



Defra

Evaluation of the catchment-based approach – pilot stage

First National Catchments Learning Event Record

May 2012

In Association with



eftec

YJRees
Consulting

Client: Defra

Title: Evaluation of the catchment-based approach – pilot stage (First Participant Survey)

Project No: CC472

Date of Issue: May 2012

Status: Draft Final

Version No: 1

Produced By

Authorised for Release By



.....
David Corbelli
Principal Environmental Scientist

.....
Dr Kieran Conlan
Managing Director

CONTACT DETAILS

CASCADE CONSULTING

Enterprise House
Manchester Science Park
Lloyd St North
Manchester
M15 6SE

Tel: 0161 227 9777
Fax: 0161 227 1777





Contents

1	Introduction	1
2	Session 1: Stages for Collaborative Catchment Management.....	4
3	Session 2: Collaborative Working in Practice	9
4	Session 3: Collaborative Working: Facing the Challenges	11
5	Session 4: Governance of the Pilot Catchments Project	26
6	Session 5: Next Steps and Close	31
	Appendix 1: Workshop Programme	33
	Appendix 2: Workshop Participants	34
	Appendix 3: Presentations	35
	Appendix 4: Handout on Team Formation.....	36
	Appendix 5: Summary of Feedback Forms.....	41

1 INTRODUCTION

1.1 BACKGROUND TO THE CATCHMENT PILOTS LEARNING STRAND

A series of catchment-level partnerships is being developed through a pilot phase (May 2011 – December 2012) to test these new approaches as set out in the recent Water White Paper¹. Ten of these partnerships are being hosted by the Environment Agency (EA) and a further 15 pilots are being hosted by stakeholders such as the Water Industry, Rivers Trusts and Wildlife Trusts.

Defra have commissioned a consortium lead by Cascade Consulting to evaluate the pilot stage of the new catchment-based approach for delivering the EU Water Framework Directive (WFD) and to provide support for learning. The aim of the learning support is to:

- Provide the pilot hosts and other partners with opportunities to share, reflect on and learn from the experience of other pilots as they develop;
- Work up examples and tools as a handbook that catchment hosts and partners can draw on in when the catchment-based approach is adopted more widely from 2014;
- Establish a process for on-going learning for the post-pilot phase.

1.2 DESCRIPTION OF THE LEARNING EVENTS

A total of nine learning events are being held during the course of the Catchment Pilots Project. Six of these are regional or virtual events aimed at small groups of pilots and three are national events. The table below shows the dates and venues for the nine events.

¹ Defra (2011) Water for Life. <http://www.official-documents.gov.uk/document/cm82/8230/8230.pdf>

Table 1.1 Catchment Pilots Project: Programme of Learning Events

Date	Event Name	Comments
MARCH		
13 March	Regional Learning Event	CEP Office, London (nr Waterloo)
APRIL		
18 & 19 April	Learning Webinar	9.30 – 10.30 am each day
24 April	National Learning Event - London	Venue: Charity Centre, London (nr Euston)
25 April	Defra CIWEM Event - London	http://www.ciwem.org/events/events-calendar/2012/apr/25/the-catchment-based-approach.aspx
MAY		
30 May	Regional Learning Event	Manchester
31 May	Regional Learning Event	Virtual event - morning
JULY		
17 July	National Learning Event	London
SEPTEMBER		
12 Sept	Regional Learning Event 1	South of England – Venue to be confirmed
13 Sept	Regional Learning Event 2	North of England – Venue to be confirmed
OCTOBER		
03 Oct	National Learning Event	London
17 Oct	Defra CIWEM event	Leeds

1.3 **AIMS AND PROGRAMME OF THE FIRST NATIONAL LEARNING EVENT**

The first national Learning Event was held on 24th April 2012.

The overall aims of the event were to:

1. Provide pilot hosts and other partners with opportunities to share, reflect on and learn from the experience of the group of pilots so far and as they develop;
2. Identify and explore different ideas of catchment management
3. Identify what works / what does not work and why in catchment management processes
4. Provide opportunities for pilot hosts to gain knowledge and insights to support their work
5. Encourage innovative thinking and practices
6. Facilitate networking across catchment pilots

The programme is shown in Appendix 1.

1.4 EVENT PARTICIPANTS

A total of 30 people attended the Learning Event, 20 of whom were from the pilot catchments.

The full list of participants is presented in Appendix 2.

1.5 STATUS OF THE LEARNING EVENT RECORD

This record describes the discussions, conclusions and actions from the first national Learning Event. The aim is to provide an aide memoire for participants and therefore notes recorded during the day (on worksheets, flipcharts and sticky notes) are presented verbatim. Worksheets and flipchart notes are presented as they were recorded on the day, rather with a consistent format, in order not to change the meaning.

Please note: where information or additional points have been added to the record this is indicated.

2 SESSION 1: STAGES FOR COLLABORATIVE CATCHMENT MANAGEMENT

2.1 INTRODUCTION

Clare Twigger-Ross (Collingwood Environmental Planning) introduced the idea that collaborative working involves a process of team formation which has recognisable stages. These can be described in different ways, e.g. as forming, storming, norming, performing (and adjourning) or problem framing, direction setting, structuring, producing outputs (see handout on Team Formation in Appendix 4). At this stage of the catchment pilot process, pilots are at different stages and that is normal. Recognising the stage a team is at can help team members to find ways of addressing problems or making the most of the team dynamic.

Clare introduced the group exercise and explained that the aim of this session was to discuss where pilots are in terms of the challenges they are facing and to help team members to think about the phase of they are in. Participants were invited to move into the group corresponding to the stage of their team development (forming, storming, norming or performing).

2.2 GROUP DISCUSSIONS

Each group discussed the challenges of their stage and what approaches and responses were working well/not working well for them. Each group completed a worksheet to answer the following question: “From your collective experience, what are the main challenges of this stage?” As a larger number of participants considered their pilot was at the ‘Forming’ stage, two groups worked on this stage. There was no group for the ‘Performing’ stage.

The worksheets identifying the main challenges are reproduced below.

Table: **FORMING(1)**

Nene

- How to focus down a multitude of projects & initiatives & form governance around them to deliver pilot objectives
- ‘Another project’ – stakeholder fatigue?
- Having a clear message to sell about where a catchment plan ‘sits’
- Need a ‘carrot’ to dangle & entice stakeholders to engage
- How to organise grouping where there are many interested stakeholders
- Tailoring messages to audience
- Catchment crossing organisational boundaries
- Ensuring that you don’t step on the feet of other organisations initiatives
- Managing expectations & having a good comms plan

Table: **FORMING (2)**

- Where to start/stop
- Have to move as fast as your slowest partner
- Worry about the balance between allowing adequate opportunities for stakeholders to input but then how do you stop it becoming too big
- Advice says you should have a steering group but key partners say they don't want one
- Has a lot going on; difficult to steer it to a useable outcome
- How to balance water quality issues with the bigger holistic picture and collaborative working
- Sometimes feel EA may be carrying on business as usual and worry that they are asking more from them than existing resources allow
- Conflicting information between key stakeholders e.g. size of catchment
- Want to use new method of engagement but often faced with set ideas of how things work (resistant to change)
- Need to understand
 - o How different partners work
 - o What do we want to produce
- Sometime difficult to get (Steering Group) stakeholders to commit the input

Table: **STORMING**

1. People may be questioning the need for a group Storming about forming
2. Previous project Wey landscape project – group of agencies/volunteers in doing stuff in the Wey includes volunteer groups – managing expectations of initial stage of the wider group. EA talking about catchment implementation plan – how does that involve people? River champions who look for obstacles.
3. Challenge 1: between what EA want and other objectives of group
4. Challenge 2: maintaining interest – not becoming a talking-shop yet balancing need to discuss key governance issues. Balancing the doing and talking
5. Challenge 3: What status of group (network? Steering group?) & how is governance shared, what structure? How to share roles?
6. Different funding streams – not co-ordinated. → challenge rise to top in performing stage

Wey
 Cotswold
 Wissey
 Welland

- Links with rural plans
- Sharing – not co-ordinating

Table: **NORMING**

Main challenges:

1. What involvement hereonin, especially after December 2012? How to sustain people, skills, knowledge and resources beyond 2012? This is especially important: when engaging with other organisations who may not see your catchment as a problem; and

- for volunteers/ary organisations with limited resources.
2. We are working as a group effectively, but does that mean we are also effective in delivering objective to deliver change? Some organisations are doing this kind of work already: what are we doing more as a group?
 3. Working as a group allows us the freedom to work in different ways, but does this contrast with the imposed timetabling for milestone delivery? Mismatch between timing and expectations eg CMP by March.
 4. Mismatches also linked to differences in boundaries; ways of working; resources; planning – there is no single way to do CMP!
 5. Concerns about evaluation – the process and especially the results could undermine participation because stakeholder relations may be affected / ruined by negative evaluations. Evaluation also needs to be more flexible rather than prescriptive.
 6. Enabling synergy between groups. We can do this by identifying activities that are already financed by different groups, and finding positive ways and arguments to join these up
 7. Differences in framing and language: common understanding of what is a catchment. Is it defined hydrologically, socially, economically, land-use etc?
 8. Handling and taking account of previous history in a catchment e.g. stakeholder processes/fatigue.

2.3 **PLENARY REPORT-BACK AND DISCUSSION**

Following the group discussions, participants came together in a plenary to discuss their findings. Clare facilitated the plenary, inviting each group to give a short report back.

Forming Group 1

One the main challenges is around where there are already a multitude of projects and initiatives in the catchment, how do you pull together the initiatives to deliver objectives and avoid stakeholder fatigue?

Storming Group

We talked about the issue of governance. We looked at the experience of the Wey valley. Our work has emerged from a networking approach, including big organisations like the EA but also a lot of very small groups. We introduced our stakeholder group with wide number of participants (30 people). It looks like Surrey Wildlife Trust (SWT) will be the coordinator. SWT will need to thin down that group.

Clare: Interesting that in your stage you need to decide how to work as a group – what the group will be.

Forming Group 2

There is a challenge in terms of getting enough information about the people involved. There is a lack of resources within the partners themselves in terms of time.

Clare: What kind of information?

Forming Group 2: Finding the right people who can be involved and make the group work. The nitty gritty of who can commit and be part of the group.

Norming Group

We are now starting to question, ‘What is my commitment?’ We recognise the value of maturity. We recognise that there are few limits – we see the variety of abilities to commit, bring resources. We are exploring creative ways of doing the work.

Clare: Any comments or reflections on these challenges?

R: I am able to engage with 3 catchments in my geographical area. But if the exercise goes national at the same time, that will collapse. For the farming sector there are only three games in town – FWAG (now gone in our area and rebuilding), CLA and NFU. I can keep in touch with three catchments but not with more – I think it will be the same for CLA and FWAG. Hopefully we will think about this structure.

Clare: With up-scaling we need to think about these resources issues.

R: We have the same issues.

R: From Welland, the maturity of group and the ability of people to work with each other allowed group to put these issues on the table, e.g. Anglian Water need to meet commitments to shareholders and consumers. Now we can go to government and tell them about these problems and ask how to resolve them – what is government’s commitment?

R: Another challenge is that we don’t want to become just a talking shop – don’t want to lose people by being seen as just talking and not doing.

R: Funding is a challenge: there is a real need for stakeholders to have carrots to see this as not just another initiative. If they can see funding being available in the long term, they are more likely to be involved. There could be a central place providing information on this.

Clare: Obviously important to have this information from the very beginning.

R: Need to see opportunities of integration – there are a large number of resources that overlap, e.g. organisations going to see the same farmer. Need for signposting.

R: We were told that there is no process for the pilots, no hidden agenda. That’s fine for us. But for a less confident group, if you see that you are going to be evaluated, there is less motive to participate. It is contradictory to say there is no right or wrong

and then to evaluate. Important that there isn't a sense that one catchment is judged better than another.

Clare: For the evaluation team there is no sense of ranking or the existence of criteria against which people are going to be judged as failing. The sense is to look at how people are addressing complex issues at different stages and different processes.

EA: Use of term evaluation suggests a standard against which people are judged. This isn't the case. No league tables.

Clare: There is a comparison. Interesting to see what seems to be working and what doesn't. This is information that could be passed on to others – "this did / didn't work for us".

R: Where the league table issue came up was in the first Quarterly Review Form which suggested that there were stages that you should have got to. By Q150, I had lost will to live.

R: Could we have a spell check on the questionnaire?

3 SESSION 2: COLLABORATIVE WORKING IN PRACTICE

Paula Orr introduced the session, explaining that the purpose of looking at case studies was to show the diversity of experience and examples rather than to say how collaborative working should be done.

3.1 CASE STUDY PRESENTATIONS

The case study presenters were invited to focus on:

1. Their situation (problem framing, direction setting, structuring, producing outputs)
2. A challenge they have faced (e.g. defining the status of the group (advisory, executive), working to agree a vision, etc)
3. What they did
4. Why they took that action.

The presentations made by each case study pilot are shown in Appendix 4².

3.2 QUESTIONS TO CASE STUDY PILOTS

Following each case study presentation, there was an opportunity for questions to be put to the presenters.

Welland

Q: How do you balance the priorities of engagement and agreeing a plan?

Welland: Half way house to produce a draft plan where we are asking for views – rather than spend lots of time on engagement now we focussed on getting the plan developed– difficult decision – had a lot of people involved but the next big issue is how to get more people involved – community engagement

Tidal Thames

Q: I like the approach but it is quite unregulated – how are you going to ensure fair engagement and avoid the risk that certain voices might be more dominant than others?

² Appendix 4 is in a separate electronic file to avoid making this Event Record file too big.

Thames: There is a lot of work behind what we presented – we have a number of opportunities to engage with people and have already gathered quite a bit of information and will follow up with one to ones and other meetings – the website is a back up really. We are out across London working with everyday Londoners so that the plan sheet is effectively a questionnaire – we are more than just two people consulting. We are making use of people we are seeing anyway; there is an element of selection as the people we talk to are those who are interested enough to turn up.

Q: We have heard a lot about synergies but how are groups working when there are clear conflicts etc?

Thames: By scoping the pressures - then we can see what the reasoning is behind each of those so that when we are consulting we can provide those reasons. We provide an education role and arbitration – part of this process is an education process.

Q: Integrated Local Delivery (ILD) has a process for looking at this and if we look at strategic frameworks then can see the conflicts coming. Also an example of fencing where there was a conflict between EA and ANOB – it can be resolved by not getting stuck on fixed lines but allowing different solutions and suggesting where things have been done differently elsewhere.

Cotswolds

Q: How are you engaging with farmers – not going to get all of them involved?

We aim to get all those who have contact with farmers to understand that the farmers own that land and to value that culture. We aim to get NFU to come along to meetings around each water body and then link it up at the county level.

4 SESSION 3: COLLABORATIVE WORKING: FACING THE CHALLENGES

4.1 KEY CHALLENGES

Participants were invited to review the challenges for collaborative working that had come up during the morning.

The key challenges noted were:

How do we...

1. Balance deliberation with action?
2. Agree purpose and way of working within group?
3. Sustain interest and commitment beyond the pilot?
4. Engage with individuals / organisations resistant to change or approach?
5. Prioritise issues and actions (when faced with multiple organisations and complexity)?
6. Achieve statutory objectives within a collaborative process?
7. Develop alternatives to a catchment group to deal with time, scale and resource constraints?
8. Do community engagement? When? Where?

Participants were asked to choose one of the challenges identified, either because they are facing it or because they have found ways of addressing it. At this stage it was decided that no participants were interested in looking at challenges 1 and 2 and these were not addressed.

Working in six small groups, participants were asked to note their group's challenge, identify the causes of the problem and suggest solutions that would address these causes, using the 'problem tree' diagram.

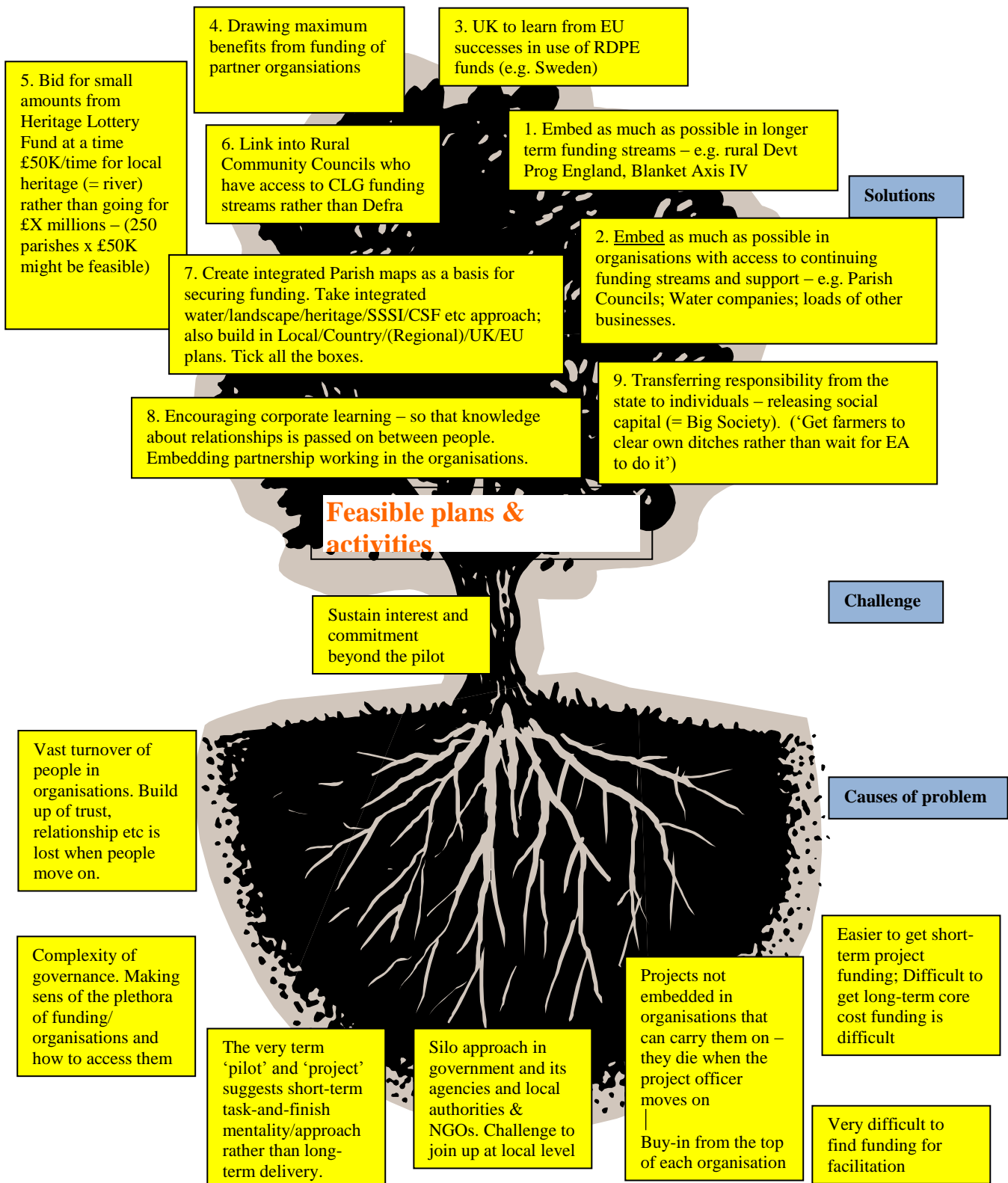
Following this initial group work, participants had the opportunity to spend two shorter sessions looking at the 'problem trees' developed for two other challenges and adding questions, comments and further suggestions. This meant that each participant was able to input to discussion about three challenges.



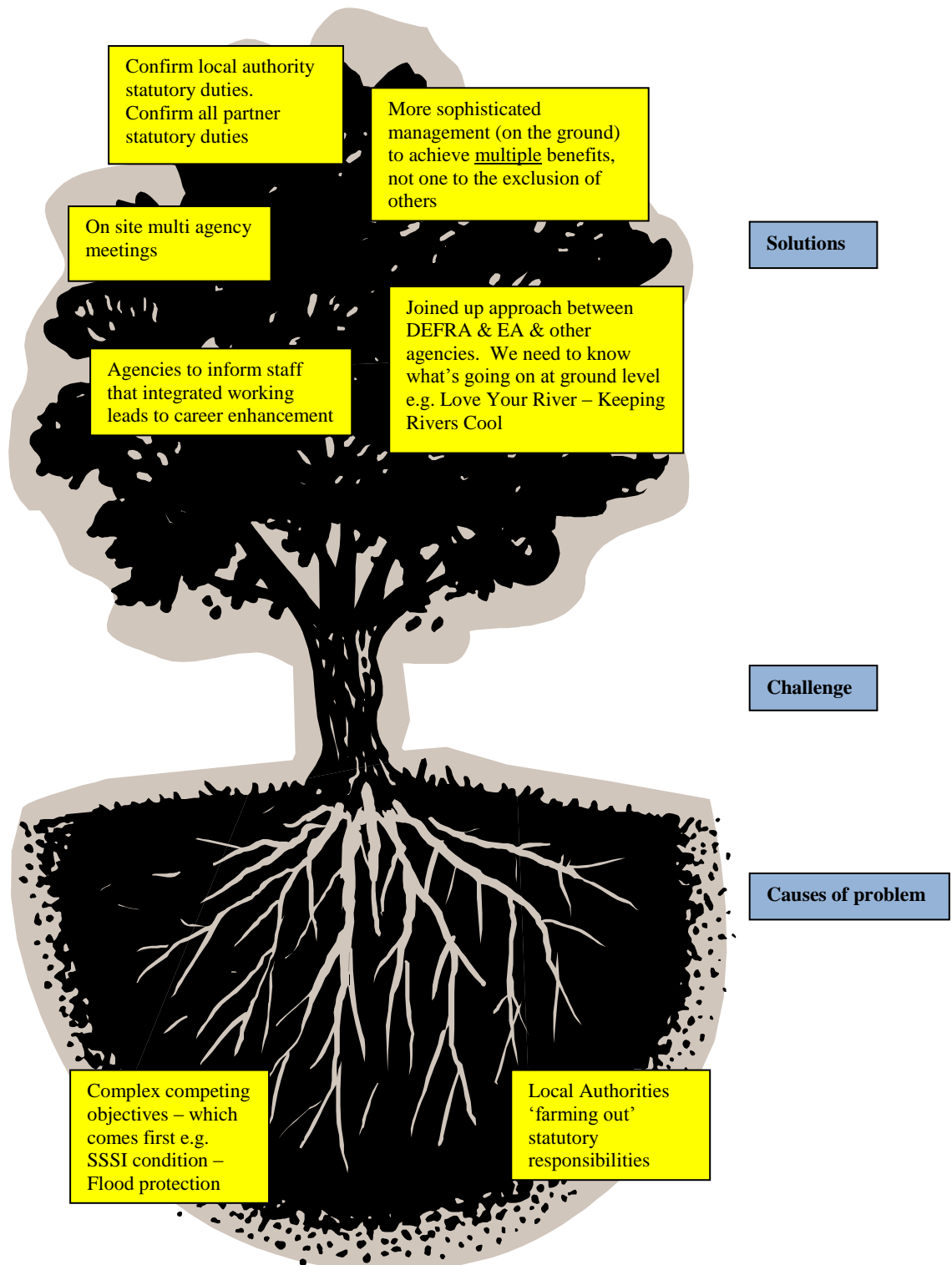
4.2 **CHALLENGES: CAUSES AND EFFECTS**

The problem trees produced for each challenge are shown below, along with any comments added in rounds 2 and 3.

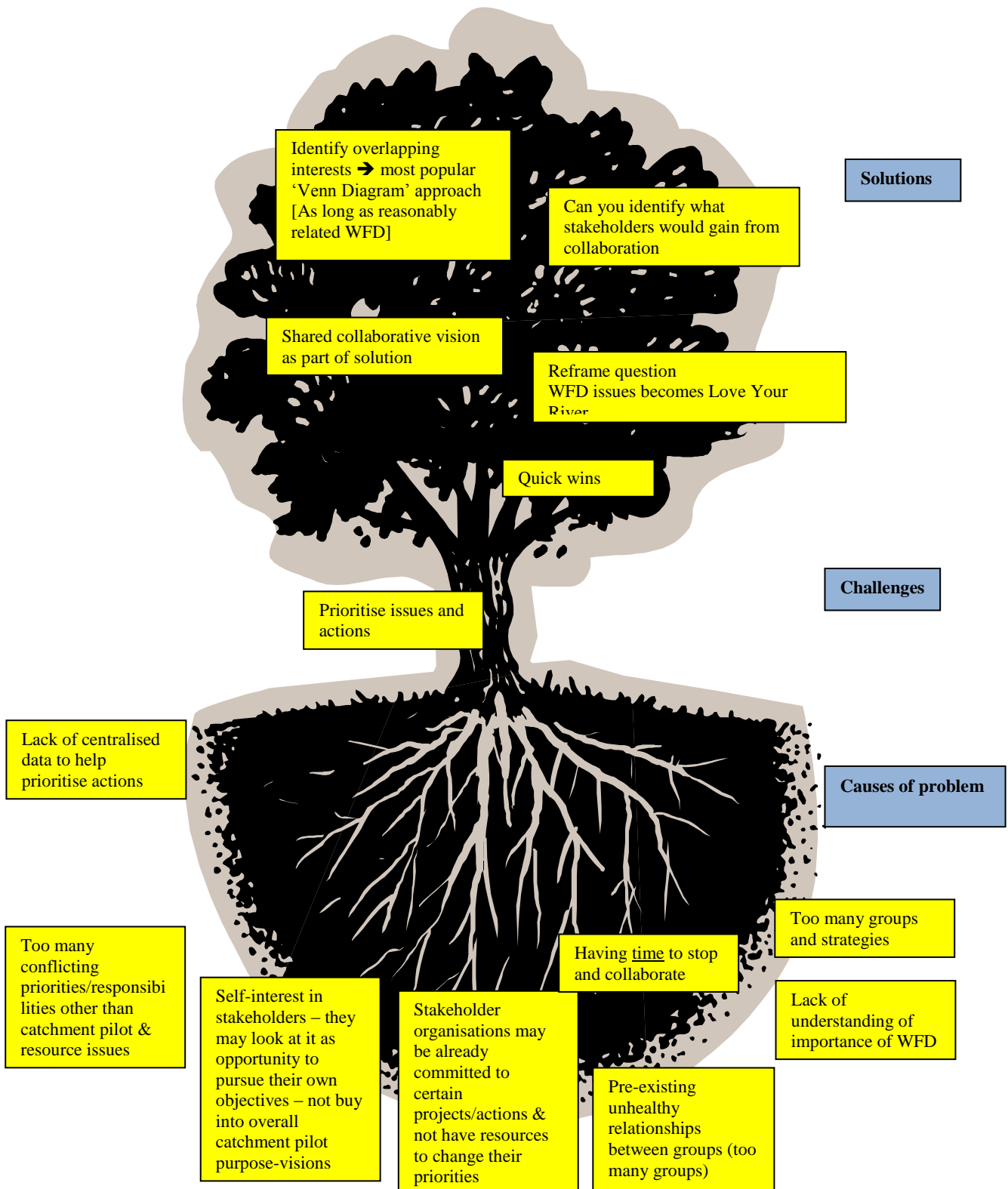
Group 3 : How do we sustain interest and commitment beyond the pilot?



Group 4: How do we engage with individuals / organisations resistant to change or approach?



Group 5: How do we prioritise issues and actions?



Group 5: Comments added in Rounds 2 and 3

Comments – Round 1

- Actions often dependent upon additional resource; i.e. £, people...
- How do you agree a 'priority' – what does 'agreement' look like?
- Identify who is already working on issues - → what additional actions are needed?

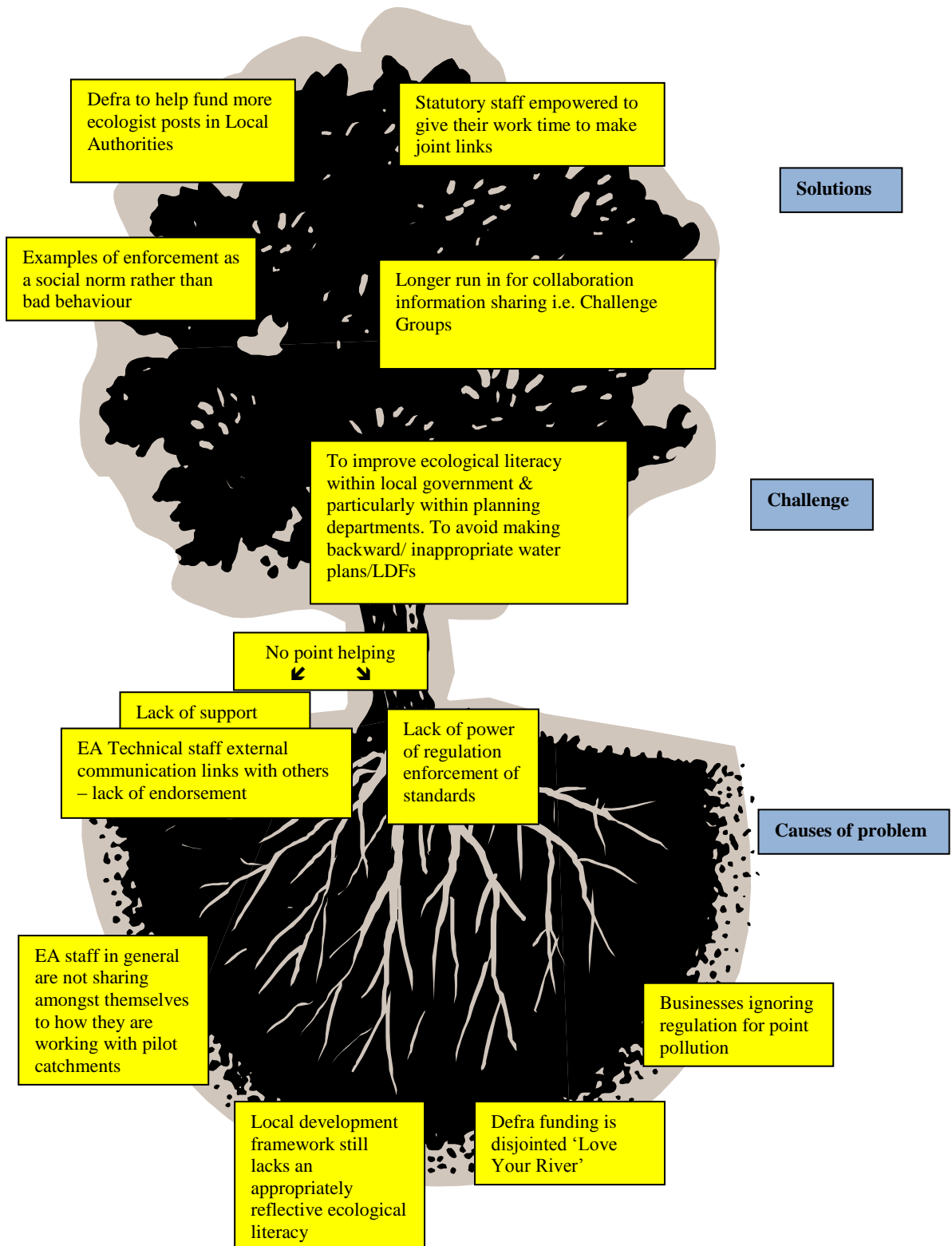
Comments – Round 2

Quick wins must be helpful to WFD targets to be useful rather than scatter gun habitat creation

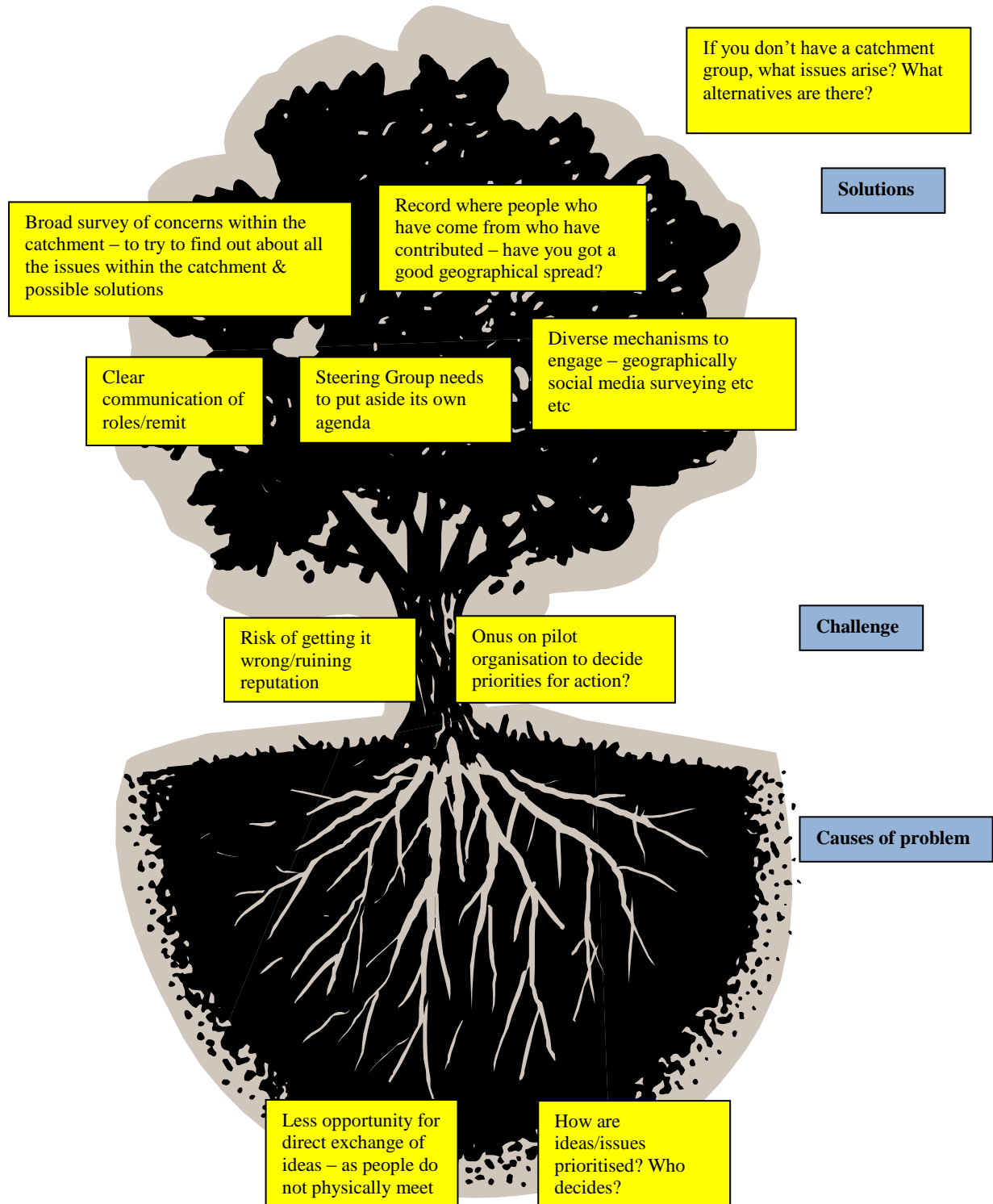
Clarify legal duties for who and for what

Link WFD targets to above for help and priorities

Group 6: How do we achieve statutory objectives within a collaborative process?



Group 7: How do we develop alternatives to a catchment group to deal with time, scale and resource constraints?



Group 7: Comments added in Rounds 2 and 3

Solutions

Teleconferencing

Use existing meetings and networks to encourage face to face as well about WFD

Priorities naturally fall out of WFD pressures. Evidence bases for decision.

⇒ Take a risk. This is a pilot! Use experience to guide through wrong decisions.
Layers of engagement – general → expert

List source of solutions – not shady Steering Group

⇒ Use Twitter/Facebook/Public events/Open Days/School groups/families as well

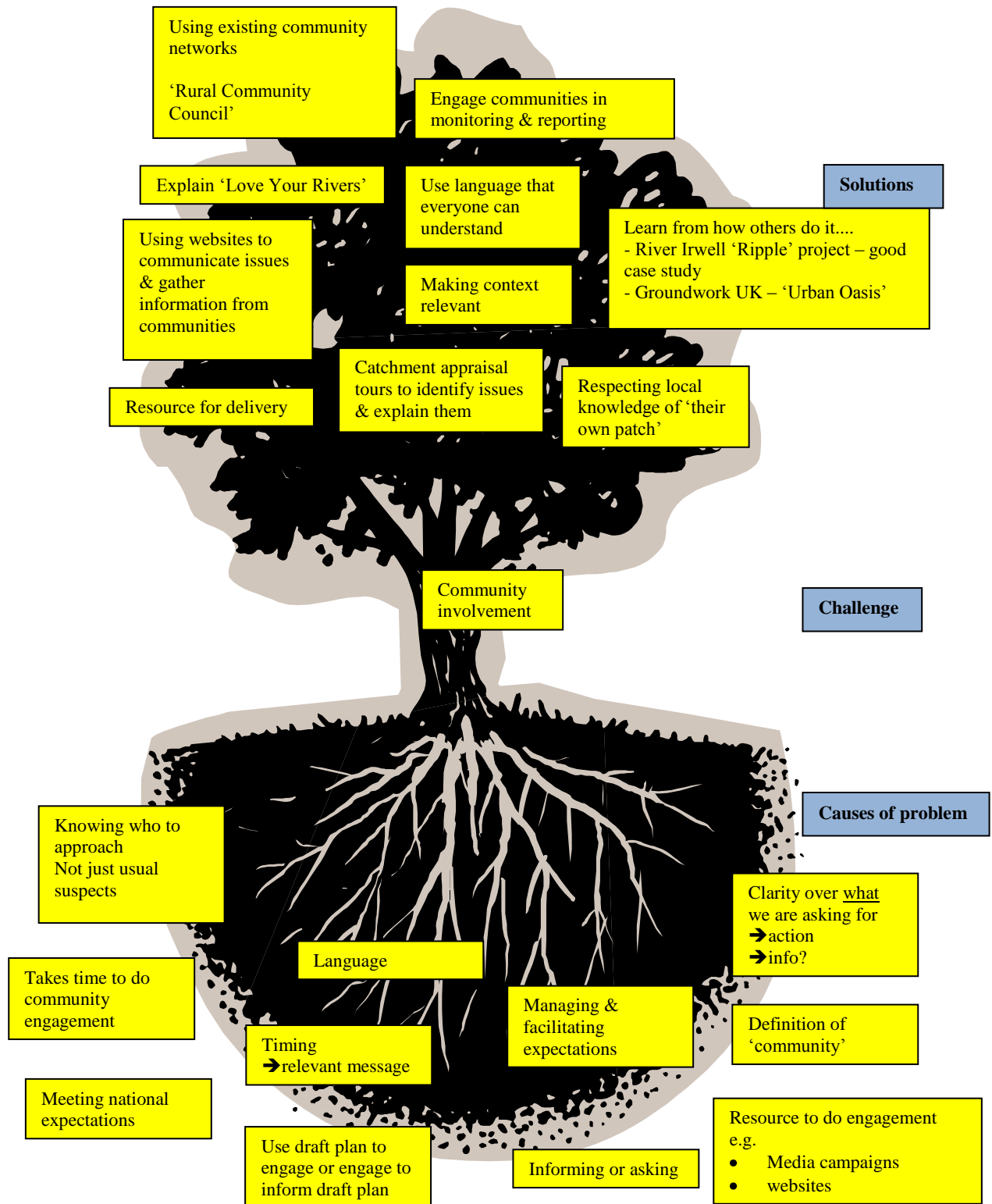
Challenges

Mix of solutions varied towards practical

Causes

Lack of staff resources to set up meetings & partner resources to attend or engage.
Better use of time

Group 8: How do we do community engagement? When? Where?



Group 8: Comments added in Rounds 2 and 3

Communicating with community

- How do we know we are covering all key sections?
-
- Data access
 - Licensing} Big issue if you
 - Charging} want local communities involved
- New vs existing communications route
 - E.g. Parish councils established
 - Risk that message can get lost

Solution

- Framing the question critical – better to be inviting ideas – ‘listen’ not ‘tell’. Will be likely to get more buy-in and engagement with an open, listening approach.
- Do some ground-work first? (with relation to timing)

Challenge

Root Cause

4.3 **DISCUSSION OF CHALLENGES**

Following the small group work on the challenges, Kevin Collins led a plenary session to bring together and review the results.

Kevin invited the lead for each group to reflect on the issues in their group and the comments made by other groups.

Group 8: Doing community engagement

Causes:

- When do we engage: when is it relevant, when is there enough to engage on.
- Having relevant messages
- Managing and facilitating expectations
- Definition of community causes problems – local residents, professional communities, etc
- It is resource intensive – define what resources are needed.
- Key point – are we using a draft plan to engage or engaging to develop draft plan?
- Expectations of Defra, etc – doing it as a diktat rather than because needed.

Solutions: Looking at alternatives to existing communications.

Group 7: Alternatives to catchment group

Alternative approaches:

- Using a survey to canvas electronically
- Running pop-up workshops
- Etc.

These alternatives threw up problems:

- How do we ensure we have encompassed all issues; how do we know we've engaged with all groups / views?

- Who makes decision about where to focus? If this is put on pilot hosts, they can potentially get it wrong.

Feedback:

- Take a risk, this is a pilot
- Using lots of different mechanisms and events to engage

Group 6: Statutory objectives

Causes:

- lack of support (EA staff don't share among themselves, Local Development Forum (LDF) lacks ecological literacy);
- Defra funding is disjointed (Love Your River);
- lack of engagement with technical staff is disempowering;
- lack of enforcement

Solutions:

- Literacy in Gov;
- Longer run in;
- Advance of enforcement as social norm;
- Statutory staff given time to make links;
- Defra to fund ecological expertise in L.As.

Others' comments:

- Integrated work leads to career enhancement;
- Need to know what is going on at ground level.

Group 5: Prioritising issues and actions

Causes:

- Lack of centralised date for prioritising;
- Conflicting objectives;

- Lack of engagement with stakeholder groups due to lack of resources, time, unhealthy previous relationships.

Solutions:

- Improve engagement, as long as useful to WFD;
- Look at what stakeholders will gain from process;
- Identify overlapping interests, even just most popular if WFD relevant;
- Method of agreeing priorities and recognising when there is agreement;
- If someone is already working on something, it is a priority.

Group 3. Sustain interest and commitment

Causes:

- There are a large number of root causes and potential solutions.
- Three main sources of funding: new types of project funding; influencing how people spend time and money among organisations around the table – this is a bigger pot; influencing long term funding solutions / European funding.

Solutions

- There are opportunities to bid for Heritage Lottery Funding: this is a big framework of complex governance to be arranged.

KC: Are there any insights that emerged from the process of looking at challenges?

R: A colleague is looking at talking to groups by themselves rather than trying to bring them together – you don't have to bring groups together.

R: Take a step back and simplify the approach to identify priorities that are shared by the whole group – one or two key priorities: work with a small group of people and get out there and start the ball rolling.

R: Nice to hear different models or frameworks from people in different institutions – nice that there is not set formula.



R: I really liked the advice ‘take a risk, this is a pilot’ – we do get institutionalised. I would add the caveat – communicate this to people, you might fall on your face.

R: Show opportunities for getting funding, it might take a year or so to actually get money out.

5 SESSION 4: GOVERNANCE OF THE PILOT CATCHMENTS PROJECT

Dave Corbelli (Cascade Team) gave a short overview of the catchment pilot programme, including its key activities, governance and possibilities of future funding.

5.1 GROUP DISCUSSIONS

Participants divided into five table groups to discuss and write down any concerns about the governance of the catchment pilots they would like to put to Defra and the EA. The questions that were noted by each group are recorded below:

Group 1

- What is going to happen to the plans post 2012?
 - Will the second cycle RBMP have a catchment component?
- Should catchment plans be aspirational or reflect what is achievable on the ground
- Can I have a list of current initiatives?
- Can I have a list of funding available?
- If stakeholder buy in is low when do we cut our losses?
- Is community involvement a priority for informing the catchment plan?
 - What is a community?

Group 2

- What happens to pilot after 2012?
- What happens/how does (Improved) catchment plan integrate into RBMP?
- Consultation process for water cycle planning & integration into pilot catchment – stakeholder fatigue
- Key liaison panel work needs sharing with pilot catchments
- How will EA ensure WFD link between flood risk planning & environment management officers/staff?
- Essential campaign information from DEFRA/EA down to pilots (MISSED OPPORTUNITIES)

Group 3

- Availability of GIS data from EA/Defra, NE & rest of Defra family – it should be readily available
- What is ‘Love Your River’? Why hasn’t it been communicated?
- Need to know what the ‘carrots’ are to bring people enthusiastically to the process. Funding streams, resources to be made available to implement plans, etc
- Clarity about what all the catchment initiatives are and where they are happening. How do they all fit together?
 - Pilot catchments
 - Demonstration test catchments
 - NIAs
 - Others?

Group 4

- What happens to the pilot areas in 2013-2014?
- To what extent does catchment plan have to focus on WFD?
 - Wholly?
 - A major part?
 - Included somewhere?
- What is the status of the final plan?³
- May be important to stakeholders + pilot hosts would like to give clear definition.
- What if status of waterbody is unchangeable?

Group 5

- Do other government departments know about our pilots: - And funding available from all of them?
- Have they developed an integrated department?
- Is there a hierarchy of legislation (e.g. WFD over Highways Act)?
- What resources have EA & Defra put aside to work on pilot schemes?
- What data sets or shared areas are available to pilots outside the EA?
 - ➔ useful websites

³ * *i.e.: will EA adopt without changes/with changes? How would EA evaluate/test plan to make a decision on how it will be taken forward?*

5.2 QUESTION AND ANSWER SESSION WITH DEFRA AND THE ENVIRONMENT AGENCY

Following the group discussions, there was a question and answer session with Lynn Fardon (Defra) and James Farrell (Environment Agency) during which the main questions that came up in the group discussion session were raised:

Q: To what extent does the catchment management plan have to focus on WFD (wholly / major part / included somewhere)?

A: We understand that the CMP approach is about numerous areas; we realise this is not always explicit; we are talking with EA about connection and how it might feed into WFD. Assume EA would take these and do the translation of measures into the Catchment Management Plans – so link becomes more explicit.

Q: How does Catchment Management Plans (CMP) integrate into River Basin Management Plans?

A: Still work in progress re: detail. WFD elements will be pulled out and included in the Statutory doc. CMP are not stat. docs. - hopefully when actions are derived there is a commitment from EA to carry those out?

Q: What happens to pilot after 2012?

Q: If stakeholder buy-in is low in a catchment because it is not priority for other orgs – what point do we cut our losses?

A: We are looking at this... Is it about a lack of interest; lack of orgs? Lack of capacity? Work underway to look at this – being planned at the moment + EA doing some work on this to ID collaborative working. Recognise that some pilots will be having same problems, some problems are shared amongst pilots. Dates / map of this work in draft.

A: Is financing the key issue here?

Q: Yes, but also organisations doing stuff elsewhere and this is not a priority for them.

A: The EA's last learning bulletin is about thinking this through – it has an outcomes matrix. Helps to think through what to do next... what are the incentives (financial/regulatory etc). www.environmentagency.gov.uk/catchments

Q: Do other govt depts. know about pilots?

A: Yes. We have been trying to link Communities Local Govt (CLG) – they were excited, the overlaps are evident. Not sure what happened next. CLG is developing guidance on flood planning – we'd like to link to this. Following various contacts in flooding in CLG.

Q: Linking with DECC?

A: Later on ... National CC adaptation plan – Lynn is on this group to make people aware of the pilot work. Also: beginning to plan future work for the team and to sit with other policy teams to ID how work aligns. Resource constraints mean we haven't sat down with others except CLG.

Q: Can you share the agendas so we can engage with Local Authorities at a lower level? Also for other areas, eg carbon.

Q: Problems of accessing / availability of GIS data from the Defra family. Can this be rectified?

A: Experience of working with RTs. Issues about rights and also payment. Some work investigating this, but email Lynn for direct requests and she can check with team if / why / why not can be shared.

Q: Are there timescales of when this will be sorted?

A: Not possible yet.

A: EA links to the data – briefing note from Craig on this.

Q: There is still an issue about data in relation to purpose and costs. And boundary issues of this data.

Q: Could we have a simple list of Defra-sponsored initiatives which relate to rivers and catchments?

A: There is an online database of all evidence funded by Defra. Lynn can give a list of evidence funded from Water Quality. But others will be relevant to catchments – do keyword search.

Q: Worth circulating the map which shows key initiatives – layer map of catchments and different initiatives.

A (without Q): Based on the launch meeting, we have developed a list of funding initiatives that are available. This can be found on the catchment site hosted by EA. Hope to find funding for catchment projects that are delivering for Ecosystem Services.



Q: Many people working with Local Authorities would find this funding very useful.

6 SESSION 5: NEXT STEPS AND CLOSE

Paula Orr went through the next steps in the learning programme:

- Circulation of the Record of this meeting (by 15 May)
- Next regional learning events:
 - 30 May – North of England
 - 31 May – Virtual event

More information about these events will be circulated in the week of 30 April.

Several questions were raised about possible ways that the pilots could communicate with each other:

Q: The EA pilots have a monthly telecon. Would it be possible for something like this to be set up for the other pilots?

Q: Would it be possible to have an internet discussion forum for sharing information and providing a means of communication.

Paula said that Defra and the team were continuing to explore opportunities to support communication; an internet facility is being developed.

In the meantime, all the participants agreed that they were happy for their email addresses to be shared to encourage pilot-to-pilot communications.

Evaluation forms were provided to all the participants.

Future Learning Needs Flipchart

Participants were invited to note future learning needs on a flipchart, to inform decisions about topics for learning events. The following topics were noted during the day:

1. GIS Mapping
2. Retrieving data from agencies
3. Funding opportunities

APPENDIX 1: WORKSHOP PROGRAMME

CATCHMENT PILOTS JOINT LEARNING EVENT

24 April 2012

Charity Centre

Directory of Social Change

24 Stephenson Way

London NW1 2DP

Programme

10.0	Arrival and Registration
10.30	Session 1: Approaches and responses for different stages of collaborative catchment management <i>Break-out sessions</i>
11.50	Session 2: Collaborative working in practice <i>Case studies</i>
12.00	Session 3: Collaborative working: facing the challenges
12.45	LUNCH
13.30	Session 3 (cont): Collaborative working: facing the challenges <i>Break-out sessions</i>
15.00	TEA
15.15	Governance and expectations of the catchment pilots <i>Break-out session and Q&A</i>
15.50	Reflections on learning approaches and priorities for the next session
16.00	Close

APPENDIX 2: WORKSHOP PARTICIPANTS

CATCHMENT PILOTS JOINT LEARNING EVENT 24 April 2012 Participants

Name	Organisation	Pilot
Peter Barham	Welland Rivers Trust	Welland
Ian Barker	New Forest National Park Authority	New Forest
Sam Boyle	Environment Agency	Upper Tone
Petrina Brown	Bristol Council	Bristol Avon
Michael Canning	Aire Rivers Trust	Bradford Beck
Chris Coode	Thames 21	Tidal Thames
George Gerring	Environment Agency	Lower Wear
Jill Goddard	Thames Estuary Partnership	Tidal Thames
Alice Hall	Thames 21	Tidal Thames
Amanda Jenkins	Welland Valley Partnership	Welland
Jim Jones	Surrey Wildlife Trust	Wey
Susan MacKirdy	Tyne Rivers Trust	Tyne
Neil Monaghan	Nene- River Nene Regional Park	Nene
Jenny Phelps	FWAG SW	Cotswolds
Chris Short	FWAG SW	Cotswolds
Joanne Spencer	Ribble Rivers Trust	Ribble
Paul Tame	NFU	Welland
Jeremy Taylor	Environment Agency	Upper Tone
Alan Woods	New Game Plan	Welland
Fiona Wood	Anglian Water	Wissey
Non-Pilot participants		
Kevin Collins	Open University	
Dave Corbelli	Cascade Consulting	
Taryn Duckworth	Dialogue by Design	
Lynn Fardon	DEFRA	
James Farrell	Environment Agency	
Craig House	Environment Agency	
Paula Orr	Collingwood Environmental Planning	
Dan Start	Sciencewise	
Clare Twigger-Ross	Collingwood Environmental Planning	
Remco van der Stoep	Dialogue by Design	



APPENDIX 3: PRESENTATIONS

SEE SEPARATE DOCUMENT FOR APPENDIX 3

APPENDIX 4: HANDOUT ON TEAM FORMATION

Team formation

The material below is from the Open University's Learning Space site (<http://openlearn.open.ac.uk/mod/oucontent/view.php?id=401439§ion=3>) and is available under a Creative Commons Licence: Attribution-NonCommercial - ShareAlike 2.0 UK: England & Wales (CC BY-NC-SA 2.0)

Stages in the development of teams

Many teams appear to develop in the same way and to follow a predictable pattern of formation and growth. As a member of a team, if you know what the pattern is and can recognise the features of the developmental process in your own team, then you are in a strong position to be able to do something about it – if indeed you need to. First, you can understand what is going on – the growing pains of your team; second, you can take appropriate action to help your team to move on to the next stage of growth; and third, you can try to avoid doing anything inappropriate to upset the development of your team!

In 1965 Tuckman published a paper in which he identified and characterised four stages of team development (Tuckman, 1965). Later on, Tuckman and other authors added a fifth stage to the end of the team development life cycle (Tuckman and Jensen, 1977). Tuckman's model formalises the process of team development and gives names to the different developmental stages. These stages have been given other names by other authors but they are widely recognised as being ones through which many teams pass. In the remainder of this section, Tuckman's model of the development of teams is described.

Forming

In the first stage of team development, team members meet and begin to get to know each other. Often, team members will begin to establish the ground rules for how the team is to operate and how they will work on the task that the team has been assigned. It is tempting to skip or rush this stage in team development because it does not appear to contribute directly to the project outcomes. However, you should recall that this 'forming' stage is an important part of the team development process without which effective communication is unlikely to be possible within the time available to the project.

Features of this stage

- Team members try to get to know each other. This may take the form of a workshop with ice-breaking and social activities that are designed to help the team members to get to know one other. Facilitators with experience of building teams may be brought in to run these introductory workshops.
- The team attempts to understand the task or project that they have been assigned. This understanding will include trying to scope and define the boundaries of the task.
- Individuals within the team will be trying to work out what role they want to play in the team, and what roles they want other team members to play. For example, you might be asking yourself ‘who do I want to lead the team?’ and perhaps ‘who do I *not* want to lead the team?’
- As well as establishing what roles team members will take on, the team will also begin to establish some rules by which the team will operate.

Storming

As its name suggests, this stage in team formation can be characterised by spirited discussions and even arguments amongst the team members. While the storming stage can be difficult, it is sometimes the case that intense discussion during this phase of team development leads to more productive working later on in the project. In other words, the team has worked out its differences early on and has developed mechanisms for managing discussions and arriving at satisfactory conclusions when disagreements occur.

Features of this stage

- A feeling of lack of progress on the task can trigger this phase of team development. Often, the first deadline that the team has to meet is looming and team members realise that the task is harder than they thought. This puts pressure on the team and the initial politeness and diffidence in addressing one another is lost.
- Sometimes, differences of opinion over the task can arise, and individuals’ personalities can clash as team members overcome their tentativeness and begin to assert themselves. Team members can even become hostile as a way of expressing their individuality in a reaction against the team culture that is beginning to form. Or they may question the role they have been asked to perform in the team, or the tasks they have been given.

- Discussion often centres on team process issues, such as [team rules](#) (how the team is going to operate) and team roles (who is in charge and who is going to do what).
- There may not be much progress on achieving the project goals (outputs)!

Norming

When teams are over the storming stage they often breathe a collective sigh of relief, since the team has begun the transition from a group of individuals to becoming members of a cohesive team. A team identity has established itself and disagreements between team members are largely settled.

Features of this stage

- The team should reach agreement upon the process issues that it may have begun debating in the previous phase of team development. Specifically, the team should agree the ways of working and interacting with each other (team rules), and individual team members should agree to the roles that they are going to take on in the team and the tasks that they will perform (team roles).
- The team also reaches agreement upon the nature of the task and how they are going to tackle it. With their growing sense of identity and purpose, the task 'belongs' to the team and is not something that has been imposed upon them. The team often develops its own common language to facilitate communication within the team.
- There is real progress on the task that the team has been assigned.

Performing

Having completed or passed through the previous three stages, the team will be working productively together. They will be getting on with the task, producing results, and there will be good working relationships within the team.

Features of this stage

- The focus of the team has shifted from team process issues to the task that the team is undertaking.
- Individuals within the team know how to work with each other and how the team as a whole operates.
- The team is in a much better position to solve problems as they arise, rather than being thrown into disarray by unanticipated problems.

- There is a lot of progress towards the final project goals.

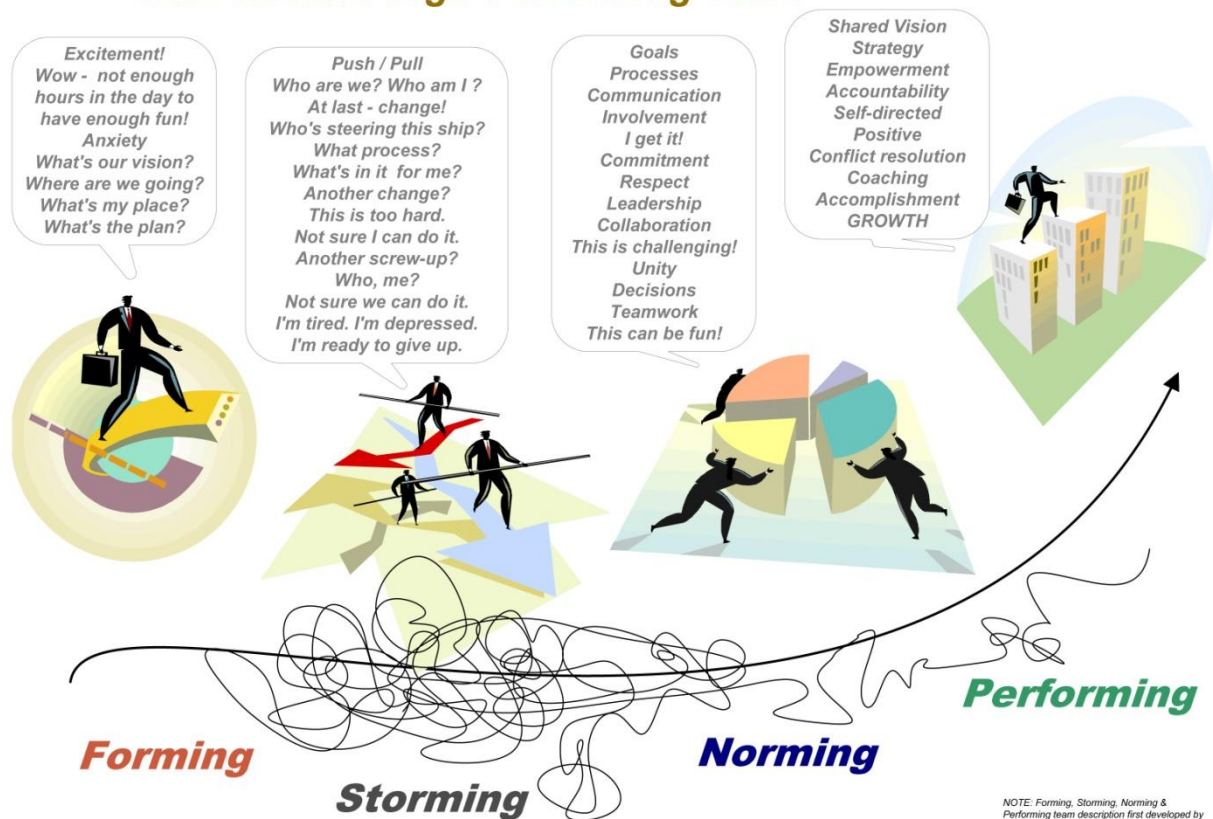
Adjourning

This, the final stage of team development, is sometimes called ‘mourning’. While it was not in Tuckman’s original (1965) proposal, it is widely recognised as being an important stage in the life cycle of a team, as team members anticipate the project coming to an end and the team being disbanded.

Features of this stage

- The team may become even more effective as it makes a concerted effort to complete the task before the final deadline. However, there is a possibility that the team could become less effective as members regret the end of the task and the breaking up of relationships that have formed between the members of the team.
- The task is completed, the project comes to an end and the team disbands.

The Path to a High-Performing Team



NOTE: Forming, Storming, Norming & Performing team description first developed by Bruce Tuckman



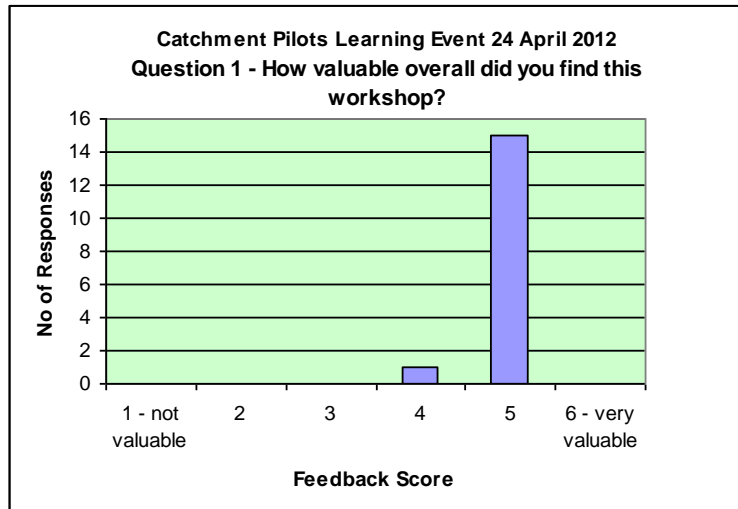
References

Tuckman, B (1965) Psychological Bulletin, Vol 63(6), Jun 1965, 384-399.

*Tuckman, B and Jensen, M (1977) Stages of Small-Group Development Revisited
Group & Organization Management 1977 2: 419*

APPENDIX 5: SUMMARY OF FEEDBACK FORMS

Question 1



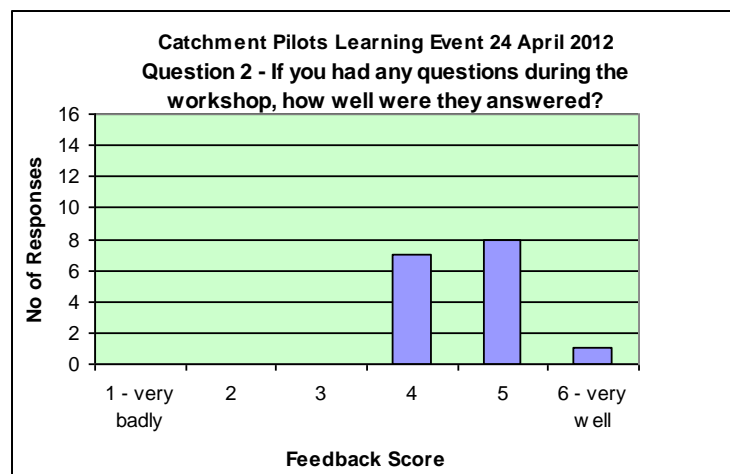
1 = not valuable....6 = very valuable

Comments

Useful to know others pilots are asking the same questions/same issues being raised as part of the process

Shame some catchments not here

Question 2



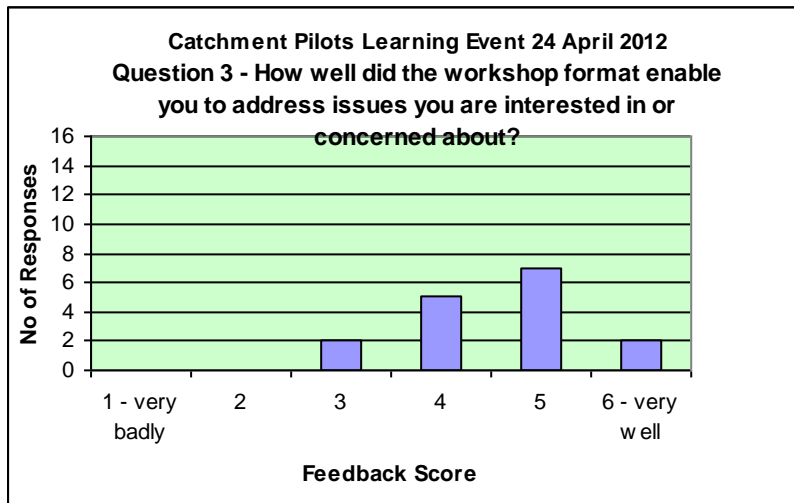
1 = very badly....6 = very well

NB: 4 people did not answer this question

Comments

Limited Defra engagement

Question 3



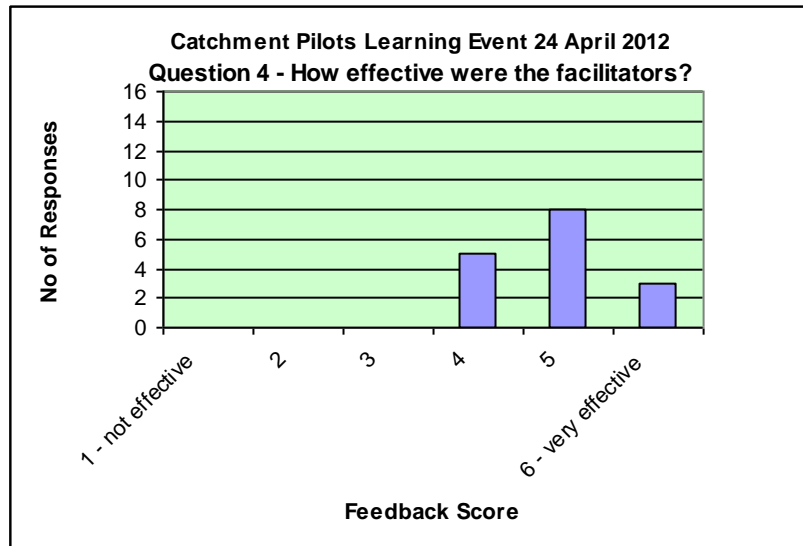
1 = very badly....6 = very well

Comments

All at different places

It was a little prescriptive but the opportunity to speak to other catchment hosts was very valuable.

Question 4

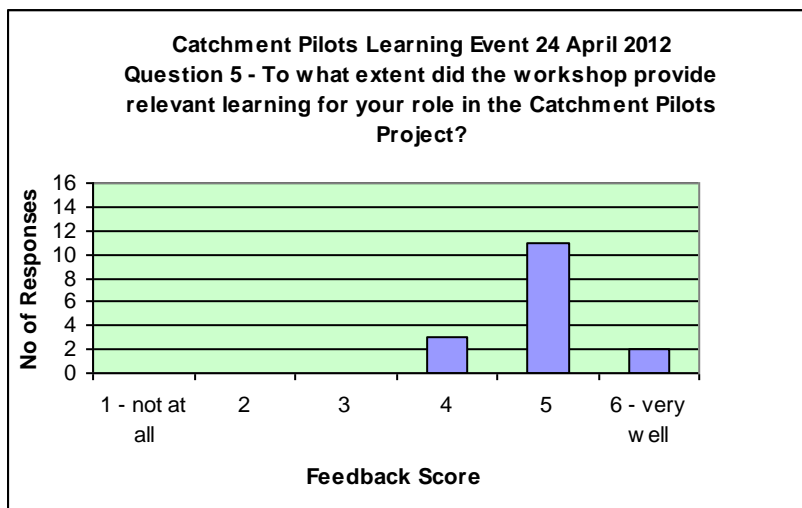


1 = not effective....6 = very effective

Comments

Good and flexible but more guidance of post lunch session (some)

Question 5



1 = not at all....6 = to a great extent

Comments

6a. What would you have liked more time for?

Comments

Opportunity to explore similarities & differences between the different catchment pilots.

More time to ask/clarify issues with Defra.

More input from Defra.

Clarification on 'Next Steps'. Stakeholders are working on this. This will instill confidence.

Good to share with others issues & problems as well as successes

Mostly, a network would be a good way forward. Community of practice.

Questions to Defra.

Evaluating solutions for relevant problems.

DEFRA/EA feedback, Q&A

Questions to Defra @ end of workshop.

Penultimate session on 'eight' 'challenges' we raised - this was very useful

Talk to Defra

Examples - from each. World Cafe Approach. Innovation - even if outside catchment

Exploring other hosts' experiences/approaches/problems/solutions. Opportunity to network.

More feedback from individual catchments.

More case studies

To be able to present properly not in 10 mins

6b What would you have liked to spend less time on?

Introduction. Going downstairs.

Presentations

Overview of pilots from Cascade

7. Any other comments?

For another session: specific techniques (phrases) for steering/facilitation stakeholder workshops. We're learning from the DbyDesign facilitator but more would be useful

3 weeks for notes of meeting is a long time. First quarterly evaluation online form far too long 170 odd questions and they need formatting better

Useful event - as much for being face to face with others with similar issues

Very well run

Thanks for a useful day

Really useful workshop and very timely! Can we have more advance warning next time for workshop as would have been beneficial for non EA members of steering group to also attend

Very good event, thank you.

Thank you!

Very useful. Don't feel quite so isolated now!

Very useful event - good to share ideas, problems & solutions

v. Useful

I think you need to be careful the typed notes reflect exactly what was said. Might be worth recording and play back (with permission)