



## Managing Adaptive REsponses to changing flood risk

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Setting up learning and action alliances in relation to urban water and flood risk management - Procedural Guide

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## Contents

Steps for setting up Learning and Action Alliances (LAA).....	1
Phase 1 – Initialisation .....	2
Phase 2 – Searching and Scoping.....	2
Phase 3 – Creating a Shared Vision.....	2
Phase 4 – Implementation .....	3
Phase 5 – Capture .....	3



## Steps for setting up Learning and Action Alliances (LAA)

This document aims to act as a procedural guide to the process of setting up a Learning and Action Alliance (LAA). This document supports WP1 output No.2 which provides greater explanation of procedural steps and examples of how they may be completed.

Figure 1.1 (shown below) presents the process as consisting of 5 phases with 17 procedural steps. Whilst some procedural steps are clearly sequential, the process may include internal feedback loops and cross-linkages, and is, at the least, a cyclical activity.

Figure 1.2 (page 7) provides a check list to the orchestrators of the process to help ensure that each procedural step has been completed.

This document is not implying that there is one single model for setting up a LAA but seeks only to provide guidance to orchestrators – the coordinators and core members of the LAA process and also the promoters of the changes in practice. Further assistance will be provided via the MARE leadership training programme being developed in WP1.

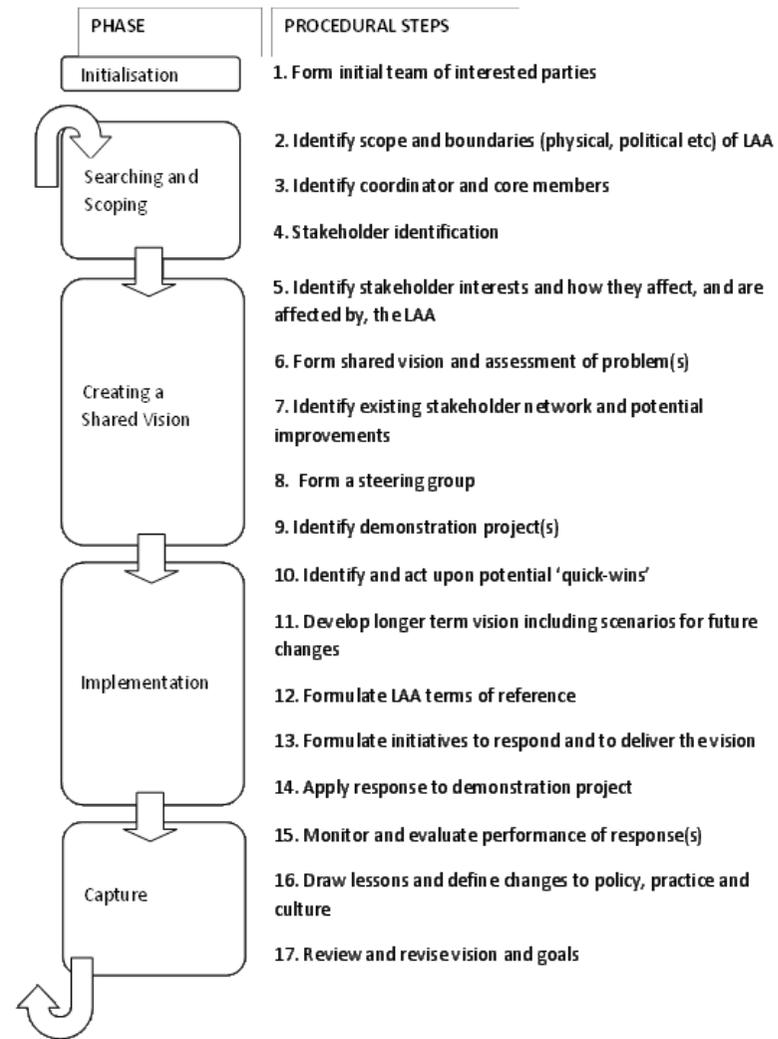


Figure 1.1 Setting up LAAs

## Phase 1 – Initialisation

### 1. Form initial team of interested parties

The team who committed themselves to the MARE project in the original proposal and have come together since. Establishment based upon acknowledgement of and synergy with any existing stakeholder groups within the local or cognate area.

## Phase 2 – Searching and Scoping

### 2. Identify scope and boundaries (physical, political etc) of LAA

Identify the physical, political and institutional scope and boundaries of the local project or catchment based LAA. Consider the way in which the inter-relationship with the wider regional, national and in the context of MARE, EU LAAs will work.

### 3. Identify coordinator and core members

Define a coordinator (ideally one will emerge from the initial stakeholders) and core members for the LAA.

### 4. Stakeholder identification

Identify all groups which can affect, or are affected by, the LAA (as defined in step 2) to a degree which warrants their recognition as stakeholders. The coordinator and initial champions' should encourage the identified stakeholders to become members of the LAA or failing this commit to an actively engagement with the group.

## Phase 3 – Creating a Shared Vision

### 5. Form a steering group

Form a steering group representative of all the members of the LAA - including both the coordinator and core members (as identified in step 3).

### 6. Identify stakeholder interests and how they affect, and are affected by, the LAA

Consider the ways in which the LAA may affect and in turn may be affected by each respective stakeholder. Focus upon identifying both the potential contributions of stakeholders to the LAA but also the potential impediments which may be raised. Identify the interests of each stakeholder as LAAs will have to balance the needs of its promoters (the MARE partners) with those of its wider membership. Assess stakeholder interests for their respective 'fit' with one another with particular emphasis on identifying areas of potential conflict whereby consensus will need to be found.

### 7. Formulate LAA terms of reference

Formulate terms of reference for the LAA (e.g. purpose, structure, etc) in agreement with the stakeholders.

### 8. Form shared vision and assessment of problem(s)

Survey the topics and issues (not necessarily related directly to the MARE demonstration project) which are relevant and pertinent to stakeholders – LAA members and non-members. Develop a shared vision and assessment of the problem(s) being faced in the area of

flood risk management (this should be wider than is required only for the local MARE demonstration project).

#### **9. Identify existing stakeholder network and potential improvements**

Identify the existing ties between the stakeholders and assess the nature of the relationships (e.g. direct contact/ contractual). Assess how the existing network relationships may help deliver the shared vision and identify, and act upon, any changes to the network which may improve the functioning of the LAA and delivery of the shared vision

#### **10. Identify demonstration project(s)**

Identify a demonstration project(s) within the scope and boundaries of the LAA (step 2), and relevant to the topics and issues outlined in step 8, which may be utilised to apply some form of initiative(s).

### **Phase 4 – Implementation**

#### **11. Identify and act upon potential ‘quick-wins’**

Identify some activities that the LAA can undertake that can deliver ‘quick-wins’; i.e. immediate benefits to the stakeholder group

#### **12. Develop longer term vision including scenarios for future changes**

Develop a longer term vision for the LAA to work towards including scenarios for future changes and challenges and some form of Driver-Pressure-Stakeholder-Impact-Response framework (see

subsequent MARE report) as a start to the climate proofing assessment.

#### **13. Formulate initiatives to respond and to deliver the vision**

Formulate initiatives to respond and to deliver the shared vision in both the short and long term. For MARE LAAs at least one of these initiatives will be based on the MARE demonstration project.

#### **14. Apply initiative to demonstration project(s)**

Apply one or more of the initiatives (virtually or for real) for the demonstration project(s).

### **Phase 5 – Capture**

#### **15. Monitor and evaluate performance of initiative(s)**

Monitor and evaluate the effectiveness and performance of the initiative(s) – including initiative(s) applied to the demonstration project(s). For those initiatives based on the MARE demonstration project(s), conduct the MARE design review with the wider MLAA of the demonstration project plans.

#### **16. Draw lessons and define changes to policy, practice and culture**

Draw wider lessons from the performance evaluation (step 15) and use these to define changes to policy, practice and cultures via the nested LAA. Work with the wider group of LAAs to implement these.

### 17. Review and revise vision and goals

Continue the work of the LAA on to the next priority topics, reviewing and revising the vision and goals at the same time and also the process of active learning.

Procedural Step	Check Question
1	Has an initial group of interested parties been formed?
2	Have the scope and boundaries of the LAA been identified?
3	Has a coordinator been elected and core members identified?
4	Have all stakeholders been identified and encouraged to become LAA members?
5	Has a steering group been formed?
6	Have the interests of stakeholders and the ways in which each may contribute to the LAA been identified?
7	Have the LAA terms of reference been formulated?
8	Has a shared vision and assessment of problems been developed?
9	Has the stakeholder network been assessed for potential improvements?
10	Has a demonstration project(s) been identified?
11	Have 'quick-wins' been identified and acted upon?
12	Has a long term vision been formed?
13	Have initiatives to deliver the vision been formulated?
14	Have initiatives been applied to the demonstration project(s)?
15	Have the performance of the response(s) been monitored and evaluated?
16	Have lessons been drawn and changes made to policy, practice and/or culture?
17	Have the vision and goals of the LAA been reviewed and revised?

**Figure 1.2 Setting up LAAs procedural check list**