FACILITATION GUIDE

Stakeholder Mapping and Analysis - 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 workshop aims to first co-create a stakeholder list with diverse stakeholders from your landscape. Second, you analyze the map using a power-interest matrix. Third, you Reflect, discuss the next steps, and gather feedback. This session brings stakeholders together and engages them in the ILM process.

This workshop 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. 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:

1. Describe stakeholder mapping and analysis and its relevance to their landscape.
2. Identify the diversity of stakeholders who are relevant to their Integrated Landscape Management process.
3. Map the interests and power (influence) of stakeholders in their landscape.
4. Describe the iterative nature of the process of mapping and analyzing stakeholders.

Preparation for the facilitator(s)

Diving into the content: If you are new to Integrated Landscape Management and Stakeholder Mapping and Analysis, we recommend the following resources.

- A video introducing ILM (3 min)
- Reading the ILM Practical Guide
- A video explaining what a stakeholder is and how to identify them. *From Wageningen University Research* (4 mins)
- A video explaining how to use the Influence-Importance matrix for Stakeholder Analysis. *From Wageningen University Research* (7 mins)
- A Theory document on Stakeholder Mapping and Analysis specifically designed for this session. This is also a document you can share with participants after the session if they are interested in the theoretical background.

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

- Known group and power dynamics.
- any form of a baseline or capacity assessment of the landscape or stakeholders
- Information on the participants´ prior knowledge on this topic, level of education, language(s), religion(s), socioeconomic status, culture (s), profession(s), needs, expectations, etc.

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.

Select questions for 'Stakeholder mapping table' activity. After your group has listed all stakeholders, they will gather information about ech of them. The list of possible questions is endless, but you have limited time and energy. It is therefore up to you to decide which information you gather with the group during the session, which information you gather after, and which information is not relevant for you at all. You can find the list of questions in the description box of the activity ' Stakeholder mapping table.'

Additionally, you need to think about how you will harvest and save all the information you will create in this activity. We recommend preparing an online Excel table in which you can write down all the information. You can take a look at this table as an example.

Adding breaks and energizers: Add breaks and energizers to the design at whatever interval and length is common 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.

Splitting the session into two half-day sessions. It is quite possible to divide this session into two parts by cutting the session between the stakeholder mapping table and stakeholder analysis:

- *Day 1:* All activities from the start -> identify stakeholders -> stakeholder mapping table -> reflection -> next steps -> feedback.
- *Day 2:* Welcome -> Introduction -> Rules & roles -> Icebreaker -> Stakeholder analysis -> Analyze further -> All activities from the end.

Writing a script: You can use the empty column 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, as well as the instructions for activities.

Preparing co-facilitation: We recommend having at least two facilitators for a group of 15 people or less and three facilitators for a group bigger than 15 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 also advise having one assistant available to help with logistics and entering data from the stakeholder mapping table activity into a digital table during the session. This way, you have a clear output at the end of the session that you can immediately share with all participants.

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, or a projector. Secondly, you'll find participants 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 if participants cannot access electricity or the 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

Logistics

Location: We recommend using a space that is meaningful for the participants, where they can easily connect to the landscape on an emotional level. Espeically the beginning of the session can be held outdoor which allows for better connection to the land. For example, the birth of a river, the top of a hill, a sacred lake, or a poluted field.

Especially because you're going to map stakeholders and the power dynamics between them, it is important to choose a ' neutral' place to ensure no favoritism or bias towards a particular group.

In general, 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. Choose a location that is close to the houses or work of your participants. Other possibilities are churches, farmer schools, and community buildings as they often have big spaces to use 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 learning space: 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 the following flipcharts on a visible spot on the wall, where participants can easily reach them and add sticky notes:
  - Program of today
  - Open Questions
  - Resources
- Have the other flipcharts close and ready to be used.
- Instead of flipcharts, use PowerPoint slides and make sure there is a projector and a screen or wall.
- Turn on some music.
- Have some drinks and snacks ready.

After this session

After this session, we recommend the following steps:

- Digitizing your stakeholder mapping table in an online spreadsheet. You can use this one as an example.
- Visualizing the stakeholder map: If you prefer to see the stakeholders in a mindmap strcuture and if you want to do it digitally, we recommend the free and easy to use tool Kumu.
- This session will most likely reveal that a lot of information on your stakeholders is still missing. You can fill in this missing information in your stakeholder mapping table by doing interviews, questionnaires, and desk research. Part of this could be mapping your stakeholder's priorities and values, for which the WRI has two very well-explained tools:
  - Mapping Priorities (pages 41-47)
  - Mapping Values (pages 48-49)
- Social Network Analysis (pages 23-35): If you want to take your analysis a step further and want to better understand the relationships between the stakeholders, we highly recommend doing a social network Analysis. This can be a session on its own with (a subset) of your stakeholders. This is explained clearly and in detail in the guide from the WRI. You can even consider doing this analysis *instead* of using the influence-interest matrix.
- Analyzing your data: from the same WRI guide, we recommend taking a look at page 51-57 to learn about different ways of analyzing your data. You can do this with a smaller group of interested people and report the results back to your bigger stakeholder group.
- 4D mapping: If you are experienced with Theory U, you might consider doing a 4D mapping activity to better understand the relationships between the stakeholders.

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

Icebreaker or energizer | Plenary explanation | Group discussion | Activity | Assessment or Reflection

Time	Length	Title	Description	Goals	Materials
The start					
09:00	0m	**Buffer time**	If people arrive later, you can use this time for reception and registration of participants.		• music • a way to project slides (optional) • drinks & snacks & lunch • chairs & tables • name tags • registration list (optional) • masking tape
09:00	10m	**Welcome and introduction program**	Make participants feel welcome and get an overview of the day • Welcome the participants • Why and what • program of today • zoom out • connection with the larger ILM community • practicalities • questions	Make participants feel welcome and get an overview of the day	• flipchart/ slide: welcome • flipchart/ slide: program of today
09:10	20m	**Introduction people**	1. Introduce circle practice 2. Check-in with everybody 3. Title in the box (optional)	To familiarize the participants with each other	• box (optional) • slide: introductions
09:30	5m	**Rules and Roles**	Together, list the rules and roles of today to create a safe learning space.	To create a safe space for learning and collaborating.	• flipchart/ slide: rules and roles • markers
09:35	2m	**Introduction Flipchart**	• resources	Understand why and how flipchart and	• flipchart: resources

			• open questions/ parking lot	other tools are used in this workshop.	• flipchart: parking lot
09:37	1m	**Questions**		Reduce uncertainties and ambiguities.	• slide: Q&A
09:38	10m	**Ice breaker: Triangle game**	Participants will create a living system by maintaining an equal distance between two chosen individuals, unknowingly experiencing the dynamics of a system in action.	To break the ice and warm up our bodies To have participants experience how their movements (actions) influence the movements of other stakeholders in their landscape. And how everyone has agency and power to change the landscape. One small action can result in a major change.	• Adequate and safe physical space
09:48	20m	**Personal Agency (optional)**	1. Explain the activity 2. Individually reflect on three questions 3. Share in pairs 4. Share in plenary 5. Wrap-up	To recognize their role and agency in the landscape. To build a deeper connection to their landscape and each other.	• paper • pens • flipchart/ slide: discuss what is your role?
10:08	15m	**Why is this important? + What do you want to learn?**	1. Individually, ask why understanding stakeholders is important and what they want to learn today. 2. Share in groups of 3	To achieve the intended outcome: After this session, participants are able to describe	• something to write on (note cards/ sticky notes/ paper) • flipchart: why is this important?

			3. Share plenary	stakeholder mapping and analysis and its relevance to their landscape.	• Flipchart: what do we want to learn today? • pens • markers • slide: discuss why is knowing who...
10:23	15m	**Break**			• slide: coffee break
What is Stakeholder mapping?					
10:38	5m	**Introduction: Stakeholders**	1. Discuss the concept of 'stakeholders' and 'stakeholder mapping.' 2. Explain the process	To achieve the intended outcome: After this session, participants are able to describe stakeholder mapping and analysis and its relevance to their landscape.	• flipchart/ slide: stakeholders are... • slide: stakeholders • slide: stakeholders in a landscape • slide: process
10:43	1h 00m	**Identify stakeholders**	1. Introduce the activity 2. List all stakeholders 3. Group stakeholders 4. Present 5. Reflect ○ Missing sectors ○ Adding names ○ Inclusion check 6. Wrap-up	To achieve the intended outcome: After this session, participants are able to identify the diversity of stakeholders who are relevant to their Integrated Landscape Management process.	• something to write on in different colors(note cards/ sticky notes/ paper) • pens • markers • empty flip charts or big sheets of paper, 1 per group • flipchart/ slide: scouting questions • flipchart/ slide: stakeholder mind-map • flipchart/ slide: groups • large empty wall
11:43	5m	**Break (optional)**			• slide: break

11:48	45m	**Stakeholder Mapping table**	1. Introduce the activity 2. Divide the stakeholders among groups and gather information: ○ short description ○ relevance ○ fears and threats ○ key incentives 3. Present 4. Reflect ○ strengths ○ gaps ○ missing information 5. Wrap-up	To achieve the intended outcome: After this session, participants are able to identify the diversity of stakeholders who are relevant to their Integrated Landscape Management process.	• something to write on (note cards/ sticky notes/ paper) • pens • big wall to create the stakeholder mapping table • masking tape • the row and column headings of the stakeholder mapping table on separate note cards/ sticky notes • flipchart/ slide: stakeholder information • excel sheet: https://docs.google.com/spreadsheets/d/1w-APpYYeq8FSM26BatkTISQotb_QFKr4uRlAweSgqOk/edit?usp=sharing • slide: example lake Naivasha
12:33	1h 00m	**Lunch**			
13:33	5m	**Energizer**			
Stakeholder Analysis					
13:38	1h 00m	**Stakeholder Analysis: Importance - Influence Matrix**	1. Explain the matrix and the activity 2. Groups fill in the *Importance versus Influence Matrix* 3. Groups present their work and adjust if needed	To achieve the intended outcome: After this session, participants are able to map the interests and power (influence) of stakeholders in their landscape.	• slide: stakeholder analysis • flipchart or slide: Importance versus Influence Matrix. • empty matrix made of 2 flipcharts taped together • sticky notes with stakeholders from previous activity • markers • flipchart or slide: assessing importance & influence

				.	
14:38	15m	**Analyze further**	Use the questions to analyze the matrix.	To achieve the intended outcome: After this session, participants are able to map the interests and power (influence) of stakeholders in their landscape.	• flipchart/ slide: analyzing
The end - Reflection and Learning					
14:53	2m	**Open questions**			• flipchart/ slide: parking lot
14:55	15m	**Reflection and recap**	1. Write down main take-aways 2. Share in plenary 3. Add your reflection 4. Discuss the What do you want to learn flipchart 5. Discuss what they want to learn more about	To solidify and deepen the understanding.	• flipchart: what do we want to learn today? • pens • slide: reflection • something to write on (note cards / paper / sticky notes)
15:10	5m	**Next steps**	1. Discuss next steps 2. Give them additional resources and materials.	To achieve the intended outcome: After this session, participants are able to describe the iterative nature of the process of mapping and analyzing stakeholders. .	• flipchart/ slide: next steps • flipchart/ slide: resources

15:15	5m		**Feedback**	Ask for feedback on the process of this workshop, you as a facilitator, and the content.	Gather honest feedback to understand what worked and what did not in order to improve this workshop and your performance.	• feedback form for participants • slide: feedback
15:20	1m		**Wrap-up**			• slide: thank you
15:21	0m		**Feedback and assessment facilitator**	Take the time to fill out this feedback form after the session.		• Feedback form Facilitators: https://forms.gle/JDzdX4AJkMwuVN2U9
15:21						

TOTAL LENGTH: 6h 21m

Stakeholder mapping and analysis - in-person - details

The start

Buffer time

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

If people arrive later. You can use this time for reception and registration of participants.

Materials

- music
- a way to project slides (optional)
- drinks & snacks & lunch
- chairs & tables
- name tags
- registration list (optional)
- masking tape

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 10 and 15 minutes.*

Make participants feel welcome and get an overview of the day

- Welcome the participants
- Why and what
- program of today

- zoom out
- connection with the larger ILM community
- practicalities
- questions

Facilitation tips:

- Consider doing the start of this session outdoor, at a meaningful location in your landscape. This can help people to connect to the land and each other.
- Understanding the relevance increases motivation.
- Knowing the learning objectives in advance helps learners estimate their probability of success and thus can enhance motivation.
- Showing that they are part of a larger community (the feeling of 'we are all in this together') enhances motivation.

Materials

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

Goals

Make participants feel welcome and get an overview of the day

Instructions

Explain the following points in your own words:

Welcome

Show the slide or flipchart: Welcome

Why are we together today?

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, explain that stakeholder mapping and analysis provide valuable insights into the relationship between people and organizations and their interdependencies in the landscape.

Mention the importance of including all voices of the landscape and that stakeholder mapping and analysis help to find disparities in equity, diversity, and inclusion within the landscape. It also provides an understanding of "who we are" and each partner's specific role in the landscape.

What are we talking about today?

Shortly explain that stakeholder mapping and analysis is studying the human ecosystem as it occurs in a landscape. It is a process in which you first identify the stakeholders and then analyze the relationships between them and the landscape.

Program of today: what will you learn?

Show the slide or flipchart program of today.

In this session, together, we will create a list of all relevant stakeholders in our landscape and analyze their influence (or power) in the landscape and their interest in regenerating it. We will also take time to reflect, give feedback, and plan for the next steps.

Zoom out

Situate this workshop within their larger ILM process. Explain that stakeholder mapping and analysis is part of building a strong Landscape Partnership.

Connection

You're part of a larger network of landscape practitioners. Ultimately, you can share your experiences, contributing to the community's learning.

Practical

Notify them about other practicalities like lunchtime, rules in the space, where to go to the toilet, etc.

Questions?

Introduction people

09:10 | *Between 20 and 30 minutes. Allow between 1 and 3 minutes for each person.*

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

Why is this activity important?
Sharing memories helps to connect to the landscape on an emotional level and to each other from the get-go.

Learning in social interaction enables deeper understanding and more meaningful experiences. If you take time to build connections, you will benefit from it during the whole session.

Materials

- box (optional)
- slide: introductions

Goals

To familiarize the participants with each other

Instructions

Show slide: Introductions.

Step 1. Introduce the circle practice. This way, everyone has a chance to speak. Conscious sharing means not taking too much time, sharing what is important, and listening carefully.

Step 2. Check in with everyone. Who are you, who do you represent, and what are you looking forward to today?

Optional: Ask participants to share an important memory or a favorite place in the landscape. Encourage participants to speak from the heart and listen actively to each other. Keep it within 1-2 minutes per person.

Step 3. 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 you place at the door. Once all the titles are in, this symbolizes that everyone is leaving their title at the door and showing that everyone's opinions and needs are valued, no matter their position in the landscape.

Rules and Roles

09:30 |*Between 5 and 10 minutes.*

Together, list the rules and roles of today to create a safe learning space.

Why is this activity important?
This activity can help build trust in the group. By creating the list together versus the facilitator showing a predefined list, the participants feel responsible and can take ownership during the session. This, in turn, helps the facilitator to reinforce the rules when needed.

An 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 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 learning process)
  - providing feedback to the facilitator

Materials

- flipchart/ slide: rules and roles
- markers

Goals

To create a safe space for learning and collaborating.

Instructions

Step 1. *Show flipchart or slide: Rules and Roles.*

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 shortly to ensure a shared understanding. Ask for consensus 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 effective 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 best 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 adjust them whenever necessary.

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

Introduction Flipchart

09:35 | *Between 1 and 5 minutes.*

- resources
- open questions

Why is this activity important?

Using flipcharts can help visualize your points and allow you to stay in the room during the session, which allows participants to look back if needed. The specific flipchart with open questions (parking lot) helps to keep discussions on topic without dismissing other relevant questions. The flipchart with resources can help gather existing knowledge and experiences from the participants that you might not be aware of as a facilitator. It empowers them.

Materials

- flipchart: resources
- flipchart: parking lot

Goals

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

Instructions

Show flipcharts: Resources + Parking Lot, and point to them on the wall.

Introduce tools you might use, such as:

- **A flipchart** where participants can share information about events, books, websites, or other relevant resources for this group.
- **A flipchart for open questions** (also known as the fridge or parking lot) where questions can be saved or parked to be addressed later. Participants can write their questions on sticky notes and place them on this flipchart anytime during the session.

Questions

09:37 | *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.

Ice breaker: Triangle game

09:38 | *Between 10 and 15 minutes*

Participants will create a living system by maintaining an equal distance between two chosen individuals, unknowingly experiencing the dynamics of a system in action.

Why is this activity important?

This icebreaker helps participants understand how they, as stakeholder are all connected to each other and influencing each other. You can refer back to this activity later on in the session.

Facilitation tip: This activity is for in person groups who have the physical space available. Depending on weather, this activity can be done outside, or in a suitable indoor space for the size of the group. Consider any accessibility or mobility needs of the learners, and adapt the activity accordingly.

Materials

- Adequate and safe physical space

Goals

To break the ice and warm up our bodies

To have participants experience how their movements (actions) influence the movements of other stakeholders in their landscape. And how everyone has agency and power to change the landscape. One small action can result in a major change.

Instructions

Choose your favorite icebreaker activity, or use the one described here.

Step 1. Introduction

1. Tell the participants that we will do a short activity involving movement.
2. Do not reveal the purpose of the activity in advance. Let them know it's an opportunity to move around and invite them to observe how the group moves throughout the game.
3. Ask participants to stand up and choose two people in the room as their secret "friends." They should keep the names of their chosen people secret.

Step 2. Creating the Triangle

1. Give the following instructions: On the signal to start (GO), participants move around the room while always maintaining an equal distance between themselves and their two chosen people.
2. The goal is to form a triangle shape with your movements
3. Show the group an example by choosing two people as your secret 'friends' and demonstrating how to create an invisible triangle shape with them as you move around the room."
4. Once everyone understands the activity, begin.
5. Make sure one of the facilitators does not participate in the game and cannot be chosen as a secret buddy.

Step 3. Observation

1. As the game progresses, watch how participants adjust to maintain equal distances.
2. Give participants 1-2 minutes to move around and maintain their triangles.
3. The group is likely to be in constant motion as people move to keep their triangles. There may also be clusters forming.

Step 4. (optional): Adaptation

1. You can change the game if you think the activity's purpose has been met.
2. Have everyone reset into a circle and choose two new secret buddies.
3. Tell the group they'll begin again. Explain that you will move around as they play and tap one person on the shoulder.

1. Restart the game by choosing one person to stay still temporarily. Observe and make note of what happens to the group.
2. You can let the person move again and choose another person to stay still or choose two people to stop moving at the same time.
3. Watch how these choices affect the group's movements.

Step 5. Reflection

1. After a suitable duration, bring the activity to a close.
2. Lead a reflective discussion by asking participants about their experiences using the following questions. These questions help them understand that they became part of a system, or their landscape, during the game.
    1. What happened in the triangle game? What did you notice?
    2. If one person shifted, what happened to the whole group?
    3. Did anyone notice patterns that kept repeating based on changes to the group?
    4. Was it easy for things to settle, or did everyone remain in constant motion?
    5. Were there certain people whose actions had more of an impact than others? Why? Why not?
    6. How did small changes at the individual level contribute to the overall behavior of the system/ landscape?
    7. *Optional*: How did the dynamics change when specific individuals were restricted from moving?

Personal Agency (optional)

09:48 | *Between 20 and 30 minutes*

1. explain the activity
2. individually reflect on three questions
3. Share in pairs
4. Share in plenary
5. wrap-up

Why is this activity important?

Participants can get to a deeper level of engagement and motivation if they connect to the landscape on an emotional and personal level, and if they better understand their role in it.

Alternatively, you can use the same questions in a Dialogue Walk format.

Materials

- paper
- pens
- flipchart/ slide: discuss what is your role?

Goals

To recognize their role and agency in the landscape.

To build a deeper connection to their landscape and each other.

Instructions

Step 1. Introduction

State the objective: to identify personal roles and influence within the community and recognize the potential for making meaningful changes.

Step 2. Personal Reflection

- *Show flipchart or slide: Discuss: What is your role?*
- Ask participants to reflect on their roles in their landscape individually based on these questions:
    - What is your role in the community?
    - Who are the key stakeholders you interact with or impact?
    - What changes do you think you can start or influence in your landscape?
- Participants should write down their reflections on paper.

Step 3. Partner Share

Pair participants and ask them to share their reflections with each other. Encourage them to discuss:

- If they see chances to increase their influence or take on new roles.
- How can they help each other make these changes?

Step 4. Group Discussion

- Ask pairs to share key insights from their conversation with the whole group.

- Discuss as a group:
    - Common themes or roles that emerged.
    - Any surprising insights about their perceived influence or potential for change

Step 5. Wrap-Up

- Summarize the activity.
- Highlight the importance of understanding personal roles and agency within the community.

- Encourage participants to keep thinking about their potential for impact.

Why is this important? + What do you want to learn?

10:08 | *Between 15 and 30 minutes.*

1. Individually, ask why understanding stakeholders is important and what they want to learn today.
2. Share in groups of 3
3. 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)
- flipchart: why is this important?
- flipchart: what do we want to learn today?
- pens
- markers
- slide: discuss why is knowing who...

Goals

To achieve the intended outcome: After this session, participants are able to describe stakeholder mapping and analysis and its relevance to their landscape.

Instructions

Show slide: Discuss why is knowing who...

Or show flipcharts: Why is this important + What do we want to learn today?

Step 1. Individually reflect

Ask participants to write down their answers to these questions individually:

1. *Why is it important for you to know who the stakeholders are in our community*
2. What do you want to learn more about today? / What do you hope to achieve today?

Step 2. Share in groups

Form groups of 3 and have them share their answers. Ask each group to pick one key point from their discussion to share with the larger group.

Step 3. Share in plenary

Ask each group to present their insights to the whole group

- One facilitator should take notes on the first question under the title 'Why is this important?' Summarize these notes after all groups have shared.
- Another facilitator should take notes on the second question under the title 'What do we want to learn today?' Use these notes at the end of the workshop to check if all questions were addressed or if any remain.
- Other facilitators should keep the conversation flowing, ask for clarifications, and acknowledge participants' answers.

Break

10:23 | 15m

Show slide: Break

What is Stakeholder mapping?

Introduction: Stakeholders

10:38 | *Between 5 and 15 minutes.*

1. Discuss the concept of 'stakeholders' and 'stakeholder mapping.'
2. Explain the process

Why is this activity important?
Introducing the topic in a way that emphasizes its importance in relation to the world of the participants opens the door to learning new content.

Materials

- flipchart/ slide: stakeholders are...
- slide: stakeholders
- slide: stakeholders in a landscape

- slide: process

Goals

To achieve the intended outcome: After this session, participants are able to describe stakeholder mapping and analysis and its relevance to their landscape.

Instructions

Show flipchart/ slide: What are stakeholders?

Step 1. Askthe participants what stakeholders are. Ask what ' stake" is. Write their answers on the flipchart.

Show slide: Stakeholders + Stakeholders in a landscape.

Stakeholders are relevant players who might affect or be affected by the landscape. Stakeholders in a landscape can come from various sectors and organizations. In other words, stakeholders are:

1. Those whose interests are affected by the issue or those whose activities strongly affect the issue;
2. Those who have resources of all kinds (financial, influence, expertise) needed to address the issue;
3. Those who control relevant implementation" "instruments" (usually the public sector).

Step 2. *Show slide: Process*

Explain the stakeholder identification -> mapping -> analyzing process and its importance. Try to link this to the participants.

Identify stakeholders

10:43 | *Between 60 and 90 minutes.*

- Introduce the activity
- List all stakeholders
- Group stakeholders
- Present
- Reflect
  - Missing sectors
  - Adding names
  - Inclusion check
- Wrap-up

Materials

- something to write on in different colors(note cards/ sticky notes/ paper)
- pens
- markers
- empty flip charts or big sheets of paper, 1 per group
- flipchart/ slide: scouting questions
- flipchart/ slide: stakeholder mind-map
- flipchart/ slide: groups
- large empty wall

Goals

To achieve the intended outcome: After this session, participants are able to identify the diversity of stakeholders who are relevant to their Integrated Landscape Management process.

Instructions

In this activity, participants list and group the different stakeholders in their landscape.

Step 1. Introduction

Show flipchart/ slide: Scouting questions.

- Explain that you will now start identifying stakeholders in their landscape. If needed, repeat why this is an important step for them.
- Form diverse groups of four or five participants.
- Give each group plenty of sticky notes in different colors, pens, and markers
- Present a list of questions to help them 'scout' stakeholders. As a facilitator, select 5-8 questions from this list and write them on a slide or flipchart:

    - Who is affected by the landscape activities?
    - Who can influence the outcomes of the Landscape Partnership?
    - Who are the potential supporters?
    - Who might be opponents or disinterested?
    - Who can influence (positively or negatively) having a healthy nature?
    - Who can influence (positively or negatively) human well-being?
    - Who can influence (positively or negatively) inspiration for the next generation?
    - Who can influence (positively or negatively) a regenerative economy?
    - Who can influence (positively or negatively) the natural zone?
    - Who can influence (positively or negatively) the agricultural or combined zone?
    - Who can influence (positively or negatively) the economic zone?
    - Who can affect or is affected by the landscape in 20+ years?

- Whose voices or interests might not be heard?
- Who does not live in the landscape but has an investment or external connection to it? For example, financiers, investors, global NGOs, etc.
- Who can facilitate or impede the outcomes of the partnership through their participation or non-participation?

Part of the scouting questions are from the Danube Transnational Program, 2021

Step 2. List all stakeholders.

- First, individually, participants write down all the stakeholders they can think of. This allows everyone to think for themselves before someone in the group takes the lead and ensures a more comprehensive list.
- Then, in their small groups, they combine their individual lists. They create one list by writing each stakeholder on a sticky note or note card.

Facilitation tips:

- Prompt to be specific. If they write 'banks,' ask for specific names or locations. If they write 'local government,' ask which roles within the government, e.g., 'ward executive officer.'
- Prompt to include minority groups
- Prompt to include people of all genders

Step 3. Group.

- *Show flipchart/ slide: Groups.*
- Present the different stakeholder groups that participants can use. The ones below should work well in most landscapes, but you (and your participants) can adapt them if needed. You can create visual icons for each group to be more inclusive for illiterate participants:
  - Farmers/ Smallholders/ Community Organizations
  - Government
  - NGOs
  - Private sector
  - Media Organizations
  - Research Institutions/ Academia
  - Donors/ Financial Institutions
- Ask each group to relate their stakeholders to one of these groups. If they think a group is missing, they can suggest adding one.
- If new stakeholders come up during this grouping activity, they can add them.
- If it helps, they can structure their grouping into a mind map format. Draw a mind map on a flipchart called *Stakeholder Mind Map or show the slide: Stakeholder Mind Map.*

Step 4. Present.

- One group presents one stakeholder group to the entire group. They stick their individual stakeholders in a horizontal line on the wall. In the end, they put the name of this stakeholder group at the top of the line. This line will create the stakeholder mapping table in the next activity. See the photo on the right for an example.
- Other groups can respond and add stakeholders that belong to this group. Allow time for possible disagreements. The goal is not to agree on stakeholders being in a specific group but to understand each other better. Other groups should remove sticky notes with stakeholders already on the wall to avoid duplicates.
- Repeat steps 1 and 2 with another group.
- Continue these steps until all stakeholders are on the same page and the group as a whole agrees on a set of stakeholders.

Step 5. Reflect

Once all the stakeholders are on the wall, take a moment to review them and discuss them as a group if you included the following:

- Stakeholders may be 'outside' of the landscape but still invested, such as external investors.
- Less tangible stakeholders like 'nature,' 'the river,' or 'the future generation.'
- Minority groups or other voices that are often not heard
- If you have already added some names, ensure there is equal representation of all genders.

Step 6. Wrap-up

Explaining that:

1. Stakeholder maps are dynamic and ever-changing
2. This is an opportunity to explore the interconnectedness of your landscape
3. This is an opportunity to close inclusion gaps
4. You might still miss some stakeholders on your map, but that's okay. Plan a follow-up session with people who are not here today to ask which stakeholders they see.

Additional Information

Prepare a large empty wall on which you can stick sticky notes of all the different stakeholders. Make sure there is plenty of room, as a group can easily come up with 60+ stakeholders.

Possible stakeholders:

- Government (national, provincial, district, and local)
- Traditional Authorities
- Organized agriculture
- Organized labor
- User groups, e.g., fisherfolk
- Women groups
- Schools
- Churches
- Youth groups
- Sports groups
- Clinic
- Non-governmental organization
- Media
- Landowners
- Transport
- Donors
- Investors
- Activists
- Opinion leaders
- Researchers and academics
- Organized Conservation
- Safety and Security
- Mining and Industry
- Business and Commerce
- Community-based organizations
- Wildlife
- nature
- Consumers

Break (optional)

11:43 | 5m

Show slide: Break

Stakeholder Mapping table

11:48 | *Between 45 and 60 minutes*

- Introduce the activity
- Divide the stakeholders among groups and gather information:
  - short description
  - relevance
  - fears and threats
  - key incentives
- Present
- Reflect
  - strengths
  - gaps

- missing information
- Wrap-up

Additional Information

It is important to think in advance about how you are going to digitize this information. Otherwise you might lose information and momentum. You can consider bringing an assistant who will digitize the information during the session. This is very motivating for participants because they immediately see a result of their hard work. Usually sticky notes are not that strong and will fall off at one point, so fast follow-up is required. You can use this excel sheet as an example to collect the data.

Materials

1. something to write on (note cards/ sticky notes/ paper)
2. pens
3. big wall to create the stakeholder mapping table
4. masking tape
5. the row and column headings of the stakeholder mapping table on separate note cards/ sticky notes
6. flipchart/ slide: stakeholder information
7. excel sheet: https://docs.google.com/spreadsheets/d/1w-APpYYeq8FSM26BatkTlSQotb_QFKr4uRlAweSgqOk/edit?usp=sharing
8. slide: example lake Naivasha

Goals

To achieve the intended outcome: After this session, participants are able to identify the diversity of stakeholders who are relevant to their Integrated Landscape Management process.

Instructions

In this activity, participants will collect more information about all the stakeholders identified in the previous activity.

Step 1. Introduce.

Explain that it is very important to gather detailed information about each stakeholder listed in the previous activity, such as contact details, descriptions, and how they relate to the landscape.

Show slide: Example Lake Naivasha.

Explain that in this activity, you will create a Stakeholder Mapping Table similar to the one from the Naivasha Landscape. You will use the stakeholder list you made and place it on the wall.

Step 2. Gather information.

Show flipchart/slide: Stakeholder information.

- Form new diverse groups of 4-6 people and give each group a subset of the stakeholder list.
- Before the session, the facilitator chooses 3-5 questions from the list below that participants will answer for each stakeholder:
    - A short description of the stakeholder (recommended)
    - Why is the stakeholder relevant to the landscape?
    - What fears and threats do you have related to their engagement?
    - What are their key incentives? How can we convince them to join? Which goal(s) of the Landscape Partnership are they connected to?
    - Key contact person (name, position, contact info)
    - Contact person from your team (recommended)
    - How much do they care about your success, and how much do they align with your success? (quantify high, medium, or low)
    - What can they offer to the Landscape Partnership?
    - What do they want from the Landscape Partnership?
    - Can they mobilize resources critical to the Landscape Partnership's success?
    - How engaged are they currently in regeneration activities? (quantify high, medium, or low)
    - How geographically close are they to the landscape?
    - How open are they to forming partnerships and alliances? (quantify high, medium, or low)
    - What are the opportunities for collaboration on specific projects or activities?
    - Are there any risks or potential conflicts associated with the stakeholder?

- Participants write each answer on a different sticky note or note card. They place the sticky notes in columns under each stakeholder, creating a table similar to the example photo on the right.

Facilitation tip:

- If a group is finished, they can help other groups.
- Look at the photo on the right to see what the result of a stakeholder mapping table can look like.

Step 3. Looking at the information

Invite participants to walk by the wall, read the information, and make adjustments if needed. This can be done in silence, with some music, or in small groups. It's a moment for participants to take a breath and appreciate the information gathered.

While participants walk around, facilitators should assign a color to each stakeholder group and write each stakeholder's name on a new sticky note with the corresponding color. This will help place the stakeholders on the Importance-Influence matrix later without losing the table on the wall. (Tip: You can use lunchtime to finish this.)

Step 4. Plenary

Take time to answer the questions collectively in plenary:

- Where are the strengths of the connections? For example, does the group have strong connections to NGOs or local government?
- Where are the gaps in connections? For example, does the group have connections to one sector but lacks connections to another? This could highlight sectoral disconnects, like between farmers and policymakers or communities and bankers.
- Is any information missing? Invite participants to identify gaps. It's okay if not all information is complete; it shows where more research is needed.
- Ask who is interested in helping gather the missing information and explain the process. For example, information can be gathered through interviews, visits, reading annual reports, checking websites, etc. Even preliminary dialogues can be useful for assessing potential collaborations.

Step 5. Wrap-up

- Explain that this is an active document.
- Explain that it should represent diversity and include the often excluded to balance power.

Lunch

12:33 | 1h 00m

Show slide: Break

Energizer

13:33 | *Between 5 and 10 minutes*

Instructions

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.

Stakeholder Analysis

Stakeholder Analysis: Importance - Influence Matrix

13:38 | *Between 60 and 80 minutes.*

- Explain the matrix and the activity
- Groups fill in the *Importance versus Influence Matrix*
- Groups present their work and adjust if needed

Additional Information

For an explanation on the Influence/ Importance matrix, you can watch this video yourself as a facilitator: Stakeholder Analysis (7 minutes), from the Landscape Academy. You don't need to show this to your participants, rather explain it in your own words.

Materials

1. slide: stakeholder analysis
2. flipchart or slide: Importance versus Influence Matrix.
3. empty matrix made of 2 flipcharts taped together
4. sticky notes with stakeholders from previous activity
5. markers
6. flipchart or slide: assessing importance & influence

Goals

To achieve the intended outcome: After this session, participants are able to map the interests and power (influence) of stakeholders in their landscape.

Instructions

Step 1. Introduction

Show slide: Stakeholder analysis

Explain in your own words:

- Humans are all different. We can look at the same photo and see something different. We can all be part of this landscape but have different interests, problems, and ideas. This can sometimes cause conflict, but our goal is to find common ground and ensure everyone feels heard.
- Some stakeholders are more important to our issues than others. We need to identify the most important ones, the key stakeholders. This helps us to focus our attention instead of trying to involve everyone in the same way.
- Analyzing our stakeholders helps us with this and determines our engagement strategy. We have already created a stakeholder list together. Now, we will try to understand better what each stakeholder's power (or influence) is and how important they find (or are interested in) our common issue.

Step 2. Building the matrix

Show flipchart or slide: Importance versus Influence Matrix. + case study

- Explain how the Importance Influence Matrix works
- Place the large empty matrix on the floor or a big table
- Together, decide on the main goal of the Landscape Partnership and write it in the middle of the matrix. For example, regenerating our landscape.
- Make diverse groups of 3-5 people. Give each group a subset of the sticky notes of the stakeholder list that you ' copied' before.
- Each group sticks the stakeholders in the matrix where they think it belongs.

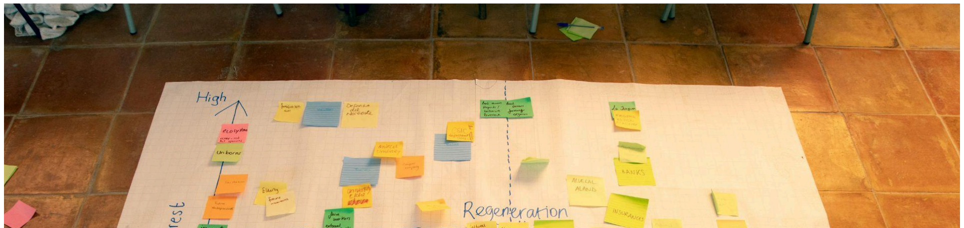
Show flipchart or slide: Assessing importance & influence

If needed, participants can think about the following prompts:

- Legal hierarchy (command & control, budget holders)
- Authority of leadership (formal, informal, charisma, political, familial)
- Degree of organization, consensus, and leadership in the group
- Control over strategic resources
- Possession of specialist knowledge & skills
- Informal influence through links with other stakeholders
- Negotiating position or degree of dependence on other stakeholders

Facilitation tip:

- Look at the photo on the right to see what the result might look like.



- By dividing the stakeholders among the participant groups, you can distribute the workload and ensure the activity doesn't take too long.
- By working on one big matrix, instead of each group doing their separate ones, you can immediately see the result. You can also see the relative distances between stakeholders that different groups put down. This allows for immediate communication and adjustments if needed.

Step 3. Present and discuss.

- Invite each group to present where they put their stakeholders. Invite other groups to respond and adjust stakeholders if needed.
- Allow time for disagreement. It is okay if the group does not agree on every stakeholder's position. It is more important to have a conversation about it. If they disagree, try to figure out which underlying questions need to be answered and what information or research is needed.
- Make sure participants understand that until we have checked directly with the specific stakeholder group, it is essential to remember that these assumptions need to be checked.

Analyze further

14:38 | *Between 15 and 30 minutes*

Use the questions to analyze the matrix.

Materials

- flipchart/ slide: analyze further

Goals

To achieve the intended outcome: After this session, participants are able to map the interests and power (influence) of stakeholders in their landscape.

Instructions

Step 1 . Give each group a different question to discuss:

- Who benefits the most from the Landscape Partnership?
- Which stakeholders have goals that align best with the Landscape Partnership?
- Which stakeholders could negatively affect the Landscape Partnership? How can we address this?
- What patterns do you notice in the matrix?

Step 2. Ask each group to report back on their question in plenary

Facilitation tip:

This method, called a jigsaw, allows the entire group to get answers to all questions without spending a lot of time on each question individually.

The end - Reflection and Learning

Open questions

14:53 | *Between 2 and 10 minutes*

Materials

- flipchart/ slide: parking lot

Instructions

Show the flipchart/ slide: open questions.

Invite participants to add their questions now. Answer the questions you can. For any questions you cannot answer right away, let the participants know when you will address them (e.g., in a later session/meeting, by email, etc.).

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

Reflection and recap

14:55 | *Between 15 and 25 minutes.*

- write down main take-aways
- Share in plenary
- Add your reflection
- Discuss the What do you want to learn flipchart
- Discuss what they want to learn more about

Why is this activity important?

Reflection is a crucial part of experiential learning as it contextualizes the content, connects it with the real-world of the learner which makes the learning more impactful.

Reflection also empowers participants by giving them a sense of ownership over their learning. It encourages them to take responsibility for their growth and development, fostering a sense of autonomy and motivation.

If learners can already identify their own learning needs, they can more concretely look for follow-up material to fulfill them.

Materials

1. flipchart: what do we want to learn today?
2. pens
3. slide: reflection
4. something to write on (note cards / paper / sticky notes)

Goals

To solidify and deepen the understanding.

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 in one sentence or one breath with the whole group.

Step 3. If you haven't already, add your own reflection and summarize the group's most important learnings.

Step 4. Look at the flipchart labeled '*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's okay. After this session, you can decide if you want to address them in a separate meeting.

Step 5. Optional: Ask which topics they want to learn more about. This can indicate possible next steps.

Next steps

15:10 | *Between 5 and 15 minutes.*

- Discuss next steps
- Give them additional resources and materials.

Materials

1. flipchart/ slide: next steps
2. flipchart/ slide: resources

Goals

To achieve the intended outcome: After this session, participants are able to describe the iterative nature of the process of mapping and analyzing stakeholders.

Instructions

Step 1. Next steps
Show flipchart/ slide: Next steps.

- Explain what will happen after this session with the information you gathered today and who will do it.
- Ask participants what other logical next steps are appropriate for them. Options are:
  - Digitizing your stakeholder mapping table in an online spreadsheet. You can use this one as an example.
  - Visualizing the Stakeholder Map: If you prefer to visualize the stakeholders in a mindmap structure and do it digitally, we recommend the free and easy-to-use tool Kumu.
  - This session will likely show that some information about your stakeholders is still missing. You can fill in this missing information in your stakeholder mapping table by doing interviews, questionnaires, and desk research. Part of this could be mapping your stakeholder's priorities and values, for which the WRI has two very well-explained tools:
    - Mapping Priorities (pages 41-47)
    - Mapping Values (ppages48-49)
  - Social Network Analysis (pages 23-35): If you want to take your analysis a step further and better understand the relationships between the stakeholders, we highly recommend doing a social network Analysis. This can be a session on its own with (a subset) of your stakeholders. The WRI guide explains this clearly and in detail. You can even consider doing this analysis *instead of* using the influence-interest matrix.
  - Analyzing your data: From the same WRI guide, we recommend reading pages 51-57 to learn about different ways of analyzing your data. You can do this with a smaller group of interested people and report the results to your bigger stakeholder group.
  - 4D mapping: If you are experienced with Theory U, you might consider doing a 4D mapping activity to understand the stakeholders' relationships better.
- Mention that stakeholder mapping and analyzing is an iterative process, which means it is never ' finished.'

Step 2. Extra Resources:
Show slide or flipchart: 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: This is our selection of useful tools for each step of the ILM journey. Look for the 'tool guide' report on this webpage.

Feedback

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

Ask for feedback on the process of this workshop, you as a facilitator, and the content.

Why is this activity important?

Asking individuals to anonymously give you feedback can give you valuable information to improve yourself and the sessions in the future. It gives you a better understanding of what participants need.

Materials

- feedback form for participants
- slide: feedback

Goals

Gather honest feedback to understand what worked and what did not in order to improve this workshop and your performance.

Instructions

Show slide: Feedback

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

You can use this feedback form and either print it or create an online version yourself.

Wrap-up

15:20 | *Between 1 and 3 minutes*

Show slide: Thank you

Thank the participants and wrap up the session

Feedback and assessment from the facilitator

Take the time to fill out 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 between 15 and 20 minutes to fill in.