participating in these sessions. By participating in this session, you will be part of this network. In the end, you can share your experiences, which contribute to the community's learning.

Practical: Notify them about other practicalities, such as lunchtime, rules in the space, where to go to the toilet, etc.

Questions: ask if there are any questions.

Introduction people

09:05 | *Between 20 and 30 minutes. Take between 1 and 3 minutes per person.*

1. Introduce the group
2. Introduce circle practice
3. Check-in with everybody
4. Title in the box (optional)

Why is this activity important?

Learning through social interaction enables deeper understanding and more meaningful experiences. If you take time to build connections here, you will benefit from them throughout the session.

MATERIALS

- box (optional)
- empty name tags (optional)
- pens (optional)
- slide: introductions

GOALS

To familiarize the participants with each other

INSTRUCTIONS

Show slide: Introductions.

Step 1. Introduce the group as a whole: Thank the participants from all different sectors, perspectives, and walks of life for being here. Shortly explain who is present today and why it is so important to have a diverse group to make a shared vision.

Step 2. Introduce the circle practice: This way, everyone can speak and see each other. It is about conscious sharing: not using too much time, sharing what is critical, and practicing listening.

Step 3. Check in with everybody. Who are you, who do you represent, and what are you looking forward to today? You can add a check-in question if people already know each other well. You can model the type of answer you are looking for as the facilitator.

Step 4. Title in the box (optional): Ask everyone to write their official title on a name tag when they check in and then put it in a box that you place at the door once all the titles are in. This symbolizes that everyone is leaving their title at the door and that we appreciate everyone's opinion and needs, regardless of your position in the landscape.

Ice breaker

09:25 | *Between 2 and 5 minutes*

A fun activity to break the ice.

MATERIALS

- slide: icebreaker

GOALS

To make people feel more comfortable.

INSTRUCTIONS

Show slide: Icebreaker.

Come up with your favorite icebreaker activity or ask the participants if they know one.

Rules and Roles for a safe collaboration space

09:27 | *Between 5 and 10 minutes.*

Together list the rules and roles for a safe learning space.

Example of rules and roles:

Rules:

- Raise your hand if you have a question
- All questions are welcome, even stupid ones
- Listen more than you talk / Listen actively when people talk
- Respect other opinions
- Whatever is discussed in this space today is not shared with others without permission.
- No phones and laptops
- Time management: The facilitators will politely interrupt long and derailing conversations or monologues.
- Share your snacks
- Have fun :)

Roles:

- facilitators: guiding the process, listening to feedback, time management
- participants: being present and active, asking questions (because you are responsible for your own learning process), providing feedback to the facilitators

MATERIALS

- flipchart/slide: rules and roles
- markers

GOALS

To create a safe space for learning and collaborating.

INSTRUCTIONS

Show flipchart or slide: Rules and Roles.

Step 1. If you already made a list of rules and roles the previous day, refer back to it and ask if it needs to be updated.

Step 2. Ask the group how we want to work together today.

Together, make a list of rules and roles to make this session a safe space for working together.

Discuss each rule briefly to ensure a shared understanding. Ask for agreement before writing the agreement on the flip.

Facilitation tip: Questions you can ask the group if they struggle to come up with rules:

- How do we go about diversity in this group?
- What kind of conflict can occur today? How can we deal with them?
- What does good communication look like? What should we have more of? Less of?
- How do we approach challenging conversations?
- What would encourage you to share your ideas and views openly?
- What degree of confidentiality do we agree to maintain?

Step 3. After completing the list, ask the participants if they accept the rules and roles. Explain that we can revisit those rules and change them if needed.

If you are co-facilitating this session, this is a good moment to explain your reasons for doing it together and your different roles.

Introduce the flipcharts

09:32 | *Between 1 and 5 minutes.*

- Resources
- Open questions

MATERIALS

- flipchart: resources
- flipchart: open questions

GOALS

Understand why and how flipchart and other tools are used in this session.

INSTRUCTIONS

Show flipcharts: resources + open questions. Point to them on the wall.

Introduce tools you might want to use such as:

- **a flipchart for resources** in which participants are invited to share information on books, websites or other resources on the topic of today.
- **a flipchart for open questions** (the fridge or parking lot) in which to park questions to be addressed at a later time.

Questions

09:33 | *Between 1 and 10 minutes*

MATERIALS

- slide: Q&A

GOALS

Reduce uncertainties and ambiguities.

INSTRUCTIONS

Show slide: Q&A

Ask if they have questions before you move on.

Building a shared Understanding

Understanding the landscape (optional)

09:34 | *Between 15 and 60 minutes*

Creating a shared understanding of the landscape and its issues and opportunities.

Why is this activity important?

Connecting with their landscape and the pain can help motivate them to participate in the ILM process, especially if you explain that this session and the broader process try to help alleviate this pain.

MATERIALS

- map of the landscape (optional)
- sticky notes (optional)
- markers or pens (optional)
- presentations of each group (optional)

GOALS

To ensure that everyone in the session has a shared understanding of the context and issues of this landscape.

To connect to the 'pain' of their landscape.

INSTRUCTIONS

To ensure a good visioning process, it is important to have a shared understanding of the landscape. Otherwise, it is not clear what and who you are dreaming for. At a minimum, as a group, you would want to be able to answer these questions:

- What are the borders and size of the landscape?
- Who are the most important stakeholders of the landscape?
- How can you describe this landscape ecologically (geology, hydrology, flora and fauna), socially (cultural, historical, political), and economically?
- What are the most significant challenges and opportunities?
- What happens to the landscape if we continue the way we do things now?

Depending on your previous activities and sessions, your group might have a shared understanding already or not quite yet. Depending on this level of shared understanding, you have different options:

Option 1: When there is a shared understanding

If you are sure that everyone in the room has a mutual understanding of the landscape, you can keep this activity short. In plenary, participants can discuss each of the questions above. This way, you establish a sense of shared understanding again, show that you are building upon the work that has already been done, and show that this session is part of a bigger process.

Option 2: When most people have a shared understanding

If you know that most participants have a shared understanding, but there are a few new stakeholders in the room, you need to make some time to include them in the group. Divide the participants into small groups and divide the new people among them. Ask each group to discuss the questions and bring the new members up to speed. Ensure the new members can also give input; they need to feel heard.

When conversations are saturated, ask each small group to answer one of the questions in plenary. Ideally, the 'newest' participant does the talking. Summarize each answer and add information if you think something essential is missing.

Facilitation tip: Before the session, check in with the new participants to get them up to speed and hear their thoughts.

Option 3: When there is no shared understanding yet

We advise taking some time for this in a separate session. If this is absolutely not possible, take as much time as possible now to discuss the questions in small and diverse groups. You can change group formations for each question to ensure people get to know each other better. Ensure they document their answers (on flipcharts, for example) to share them back in plenary at the end.

Facilitation tip: Make sure this does not become a fight over who is right. A diversity of challenges and opportunities is okay; they don't have to agree on what is most important. The goal is for people to get new insights; they don't have to win their argument or convince others they are right. People need to feel heard.

Alternatively, if you are familiar with Theory U, consider doing 4D mapping. You can read more about this method and how to apply it here: [4D Mapping | u-school for Transformation](#)

Option 4. When a lot of initiatives are already happening in the landscape

This option can be paired with the other options.

If there are already initiatives in the landscapes, but the participants don't know each other well, you can ask every group or organization to prepare a short presentation about their work. During the session, you can ask each group to present their work in plenary. Or you can use a speed-dating method: ask each group to position themselves in the room and to choose one delegate who will stay there throughout the activity. All other participants can walk around freely and briefly talk to the delegate about their work. This allows for more interaction than plenary presentations.

Additionally, you can print a landscape map and hang it on a wall. Let every person write their project and a few keywords on a sticky note and stick it on the map. This gives an excellent summary and overview of what is happening and can be inspiring and motivating.

Facilitation tip:

If you are short on time, you can ask participants to look at each other's presentations before the session.

Why is a shared vision important for you? What do you want to learn?

09:49 | *Between 15 and 30 minutes*

1. Individually, ask why a shared vision is important and what they want to learn today.
2. Share in pairs
3. Share in groups of 4
4. Share plenary

Why is this activity important?

Addressing expectations enhances learning. Facilitators can better meet or explain unmet expectations and provide alternative resources to satisfy learners' curiosity.

MATERIALS

- something to write on (note cards/ sticky notes/ paper)
- pens
- flipchart: what do we want to learn today?
- flipchart: Why is this important?
- markers
- slide: think and discuss

GOALS

To achieve the intended outcome: After this session, participants are able to define the concept and relevance of an ILM shared vision in their landscape.

INSTRUCTIONS

Show slide: think and discuss or flipcharts: why is this important + what do we want to learn today?

Step 1. Ask participants to write down their answers to the questions individually:

1. Why is a shared vision important to you?
2. What do you want to learn more about today?

Step 2. Ask participants to pair up and share their thoughts. (Skip this step if you have little time)

Step 3. Ask participants to make groups of 4 and share again.

Ask groups to choose something from their conversation they want to share with the whole group.

Step 4. Ask each group to share their insights in plenary.

1. One facilitator takes notes on the first questions on a flipchart: *shared vision*. Try summarizing what is on this flipchart after all the groups have shared.
2. Another facilitator takes notes on the second question on the flipchart: *What do we want to learn today?* At the end of the session, you can use this to check with the group if you addressed all the questions or if there are still open questions.
3. The other facilitators can keep the conversation going, ask for clarifications, and appreciate participants' answers.

Connecting to the landscape or values

10:04 | *Between 25 and 45 minutes*

Explain the what and why of values

- Participants list their values individually
- Share in pairs
- Share in groups of 4
- Share in plenary
- List the values that they want to see reflected in the vision.

Why is this activity important?

Focusing on underlying values is crucial in a multi-stakeholder visioning process, as it facilitates a shared understanding and appreciation of the values that drive the interests of each participant. Exploring values can help identify common ground and potential conflicts, leading to a more inclusive and meaningful vision. It ensures that the vision is grounded in the long-term benefits of the landscape and its inhabitants and promotes sustainability, equity, and positive change.

Materials

1. optional: printed list of values
2. flipchart/ slide: values
3. something to write on (note cards/ sticky notes/ paper)
4. pens
5. flipchart: our values

GOALS

To achieve the intended outcome: After this session, participants are able to describe the ingredients of a shared vision based on the ILM framework.

To connect participants to the landscape on a deeper and more emotional level.

INSTRUCTIONS

Step 1. Explain what values are and why it is important to talk about them.

Step 2. *Show flipchart or slide: values*

Ask participants to describe which values are important in their landscape individually. You can use the values on the flipchart titled Values as a starting point.

Step 3. Ask participants to share in pairs. Prompt them to listen actively to each other.

Step 4. Ask participants to share in groups of four/their table group and to create a list with 5-7 shared values. Each co-facilitator joins a group.

Step 5. Ask each group to share their values in plenary.

Step 6. *Use flipchart: our values*

Together, they create one list of values they want reflected in their shared vision. The facilitator takes notes and writes them on a flipchart: *our values*. Discuss overlapping values and potentially conflicting ones.

Break

10:29 | 15m

Show slide: Break

Collecting ingredients

ILM concepts (optional)

10:44 | *Between 10 and 30 minutes*

Introduce or recap:

- 4 benefits
- 3 zones
- 20+ year time scale

Why is this activity important?

While participants don't need to have an in-depth understanding of these concepts to create a vision, familiarizing them with these ideas can help ensure the vision aligns better with the ILM framework and makes sure the vision is holistic. Alternatively, you can prompt participants with specific questions during the vision activity, as detailed in the visioning with images activity below.

However, keep in mind that explaining these concepts might reduce the group's energy, especially if you are working with doers and implementers. On the other hand, if your group consists of thinkers, this discussion could be beneficial.

MATERIALS

- flipchart/ slide: 4 benefits (optional)
- flipchart/ slide: 3 land use areas (optional)
- flipchart/ slide: 20+ year time scale (optional)

GOALS

To achieve the intended outcome: After this session, participants are able to describe the ingredients of a shared vision based on the ILM framework.

INSTRUCTIONS

Show flipchart/slide: 4 returns/ benefits + three zones/ land uses + generational time scale

If your group is unfamiliar with the ILM framework—specifically its four benefits/returns, three zones, and 20+ year generational timescale—and you believe it is relevant for them to understand these concepts before the visioning activity, consider discussing them at this point in the session. You can briefly explain these concepts yourself ([using the 4R Guidebook](#) for more background information), or you can refer to the session 'Introduction to ILM' and use its following activities:

- **WHAT?** 4 benefits
- **WHERE?** Three zones
- **WHEN?** 20+ year timescale

Ideally, you have completed the 'Introduction to ILM' session with this group.

Visioning with images

10:54 | *Between 50 and 70 minutes*

- Make groups and prepare flipcharts
- Participants draw their vision
- One speaker, the rest listens with listening roles
- Cluster key-words

Why is this activity important?

Participants will use images to activate the more creative part of the brain, which is needed to imagine a landscape in 20+ years.

Creating a collective drawing or collage together is a bonding experience and can help build trust between people.

Prompting with questions and listening roles about the basic concepts of the ILM framework (four benefits, three zones, 20+ year time scale) ensures a holistic vision.

Focusing on 20 years in the future makes it easier to find common ground versus focussing on what needs to happen in 1-3 years. The vision is something to fall back on during disagreements about short-term plans later on.

The activity's rather structured listening and speaking part helps the speaker speak their mind without being interrupted and to feel heard. Having listening roles helps with active and deep listening.

MATERIALS

1. 2 empty flipcharts per group
2. tape
3. markers
4. small sticky notes/ note cards in different colours
5. flipchart/ slide: visioning activity
6. flipchart/ slide: listening roles
7. image cards (optional)

GOALS

To achieve the intended outcome: After this session, participants are able to describe the ingredients of a shared vision based on the ILM framework.

INSTRUCTIONS

Show slide: Visioning activity.

Step 1. Form groups of 4 to 8 people. Give each group 2 empty flipcharts and tape them together into one big sheet of paper. Draw two circles inside each other with one question in each ring. See Flipchart: Visioning activity for an example.

- Dream: What is your dream for this landscape in 20 years?
- Stakeholders: Who are you dreaming of?

Facilitation tip: Each co-facilitator joins a group

Step 2. (15-25 min)

Together, participants create one big image by answering the questions in the corresponding ring by drawing. The more images, the better. Quantity over quality. Try to fill the whole paper. Participants can talk but don't have to explain what they are drawing and why.

To ensure the vision represents a holistic view of the landscape, you can prompt participants with questions regarding the four benefits/ returns and three land use areas/zones. You can ask these questions during the drawing process whenever you feel the group is missing some aspects.

- What is your dream for the plants, trees, rivers, lakes, stones, and animals? (natural zone)
- What is your dream for villages and cities? (economic zone)
- What is your dream for businesses? (economic zone)
- What is your dream for farmers and agriculture? (combined zone)
- What is your dream for future generations? (benefit: inspiration for the next generation)
- What does nature look like? What benefit do you get from nature? (benefit: healthy nature)
- What does society look like? What does community life look like? (benefit: human well-being)
- What does the economy look like? How is money distributed? Who benefits from the economy? (benefit: regenerative economy)

Facilitation tip:

- If you have access to inspiration or image cards, you can use them and incorporate them into the collage/drawing.
- Example of groups working on the vision drawing:



Step 3. (25-35 min)

Show flipchart or slide: listening roles

Round by round, one person in the group tells what they see on the drawing (speaker), and the others listen with a specific listening role in mind (listeners). The listeners write down the keywords they hear on sticky notes.

- Appoint a timekeeper. Each round is 2 minutes; be strict.
- Appoint a speaker. During the 2 minutes, the speaker shares their interpretation of the drawing. What do they see? What do they find important? They can talk about their contributions and about others.
- While one person is speaking, the other team members get a specific listening role and listen actively. When they hear a word related to their listening role, they write it on a sticky note. One word per note. The listening roles are:
 - **Why (Values):** which values do you hear?
 - **What (4 Benefits):** which benefits do you hear?
 - **Who (Stakeholders):** which different stakeholders do you hear?

- **When (Time):** which words related to time do you hear?
- **Where (3 zones):** Which land uses do you hear?
- After each two-minute round, swap roles: Someone else becomes the speaker. The listeners can choose to stay with the same listening role or switch. Continue until everyone is heard.

Facilitation tip: Preferably, every listening role has sticky notes of a different color. This way, you can easily cluster the different groups for the next step.

Step 4. Cluster the sticky notes by listening role, and put double ones (or very similar ones) on top of each other. This way, you can easily see which words were most popular.

Facilitation tips:

- You can compare the drawings if the group drew the landscape's challenges in an earlier session (for example, in Intro to ILM).
- You can see an example of a group clustering the sticky notes per listening role on the photo on the right.



Making an ingredient list

11:44 | *Between 30 and 45 minutes*

- Prepare flipchart with group
- Make an ingredient list
- Present all lists
- Assess on completeness

Why is this activity important?

This activity makes it easier for participants to write down a holistic vision in the next activity because it includes the vision's why, what, where, who, and when.

Everybody can contribute by doing this first in small groups and ultimately with the whole group.

MATERIALS

- something to write on (note cards/ sticky notes/ paper)
- pens
- empty flipchart per group
- flipchart: our ingredients

GOALS

To achieve the intended outcome: After this session, participants are able to describe the ingredients of a shared vision based on the ILM framework.

INSTRUCTIONS

Step 1. Explain that participants will be making an ingredient list for their vision based on all the input from the previous activities. In the previous activities, they collected keywords related to the why (values), what (4 benefits), where (3 zones), when (time scale), and who (stakeholders) of their vision.

Every group takes an empty flipchart and writes on it:

1. Why (values)
2. What (4 benefits/returns)
3. Where (3 zones)
4. Who (stakeholders)
5. When (20+ years)
6. Form

Step 2.

- Every group looks at the clustered sticky notes from the previous activity. They choose 3-6 words or concepts they want to include per listening role in their vision. They write them on their flipchart.
- They can add new words if they feel something is missing and if they can agree on them as a group.
- They decide on the requirements of the form of the vision. What makes a vision good regarding the form or other requirements? Possible answers: It needs to be:
 - Understandable and clear
 - Detailed and concise
 - Ambitious and realistic at the same time
 - Visual

Step 3.

Each group presents its ingredient list to the whole group.

One facilitator notes the ingredients on the flipchart: *our ingredients*. It is important to collect all ingredients to ensure everyone is heard. If you hear an ingredient that is already on the list, you draw a heart symbol next to it. This way, you will see which ingredients are the most important to the group as a whole.

Another facilitator ensures a new group comes to the front to present and keeps the conversation going. Discuss potential friction between ingredients if they are there.

Assessment: By listening to the presentation(s), the co-facilitators can assess if all the ingredients of the ILM framework are there to ensure a holistic vision. Ideally, they included notions of:

- Four main benefits (returns):
 - human well-being
 - regenerative economy
 - healthy nature
 - inspiration for the next generation
- Three zones (land use areas):
 - natural zone (natural habitats)
 - combined zone (regenerative production and land use)
 - economic zone (more sustainable settlements, infrastructure, and industry)
- the multi-generational time scale of +20 years.

- clear and easy to understand
- both realistic and ambitious

Ask deepening questions if you notice that not all of these topics are mentioned. If certain topics are missing, for example if they only talk about the natural zone, and forgot about cities, villages and agriculture, this is the moment to ask them about it and to include it to the ingredient list.

Who is missing, inclusion

12:14 | *Between 20 and 30 minutes*

- Explain importance of inclusion
- Answer the questions individually
- Share in pairs
- Share in groups of four
- Share in plenary
- Add missing stakeholders to ingredient list

Why is this activity important?

To ensure buy-in and representation from all groups, it is important to reflect on the current session's inclusivity level.

By using the 1-2-4-all method of first having people answer questions individually, then in pairs, in groups of 4, and only at the end share in plenary, you give everyone a chance to think and speak up. It creates more safety for people who find it difficult, for whatever reason, to voice their opinion. Only sharing in plenary will only enable your 'usual suspects.'

MATERIALS

- pens
- markers
- something to write on (note cards/ sticky notes/ paper)
- slide: gender and socially inclusive
- flipchart/ slide: inclusion

GOALS

To achieve the intended outcome: After this session, participants are able to describe the ingredients of a shared vision based on the ILM framework.

INSTRUCTIONS

Step 1.

Show slide: Gender & socially inclusive.

Explain in your own words: When creating a vision for a landscape, it's essential to involve all the people and groups affected by what happens there. This includes local workers, community members, and organizations involved with the landscape. It's also important to consider groups who might not be there in person but are interested in the area, like multinational companies that use resources from the landscape. Stakeholders can be identified through stakeholder mapping exercises. *(If your group is interested in doing that, another learning module focuses on this topic specifically.)*

Including all these different groups is important at every step of the process. Still, it's especially crucial when creating the vision because it sets the direction for the landscape's plans. It's best to work on the vision with various people, considering everyone's needs and ideas. Facilitated sessions should pay particular attention to power dynamics and ensure that all perspectives are given equal weight

Step 2.

Show slide or flipchart: Inclusion

Let participants individually answer the questions:

1. Who is missing from our session today about creating a shared vision? Or, in other words, who could we have invited too? Prompt them to think about people across genders, religions, income levels, cultures, abilities, and ages.
2. How can we include them in the rest of this process?
3. What kind of tensions do you expect between the new stakeholders?

Step 3. Ask participants to pair up and discuss their answers

Step 4. Ask participants to make groups of 4 and discuss their answers

Step 5. Ask each group to share their insights in plenary.

Step 6. Write down the names or stakeholder groups you want to include on the ingredient list.

Example vision (optional)

12:34 | *Between 10 and 15 minutes.*

- Show an example vision
- Check vision with ingredient list
- Add ingredients to the list if needed

Why is this activity important?

Showing an example makes the creation of the vision real.

Checking this vision with their ingredient list helps assess if their ingredient list is complete or if they want to add something.

Seeing someone else's vision statement first helps to lower the boundary of writing one yourself for the next activity.

MATERIALS

- slide: case study Alvelal (optional)
- slide: what is Alvelal (optional)
- slide: type of landscape (optional)
- slide: challenges (optional)
- slide: benefits (optional)
- slide: map (optional)
- slide: 20-year vision (optional)

GOALS

To make the concept of 'shared vision' and its ingredients more tangible.

To achieve the intended outcome: After this session, participants are able to describe the ingredients of a shared vision based on the ILM framework.

INSTRUCTIONS

Step 1.

Look at a real-life example to help illustrate the purpose of a shared vision. Provide some background information on the landscape and show the shared vision that the landscape arrived at. You can use the example from [AlVelAl](#) (Spain) described below, choose a shared vision from a landscape from [this list](#), or find your own example.

Show:

Slide: Case study Alvelal

Slide: What is Alvelal

Slide: Type of landscape

Slide: Challenges

Slide: Benefits

Slide: Map

Slide: 20-year vision

Background info on the AlVelAl landscape:

Life in the Altiplano is tough. Water scarcity, extreme climate conditions, and soil erosion pose challenges for people here. Yet, there is the potential to restore 1,000,000 hectares of land based on sustainable business cases.

The Altiplano is a semi-arid steppe: a transition between desert and forest. There's too little rain for a forest to grow, but the soil is too moist for deserts. So, water is and always has been scarce on this high plateaued landscape.

Despite these conditions, the Altiplano is long-lived. Caves in the mountains – first inhabited by early humans – were occupied well into the 19th century. At this time, people living in the Altiplano made a living from various agricultural sources. Esparto – a grass used for basketry– provided an income in addition to growing cereals and herding sheep.

However, introducing synthetic fibers led to the collapse of the esparto industry in the 1950s. Since then, a lack of economic opportunity forced many to move away, and the region continues to suffer from a declining population.

Today, the economy is still mainly based on agricultural activity. Yet, as the soil is low on organic matter (skeletal) and has a low depth, the capacity to retain water is limited. Climate extremes such as high temperatures and torrential rains erode topsoil: each year, 20 tons/hectare of soil is lost. So, the Altiplano is a challenging landscape in which to produce food and regenerate vegetation. This is compounded by rural abandonment, resulting in a lack of management, which further degrades soil.

Yet there is a huge opportunity for the region. The Altiplano is well-known for its 100,000ha of rain-fed almond production. People herd Segureño lamb, a product with a protected geographical indication. There is great potential to establish sustainable business cases founded on practices that replenish soil and water and lead to a healthy landscape.

AlVelAl, a farmer association, is building a movement in the Altiplano. The initiative unites five regions in the Southeast of Spain: Altiplano de Granada, Los Veléz, Alto Almanzora, Guadix, and the Northeast of Murcia. The movement has been gathering momentum since 2014 when Commonland hosted a workshop to co-create a large-scale restoration plan using the 4 Returns Approach.

To arrive at their shared vision, AlVelAl undertook two collaborative visioning processes: one in 2015 and one in 2020.

Their vision:

"By 2034, we will create a regenerative landscape where nature and agriculture are balanced with the people who live and work there. An ecological corridor connects the Northern and Southern mountain ranges from East to West. Farms with natural and productive lands form a mosaic of biodiversity hotspots acting as stepping zones between the natural areas. Many farmers are using practices that regenerate the land. Economic opportunities have been created through the marketing of regenerative produce. Rural abandonment is reversed as young people return and find opportunities in the Altiplano. All this continues to be achieved by inspiring a group of very diverse stakeholders."

Step 2.

Discuss plenary if the example vision includes all the items of the ingredient list that the group created in the previous activity. You can use the questions below for the Spanish example:

Does the vision address different benefits of the landscape, like inspiration, people, the economy, and nature?

1. Yes! It paints an ideal future behind which different groups, even those with conflicting interests, can converge.
2. Yes! It addresses nature through the ecological corridor, biodiversity hotspots, and regenerative farming practices.
3. Yes! It addresses the economy through innovative business collaboration and the marketing of local produce.
4. Yes! It addresses people through both of these other elements, plus improved livelihoods, which will reduce rural abandonment and preserve local culture and way of life.

Does the vision address at least three different land uses?

- Yes! It includes farms, natural areas, and ecological corridors connecting the other land areas.

Is it multi-generational?

- Yes! It addresses farms, natural areas, and ecological corridors that connect the two land areas.

Does the vision address social and/or gender inclusivity?

- A little bit, by mentioning a group of very diverse stakeholders

Is the vision clear and easy to understand?

- Yes! It uses simple language, not jargon.

Step 3: Discuss plenary:

- What do you enjoy about the vision?
- What do you think is missing in this vision?
- Are there ingredients you want to add to our ingredient list?

Facilitation tip:

If you think it is appropriate for your group, you can also use this as a preparation activity. You can discuss what stood out for them at the beginning of the session.

Lunch

12:44 | 1h 00m

Show slide: break

Energizer

13:44 | Between 5 and 10 minutes

The facilitator leads or asks a participant to lead a short energizer to allow (a) a short buffer time for latecomers to rejoin the session and (b) prevent an energy dip after lunch.

When choosing an energizer, keep in mind that:

- An energizer using physical movement and laughter is more likely to have an energizing effect
- Some participants might be limited in expressing certain things, making specific gestures, or performing certain physical movements. Based on your participants, choose an inclusive energizer.

You can look for ideas here: <https://www.ndi.org/sites/default/files/Energisers.pdf>.

Making the first draft

First draft

13:49 | *Between 30 and 40 minutes*

- Individually write a vision
- Share visions in plenary
- Vote for most inspiring sentences
- Explain next steps

Why is this activity important?

Writing a first draft of the vision makes participants walk away with something concrete.

However, we advise you not to combine the different vision statements immediately. That usually results in semantic discussions and can be very energy-draining. We suggest you appoint specific people to combine the statements into one **after** this session with a selected group.

MATERIALS

- one empty flipchart per group
- markers
- pens
- something to write on (note cards/ sticky notes/ paper)

GOALS

To achieve the intended outcome: After this session, participants are able to co-create a first draft of a shared vision for their landscape which:

1. is gender and socially inclusive
2. includes the three zones
3. Includes (four) benefits
4. is multi-generational
5. Represents the values of the stakeholders

INSTRUCTIONS

Step 1.

Individually, participants review the ingredient list from the previous activity. Using these words, they draft a first version of a vision statement for their landscape. They can add more words if needed. The statement can be several sentences long. Participants can move around or find quiet spots to write.

If needed, you can remind them to include the why, where, when, who, and what.

Facilitation tip:

- This step can be challenging as it requires participants to be concrete. Reassure them that it's just a draft and doesn't need to be perfect.
- The time pressure may make them nervous, but it also encourages them to create something. The vision might be vague, lengthy, or not well-written, which is okay because others will refine it later.

Step 2.

Every person hangs their written vision on a wall. One by one, everyone reads their vision out loud to the whole group. The group listens actively. Once everyone is done, celebrate the amount of input!

Facilitation tip: If some participants can't write or read their vision, have them tell their vision instead of hanging it up. Alternatively, write the vision for those who cannot write.

Step 3. (optional)

Give each participant a marker.

Invite them to walk by all the vision statements on the wall and give three votes to the three most inspiring visions. They vote by putting a dot, heart, or smiley on the paper.

Participants can not vote for their vision.

Step 4.

Explain: The voting helps the writing team see which phrases or words are most popular and should be included in the final vision. This doesn't mean that phrases without votes will be excluded.

- Everything created in this session will contribute to the final shared vision.
- A smaller writing team, which might include the facilitator, a professional copywriter, a visual artist, or other volunteers, will draft the final vision. Ensure this group is diverse and represents the landscape.
- This team will present the final vision to the whole group for feedback.

Communication of your vision

14:19 | *Between 5 and 10 minutes*

Share tips on how to communicate the vision

Why is this activity important?

Participants usually have questions about what happens after this session and how their vision will be communicated.

MATERIALS

- flipchart/ slide: communication
- slide: Alvelal example visual

GOALS

To achieve the intended outcome: After this session, participants are able to describe the relevance of the shared vision as a communication tool.

INSTRUCTIONS

Step 1. Ask participants why they think it is important to use the vision as a communication tool. Write their answers on a flipchart.

Step 2. *Show slide/flipchart: communication*

Add information if needed from the text below:

Communicating a shared vision is essential to ensure that all stakeholders understand it and are motivated to participate in its implementation.

Share tips on how to communicate a shared vision effectively (you can write them on a flipchart called *communication*):

- **Adapt your communication approach to your audience.** Different stakeholders may have different levels of understanding and interest in the vision, so it's important to use language and formats that are accessible and relevant to each group.
- **Use a mix of media and formats.** Combining different communication methods can help reach a wider audience and reinforce key messages. For example, using visual aids in presentations and sessions can help illustrate key concepts and engage stakeholders in the visioning process.
- **Keep the message clear and concise.** A shared vision should be easy to understand and remember, so it's important to focus on its core elements and present them clearly and compellingly.
- **Encourage two-way communication.** Communication should be two-way, allowing stakeholders to provide feedback and ask questions. This can help build trust and ensure that the vision meets the needs and aspirations of all stakeholders.
- **Be transparent and honest.** Effective communication requires honesty and transparency about the challenges and limitations of the vision, as well as its potential benefits. Being open about these issues can help build credibility and long-term support for the vision.
- **Celebrate successes and milestones.** Celebrating successes and milestones along the way can help maintain momentum and motivate stakeholders to continue their involvement in implementing the vision.

Step 3. (optional)

Show slide: Alvelal example visual and the Kabirdham landscape visual

If you think it is inspirational for your group, this is also a moment to show an example of a vision and how it was communicated. Background information on both examples can be found [here](#) in the 4R Guidebook.

Reflection, Looking forward, Feedback

Open questions

14:24 | *Between 2 and 10 minutes*

Answer open questions.

MATERIALS

- flipchart: open questions

GOALS

To give space for questions.

INSTRUCTIONS

Show the flipchart: open questions.

Invite the participants to add their questions now. Address the questions that you can. If there are questions you cannot address now, tell the participants when you will. (in a later session/meeting, by email/ ...)

Facilitation tip: If you have multiple days with this group, you can choose to answer these questions the next day.

Reflection and recap

14:26 | *Between 15 and 25 minutes.*

1. Write down main take-aways
2. Share in plenary
3. Add your reflection
4. Discuss the shared vision flipchart
5. Discuss the What do you want to learn flipchart

Why is this activity important?

Reflection is a crucial part of experiential learning as it contextualizes the content and connects it with the learner's real world, making the learning more impactful.

MATERIALS

- something to write on (note cards/ sticky notes/ paper)
- pens
- slide: reflection
- flipchart: shared vision
- flipchart: what do you want to learn?

GOALS

To solidify and deepen the learnings

INSTRUCTIONS

Step 1.

Show slide: Reflection

Invite the participants to walk by the flipcharts created during the session and write down their main takeaways from today.

Step 2. Gather in a circle. Ask everyone (or a smaller number) to share their main takeaway with the whole group in one sentence or one breath.

Step 3. Add your own reflection and recap the most important learnings of the group if you have not done so already.

Step 4. Together, look at the flipchart: a *shared vision* and the importance of a shared vision that you wrote down at the beginning of today. Are you still satisfied, or do you need to change, add, or remove something?

Step 5. Together, look at the flipchart 'What do you want to learn?' from the beginning of the session. Together, review it and check if you feel confident that you covered all the topics. If not, that is okay. After this session, you can decide if you want to address them in a separate meeting. Invite people to notice how much was learned.

Next steps

14:41 | *Between 5 and 10 minutes.*

1. Discuss next steps
2. Show additional materials

MATERIALS

- flipchart/ slide: next steps
- flipchart/ slide: extra resources

GOALS

To engage participants for next steps.

INSTRUCTIONS

Step 1. Next steps

Show flipchart/ slide: Next steps.

Discuss what will happen after this session. You can write them down on a flipchart called *Next Steps*. This can include:

1. Drafting a first version of the vision with a smaller writing team
2. Sharing the first draft with all participants to get feedback
3. Incorporating the feedback and finalizing the vision
4. Next sessions

Step 2. Extra Resources:

Show flipchart/ slide: extra resources

- [ILM Practical Guide](#): A summary of the ILM framework discussed in this session. It includes all the steps, outputs, and real-life examples. Look for the 'practical guide' report on this webpage. Available in multiple languages.
- [ILM Toolguide](#): Our selection of useful tools for each step of the ILM journey. Look for the 'tool guide' report on this webpage.

Feedback participants

14:46 | *Between 5 and 15 minutes.*

Ask feedback

MATERIALS

- feedback form for participants (online or on paper)
- slide: feedback

GOALS

To gather honest feedback to understand what worked and what did not to improve this session and your performance.

INSTRUCTIONS

Show slide: Feedback

Ask each participant for feedback on this session, on you as a facilitator, and assess what they learned.

You can use [this feedback form](#) and print it or turn it into an online form yourself.

Wrap-up

14:51 | *Between 1 and 3 minutes*

GOALS

To give closure to the day.

INSTRUCTIONS

Show slide: Thank you

Thank the participants and wrap up the session

Feedback and assessment from the facilitator

Take your time to fill in [this feedback form](#) after the session. That way we can better understand how we can improve the session for other people like yourself. It takes about 15-20 minutes to fill in.