THE LEARNING process

6. Tools for Phase 2: Group Exercises
People who work in organizations, whatever the mission and purpose of our work, are constantly learning ... but sometimes we ask ourselves:

- How can we encourage the ownership of lessons learned by colleagues within the same organization or outside of it?
- Why would it be worth making the effort to convert an individual lesson learned into a group lesson learned?
- How can we ensure that the lesson learned is converted into knowledge?
- How can we contribute our individual lessons learned to the culture of institutional learning?
- Are the organizations learning at our pace?

An organization open to learning from its hits and misses is not only willing to improve its current work but also to reconsider its goals and strategies, and even reflect on the pertinence of its institutional mission and make the necessary adjustments. Through commitment to a culture of learning, organizations are also committing to strategies to maximize and scale the impacts of their work, ensure sustainability, inspire others and become weavers of communities of practice.
This material covers these questions and has been developed with the intention of supporting people or organizations interested in strengthening the culture of institutional learning. The “roadmap for a learning process focused on lessons learned”, which is the basis for the contents of this material, is the result of almost 10 years of work by the WWF US Forest and Climate team in conjunction with the teams from WWF Colombia, WWF Guyana, WWF Indonesia, WWF Peru and WWF Democratic Republic of Congo. The conceptual and methodological foundations, as well as the various tools provided for consideration, have mainly been developed within the framework of the project From REDD + Agreements to REDD + Results: Generating Results to Secure Consensus, a program supported by the Norwegian Agency for Development Cooperation and Norway's International Climate and Forest Initiative.
The ideas and tools set out here are intended to be a source of inspiration and not a recipe to be followed to the letter. The complete series includes 10 animations and 10 PDFs, one for each video:

1. Conceptual and methodological foundations of the roadmap for the learning process.
2. General introduction to the toolbox for the four phases of the roadmap.
3. Tools for phase 1: Set-up and Framing.
4. Introduction to the tools for phase 2: Implementation of the methodology.
8. Tools for phase 4: Communicating and creating ownership of the results of the learning process.
9. Tool to design mini-communication strategies.
10. Lessons learned and reflections on institutional learning processes.
Phase 2 of the learning process corresponds to the implementation of the methodology defined during the setup and framing phase. During this phase, the facilitation team leads the application of tools that will help answer the learning process’s guiding questions and gather lessons learned, recommendations, and a range of reflections about the experience. The tools in this phase can be designed based on several methods such as interviews and group exercises. In this document, we will focus on group exercises.
GROUP EXERCISES

Remember that the learning process favors the development of collective thinking due to its power to transform individual perceptions and, with this transformation, the possibility to generate abstractions beyond the anecdote or the very specific experience. The abstractions can be transformed into lessons learned, recommendations, and general reflections, which are the desired outcomes of the learning process in this context.
One methodological element we have found valuable for group exercises is the **use of analogies**: images that are used to represent an experience. Based on the elements of the analogy, different moments and components of the experience itself can be addressed in a descriptive and analytical way.

Some of the analogies we have developed are: “the tree and the sowers,” “the river,” and “the cooking pot.”
ANALOGIE 1: THE TREE AND THE SOWERS

In this analogy of the tree and the sowers, the tree represents the experience to be analyzed and the sowers are the key actors involved in said experience.
ANALOGIE 1: THE TREE AND THE SOWERS

1) **The seed** contains the basic information of the experience to be analyzed.
2) The “stones and fertilizers” in the soil are used to represent the foundations that helped or hindered the development of the experience.
3) **The knots and branches** on the tree are used to represent milestones or memorable events.
4) **The leaves** represent both successful and failed actions and strategies that were implemented.
5) **The fruits** are used to represent achievements and products of the experience.
6) **The flowers** are innovations.
7) **The birds** represent the impacts, or the projections, of the experience.
8) **The rain, the sun, and the wind** represent the contextual elements that have impacted the experience—positively or negatively.
9) **The butterflies and larvae** are used to represent the characteristics of positive and negative alliances, respectively.

At the end, the lessons learned and recommendations are gathered so they can be shared with others or used by the teams themselves in their activities.
ANALOGIE 2: THE RIVER

In this analogy, the river represents the experience.
ANALOGIE 2: THE RIVER

1) The river’s headwaters refer to the events that gave rise to this experience.
2) A canoe will be the vehicle in which the actors move along the river.
3) The passengers in the canoe represent each of the stakeholders from the experience, who “boards” the canoe.
4) The paddles or oars can be used to record the activities or strategies that worked well (whole paddle) or failed (broken paddle).
5) The stones represent difficulties that have arisen in the experience.
6) The branches or tributaries can represent the diverse events that have enriched the experience.
7) The quiet pools are the particularly good and happy moments that the experience or any of the actors have lived.
8) Large trees on the shore represent the effects/impacts/achievements resulting from the experience.
9) In this analogy, the forest and river animals are messengers who, from time to time, ask the actors questions.
10) At the end of the exercise, a messenger canoe is used to gather lessons learned and recommendations to share with others.
ANALOGIE 3: THE COOKING POT

The act of cooking is an excellent reference for learning and recommendations. The analogy of the pot in which a typical dish – that the participants are familiar with – is cooked is especially useful for collective reflection on a project or a specific process.
1) The chefs are the participants in the exercise.
2) The logs represent the key actors in the project or process to be analyzed.
3) The flames represent the objectives of the project or process being analyzed.
4) The walls of the pot are used to represent activities and other background actions carried out during the experience’s design phase.
5) The spoons represent the methodologies used in the project or process.
6) The water is used to represent communication and relations between actors during the implementation of the project or process.
7) The salt represents “sensitive” components that need to be handled with special care to avoid the failure of this kind of process and guarantee the achievements.
8) The main ingredients of the recipe are used to describe actions or strategies that the actors implemented and that contributed significantly to the success of the experience.
9) The special touches (herbs or small key ingredients) are used to represent innovations.
10) Additionally, reflections about “what was left out of the pot” and what should never go in the pot are gathered.
11) The cooked meals represent products and achievements. And when we go out and share the dishes with neighbors, we include elements that represent the effects and impacts achieved or expected from the project.

12) The final test: Did the meal turn out how I expected? It is used to make the individual balance between what everyone expected from the project or process when it began and what they obtained in the end.
IN THE WORKSHOPS...

MATERIALS

- Sheets of paper (4-6)
- Colored card
- Marker pens
- Scissors
- Adhesive tape

All the analogies use the same basic materials: we recommend using flip board paper, either taped to the wall or on the floor, between 4 to 6 pieces of paper forming a large grid which will be the stage where everything will take place. Construction paper or index cards in several colors and cut in different shapes, depending on the analogy that will be used; a pair of scissors; fine- and broad-tipped markers; masking tape.

LENGTH

8 HOURS
(it can be adjusted to 4 or 2 hours).

The group exercises based on analogies can be carried out in a full-day (8 hours) or half-day (4 hours) session or can even be adjusted to 2 to 3 hours.
We believe that the ideal number of participants in each group exercise should be of a maximum of 10 to 12 people; however, when 8 hours or more are available, group exercises can be carried out where the participants are divided into smaller groups and each one of them works, simultaneously, on their corresponding analogy. For example, if we have a group of 25 participants, we can subdivide them in 3 or 4 groups and each goes through the same exercise, creating their own image, at the rhythm set by the facilitators.

These exercises require reading and writing skills; we recommend that you always identify someone who can write quickly on the cards and materials provided; it can be one of the participants or ad hoc secretaries that are recruited for this task.
By using analogies, the participants will travel through memories and reflection, simultaneously generate a visually attractive element, and synthesize the experience’s key issues around which the learning process was proposed.
In the end there will be several products: a timeline, perceived achievements, successful and failed actions, lessons learned, recommendations, an analysis of alliances, impacts, and projections, among others.

The possibilities for metaphors are infinite. Those we have designed, some of which we have included in this toolkit, can be used as inspiration to create your own designs and generate the images that best represent the experiences to be analyzed.

To continue with our learning process.

After having reviewed in detail the tools used in Phase 2, in the next document will we look at Phase 3, during which the learning process report is developed, presented, and validated.
APPENDIXES
Group exercises for the experience learning process

This practical guide contains three similar exercises. The idea is not to carry them out literally but to use them as inspiration to perform creative exercises. The first learning exercise uses the metaphor of a tree and sowers; the second metaphor is a river. In the third exercise, the analogy used is that of a cooking pot.

The exercises below require reading and writing skills. We recommend always having someone who can quickly write on the cards and items provided. It could be the participants themselves or ad hoc secretaries assigned to perform the task.

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1 Maria Fernanda Jaramillo – Facilitator for learning processes and lessons learned WWF Forest and Climate Team.
1. Basic guide to the tree and the sowers learning exercise

- **Name:** "The tree and the sowers"
- **Source:** WWF Forest and Climate Team. 2015
- **Length:** the length of the exercise may be adapted to the available time. From 2 to 8 hours.
- **Maximum number of participants:** 25 people subdivided into groups of a maximum of 10 participants, if the same experience is being gathered from each group; or groups of a maximum of 4 people if each person brings their own experience. Each group develops its own tree.
- **Objective:** to aid the analytical construction of a particular experience, including both descriptive elements and reflection, generation of lessons learned and recommendations.
- **Description:**
  - **Location conditions:** a large area with walls or a spacious floor on which the sheets of paper can be laid out. Movable desks and chairs so the participants have their respective picture in front of them. A desk with the materials on it.
- **Materials**: Four sheets of flipchart paper (for each "tree"), cards of different colors and shapes (see below), marker pens, adhesive tape, scissors.

- **Suggested shapes and colors for the cards** (N.B. the cards are normally rectangular. Before the workshop, the facilitators can simply cut the cards into other suggested shapes with scissors):

  - **A brief description of the experience**: red cards in the shape of a seed (elongated and rounded, like a bean) and not too small because they have to be written on.
  - **Background**: yellow oval or irregular-shaped cards.
  - **The stakeholders**: cards of any color, cut in the shape of a human silhouette.
  - **Milestones - memorable events**: blue rectangular cards.
  - **Achievements**: pink cards cut in the shape of round or elongated fruit.
  - **Innovations**: pink cards cut in the shape of flowers.
  - **Hits, misses and gaps**: green cards cut in the shape of tree leaves.
Forecasts: white cards cut in the shape of birds.

Context: round or oval white cards.

Alliances: yellow cards; positive alliances are butterfly-shaped; negative alliances are worm-shaped.

Lessons learned and recommendations: rectangular white cards.

Photo: María F Jaramillo. The tree and the sowers exercise. Indigenous Territorial Governance Training Program in Brazil, Colombia, Ecuador and Peru. Leticia, May 2018.
- The metaphor of the tree and the sowers

- This represents the experience as a tree and the experience stakeholders are the sowers.

- The four flipchart sheets are stuck together and laid out on a wall or the floor; the entire exercise is performed on these sheets.

- Based on the instructions given by the facilitator, the participants identify various components of the experience (cards of different colors—and shapes—are used for each component).

- The facilitator draws a line on the lower third of the sheet. This represents the surface of the soil. He/she writes the date from which the experience will be considered "sown" beside the line.
The seed being sown: each participant/group must write the name of their experience, where it takes place, from when it is performed and the motivation for starting it on a seed-shaped card. Five minutes are allowed for each person to write on their card and then the round begins in which each participant/group reads out their card and sticks it on the line representing the soil (half the seed "buried" in the soil and half the seed "sticking out" of the earth).

Collecting the background facts: the soil the tree is planted in corresponds with the activities and progress that already existed when

Photo: María F Jaramillo. The tree and the sowers exercise. Indigenous Territorial Governance Training Program in Brazil, Colombia, Ecuador and Peru. Leticia, May 2018.
the experience being analyzed began. Since there are not only nutrients feeding the plant in the soil but also stones and rocks that limit the roots' growth, the background to the experience must include positive and negative aspects. Make sure these elements already existed when the experience began. They must be elements that had some influence on the subsequent performance of the experience (for better or worse). It does not matter whether or not these elements are results produced by the group; they may be elements outside of their control. It is very important at this moment of the exercise to ask whether there are prior lessons learned (from other experiences and processes) that were brought into this experience (to avoid committing the same mistakes, to strengthen results, and so on).

All of the cards in this part of the exercise are located beneath the line representing the soil.

After explaining the metaphor, the facilitator hands out the cards and asks the participants to write at least "one nutrient" and "one stone" that was there before the experience began. We recommend that the participants remember the date on which the event being recorded occurred and write that date (at least the year) on the upper right-hand side of the card. Put a "+" or a "−", depending on whether they
are favorable or unfavorable background facts for the performance of the experience.

The participants will be given a maximum of five minutes to write down the identified factors. When the time is up, the participants read their cards out loud and the card is stuck beneath the "soil" line. It is very important to remind participants that they must only include positive or negative elements that existed prior to the start of the experience – or the reference point taken as the "start" for the learning process exercise.

For the following components, we suggest allowing 5 to 8 minutes to write on the cards. However, it is up to the facilitator to decide whether to stop and open it up to the group after each component, or allow a series of components to be developed and then open it up to the group:

- **The stakeholders** who have taken part in the experience are the sowers. The cards shaped like a human silhouette are used to write the name of a stakeholder on each of them – it does not matter whether they are at the workshop. "Stakeholder" means an institution, organization, body or sector ... not an individual (unless that
individual has been decisive in the "sowing"). In addition to the stakeholder's name, the year in which that stakeholder was involved in the process must be written on one "arm" or "leg", and the role they played (e.g. training in monitoring, consulting, research, providing information, methodological support, funding, etc.) on the other. The human figures are stuck above the line representing "the soil". In other words, we want to know the following: Stakeholders participating in the initiative: who was involved in the initiative? What were their interests in doing so? What was the role of the various stakeholders in developing and carrying out the activities of the initiative, and from when were they involved in the process?

- The experience **milestones** are **memorable events** (a workshop, legislation, an unexpected or planned meeting between certain stakeholders, etc.) that took place during the performance of the experience and resulted in decisions or actions that took the experience on a certain course. They may be positive or negative. The knots on the branches of the tree will be these milestones. Each group must identify at least two milestones. The date on which the event takes place must be written on the top right-hand side of the card, putting a + or - as considered appropriate.

The milestones must be set out in chronological order, from the experience whose seed was sown first.
The facilitator will say: what memorable event do we have in year XXX? The person who has it will go to the front and read the card out loud. A volunteer will draw a knot on the trunk or branch of the tree and stick the milestone card there. When one milestone leads to another, they must be on the same branch. The facilitator leads the timeline year after year to the current date. All this must take place quickly, reading the card, drawing the knot or branch, putting it on the appropriate branch, and then you continue.

- Just as in nature the leaves give life to the tree, green cards (ideally leaf-shaped) will be used to represent the strategies, activities or ways of doing things that were hits or misses... and so have given "life" to the experience. The gaps (things that should have been done but were not) are also represented in this section. The procedure is the same as for the other sections. The cards with the misses and the gaps are laid out above the soil (thus representing the trees that have fallen and feed the tree as they decompose; when failures and gaps are analyzed and you learn from them, they can feed the experience). The cards containing the hits are placed in the foliage, around the branches of the tree and marked with a "♀". The fallen leaves are marked with a "♂" sign if they were misses or with a "0" if they were gaps. In the end, it should be clear what the hits, misses and gaps are: what
has worked well? And why? What has failed and what are the main gaps? And why? What has been done to correct the failures or gaps?

- **The results or achievements** will be shown as **fruit** on the top of the tree. The procedure is the same as described above; the "fruit" is stuck on, hanging from the branches of the tree. The collective reflection afterwards could be "are these achievements close to or far from what was initially proposed/expected from each experience? Why?"

- **The birds** represent the impacts (if the analyzed experience has been in implementation for more than 3 years) or the forecasts (if it is a young experience). The impacts are seen as the transformations that were achieved, apart from the achievements; just as many birds spread seeds, transforming the countryside beyond the tree from which they took the seed. They may also be seen as forecasts: what has yet to be achieved? Are there planned actions to achieve those results and expectations? What are they? Any other forecasts?

- The air surrounding the tree, the sun that shines and the rain that falls are **contextual elements**. These are outside the control of the "sowers" of this experience. In one way or another, for better or worse, they have limited or enabled
the tree's development.

When the contextual elements may be associated with a specific date (month, year), remember to include them in the top right-hand part of the card. The contextual cards are located in the space around the tree, far from its leaves and branches. They are marked with a + or -.

- **Innovations**: these are actions or strategies that were put into practice for the first time in this experience and had not been tried out before (during the exercise, it does not matter whether they worked or not, it is simply a reflection of creativity and innovation). The cards are in the shape of flowers and are located in the tree's foliage.

- Performing this experience would not be possible without **alliances**. This part of the exercise gathers reflections about the characteristics that positive and negative alliances have. Positive alliances will be represented by butterflies – pollinators. Small yellow cards in the shape of butterflies on each of which the participants write the characteristics of the good allies and the good alliances in this experience. Other cards, also yellow, but in the shape of worms, will be used to write down the characteristics of a negative alliance (e.g. lack of transparency, dishonesty,
imposition). In other words, what we want to know about alliances is: what characteristics should alliances have to promote the achievement of the objectives of initiatives of this kind? What kind of alliances should be avoided?

This is the final part of the exercise and it is recommended to perform it individually:

- **Recommendations**: by way of summary, provide recommendations for people who want to replicate these processes in other contexts, or to improve or maintain the same experience as is being analyzed. Think of three points in particular: what should be done? What should be avoided? If you could do anything new, or in a different way to achieve the objectives, what would it be?

It is important that in this final part of the exercise, each participant (individually) writes at least one recommendation. This ensures that the reflection moves from collective construction to individual summary and then ends with collective abstraction. All of the lessons learned and recommendations will be read out and kept in a paper "envelope" stuck to one side of the tree.
NB: the facilitator or someone providing support from communications should take photos and perhaps a video of the exercise step by step. Once the exercise has ended, the facilitator or whoever has defined it, will draw up a written report to share with the participants to receive their feedback. Once the general report has been approved by the participating group, other materials may be produced in suitable formats for the previously identified audiences.

Photo: María F Jaramillo. The tree and the sowers exercise. Community monitoring experiences in Colombia Florencia, April 2018.
2. Basic guide to the river learning exercise

- **Name:** "The river"
- **Source:** Governance Department (WWF Colombia) and Forest and Climate Team (WWF) 2016.
- **Length:** the length of the exercise is 8 hours.
- **Maximum number of participants:** 12 people, all with the same experience; 5 people if there are different experiences.
- **Objective:** to aid the analytical construction of a particular experience, including both descriptive elements and reflection, generation of lessons learned and recommendations.
- **Description:**
  - **Location conditions:** a large area with walls or a spacious floor on which the sheets of paper can be laid out. Movable desks and chairs so the participants have their respective picture in front of them. A desk with the materials on it.
  - **Materials:** Six sheets of flipchart paper, cards of different colors and shapes (see below), marker pens, adhesive tape and scissors.
As in all of the group learning exercises, we are using an image to represent the experience to be gathered and its components, in a manner that is pleasant for the participants and gives them a degree of distance from their own experience.

The image employed is as follows:

- **A river** (which will be drawn on the flipchart pages previously stuck on the wall to form a large paper board): the experience to be analyzed. The headwater of the river is marked with the year in which the experience arose and an irregular-shaped card describing the main events that gave rise to the experience.

- **A canoe** (previously cut out of card): the vehicle in which the group of stakeholders will move down the river.

- **The passengers in the canoe** (human silhouettes previously cut out of card): each of the experience's stakeholders. When the facilitator so states, the participants in the exercise write the name of a stakeholder relevant to the experience (organizations or individuals) on each silhouette with the role that stakeholder has played, the date on which it joined the experience and the date on which it left the experience, if applicable. The stakeholders get "on board" the canoe. Some of the passengers may "get out" of the canoe, if there are people who have left the experience.
• **The paddles** (previously cut out of card) may be used to gather the **activities or strategies** that have worked well (entire paddle) or badly (broken paddle).

• **Rocks** (previously cut out of card): represent **difficulties** that arose during the experience. A brief description of each difficulty and how it was overcome (or if it still continues) is written on a card. Key dates and events. These “rocks” should be distributed in the river course.

• **Tributaries** (these will be drawn on the flipchart paper or cut out of blue card): these represent the events of various kinds that have fed the experience (events, dates and effects of that contribution to the experience; they may be projects, agreements, contextual elements, workshops, etc.), which will be written on cards and stuck onto each tributary drawn.

• **Backwaters** (these are represented by cards of a color that conveys tranquility): these are the very, very good and happy moments during the experience or felt by one of the members. Each backwater will be on a card summarizing the event with the relevant dates.

• **Trees** (previously cut out of card): these represent the effects/impacts/achievements generated by the experience. They are written on the tree-shaped card, one per tree, with dates if relevant.
NB: from time to time the facilitators will "surprise" the canoe's passengers with a question. The bringers of the questions may be animals from the context in which the experience is being carried out. Their silhouettes are previously cut out of card (bear, tapir, wild cat, sloth, deer, snake, etc.) and the questions are previously written on conversation "balloons" cut out of card. Questions in this exercise correspond with aspects of the experience that you want to discuss in greater depth. They are inspired by the guiding questions for the learning process, which were designed in the phase prior to the workshop, called "framing". Each question must be answered in writing, on cards. When the participants have a limited inclination or ability to write, we recommend that each group includes a "scribe", someone responsible for recording the conversation in writing. As the questions are answered, they are kept in "pockets" made of card on the flipchart base. This aids collection of them at the end and allows all of the exercise's ingredients to be kept in the same place.

- **The messenger canoe**: as a summary, this last question is asked to gather recommendations and lessons learned. Let's send a messenger canoe downriver to the river mouth, where there is a community that wants to start a similar process to the experience we reflected on today. Out of all we have experienced and learned, everything that has worked and not worked ... what are the main recommendations you would share with the community downriver? The answers are individual and read out loud before being loaded onto the messenger canoe.
Examples of questions brought by forest animals (in this case of an environmental monitoring experience): unless otherwise stated, the questions are to be answered in groups, in turns, to make the exercise dynamic:

1) Individual: what motivated you to "get into the canoe"? This question is asked of each passenger when they say how they joined the group of monitors. We want this question to identify successful strategies to recruit future monitors.

2) What qualities does a good environmental monitor have? Who is not suitable? – We hope to identify profiles to also take into account in the recruitment strategy in other places.

3) Do you use or have you used technology and equipment to collect data? What has worked well and what has not worked? What would you recommend to others?

4) In monitors’ relations with WWF and Corpoamazonía and these two organizations with the monitors: what has worked well and what has not worked? Out of all this learning, what would you recommend to improve?

5) What limits or prevents the participation of women in the group of monitors? (It is important for this question to be asked of at least two groups: one of just men and the other of just women, to contrast the answers).

6) Do the monitors only collect data or have they also learned to process and analyze? In each of these tasks (collecting, processing data, analyzing), what were
the greatest difficulties you had and how did you overcome them? Were there any mistakes? What would you recommend to others?

7) Do monitors know what the data are for and who may use them? Is there any risk in the handling of the data collected? What would you recommend to prevent misuse of the data?

8) Individual: has this process of being a monitor and everything you have learned in the process benefited you in doing anything else?

9) What should be taken into account in calculating the costs of a monitoring system such as the one you perform (collection equipment, people's time, logistics, transport, computers, etc.)?

10) What would happen if there were no external resources for a project or an institution to cover the costs?
3. The cooking pot

- **Name:** "The cooking pot"
- **Source:** WWF Forest and Climate Team. 2017
- **Length:** the length of the exercise may be adapted to the available time but in that case it is necessary to choose which elements to leave out. The complete design described below takes 8 hours.
- **Maximum number of participants:** 10 participants, all with the same experience.
- **Workshop objective:** to reflect on hits, misses, lessons learned, results and recommendations of a specific project or process, particularly concerning aspects related to the design, administrative matters, methodologies, communication and the relationship between stakeholders. Unlike other analogies such as the tree and the sowers, or the river, the cooking pot analogy is recommended for very specific processes, not so much for long-term experiences.

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2 Sancocho is a stew that is made in various regions of Colombia that contains a variety of ingredients. The name of the analogy, as well as some of the elements described, must be adapted to a local recipe known by the participants in the exercise.
• **Description:**
  - *Location conditions:* a large area with walls or a spacious floor on which the sheets of paper can be laid out. Movable desks and chairs so the participants have their respective picture in front of them. A desk with the materials on it.
  - *Materials:* Eight sheets of flipchart paper (4 to make the board on which the pot is constructed, and the rest for the "special instructions for this recipe"), cards of different colors and shapes (see below), marker pens, adhesive tape and scissors.

• **Procedure:**
  The power of collective thought and metaphor: as in other learning exercises, this one prioritizes collective thought and uses a metaphor to help participants "work though" their analysis of their experience. In this case, we use a cooking metaphor: **making a sancocho stew.** Why this image? Due to the systemic potential that sancocho stew (or any soup or dish) has and its potential to capture lessons learned and recommendations.

Before starting the workshop, prepare a "board" of flipchart sheets on the wall; at least 4 flipchart sheets stuck together. The majority of the images described below are stuck on this "board". However, there will be additional flipchart sheets on which "special instructions for preparing this recipe" will be put.
The step-by-step procedure is that the facilitator explains what each element consists of, what has to be written on the cards, and how much time is available. Then, each person (individually or as a group, as stated by the facilitator) thinks and writes. Lastly, when the facilitator so states, it is opened up to the group (reading the cards and placing them on the corresponding part of the picture).

1) Putting on the apron: each of the participants in the exercise "puts" a small apron on their chest (a sheet of white paper cut in the shape of an apron). Each person writes their name, the organization they are representing in this exercise and the "ingredients" they are bringing to the group exercise on the apron. These "aprons" can also be put in a corner of the room with a sign stating the name of the event, the place and date, and the notice: "the chefs here today".

2) Laying the logs: dark-colored cards in the shape of logs, which will represent all of the stakeholders who have taken part in this experience. Since there are few people in the workshop, it will be done as a group; some people will write and others will put the logs on the fire. The closer the log is to the center of the fire, the more directly involved the stakeholder has been; more distantly involved or "less enthusiastic" stakeholders will be placed on the edge of the fire. Write the following on each log: the stakeholder's name (organizational stakeholders or people in
exceptional cases), the date on which they joined the process (and left, when applicable), and their role (facilitator, trainer, designer, debater, mapmaker, researcher, etc).

3) Lighting the fire: orange or red cards are cut out in the shape of flames. The fire represents the objectives of this project or process; individually, or in pairs, the participants write the process’s objectives on each flame. This section makes it possible to know whether there are different perceptions of the objectives; the “flames” are arranged on the logs that were previously stuck on.

4) Putting the cooking pot on: in this metaphor, the cooking pot represents the experience design phase and other background facts. The activities performed to design the experience and the important background facts that aided or got in the way of the subsequent performance of the experience in any aspect, are written on yellow or coffee-colored cards, cut into narrow, elongated rectangles. They must be dated whenever possible. These rectangles will be put on the "board" to form the cooking pot. Missing spaces and the general outline will be drawn on the flipchart. Both the design activities and the background facts must be identified with a + or - depending on whether they were positive or negative for the subsequent performance of the experience. For each failed action or negative circumstance, at
least three additional cards must be written on, explaining why the action or circumstance failed or was negative during the design phase (e.g. we failed in identifying the project assumptions because we did not take the precaution of interviewing the key stakeholders to verify the information), how it affected the subsequent performance of the experience (e.g. failed identification of the assumptions that led us to miss the project goals, for example x and z, because we mistakenly assumed that a key stakeholder, such as OPIAC, was not only interested but also had the capacity to conduct close monitoring of the project in the field and scale the results to national level), and what is recommended so this does not happen again (e.g. elements of the design such as identifying the assumptions and goals must be constructed and verified by all of the stakeholders involved in the implementation). There must also be a card that states whether the action or situation was timely corrected ... and, in that case, what was done to correct it.

Stick these supplementary cards on the "special instructions to prepare this recipe" poster, under a title written by the facilitator ("take the following into account before cooking, to successfully make it:"). If there is something positive that the participants in the exercise also want to put on the "special instructions" poster, they may do so. The same logic must be followed: why it turned out well, what it implied for the subsequent performance and what is recommended so that something so good happens again.
5) Putting the ladle in: these ladles represent the methodologies used in this experience. On cards cut out in the shape of ladles, write: on the handle, the subject around which the methodology was designed (e.g. community mapping; construction of concepts; GIS training, etc.) and, on the bowl, a brief description of the methodology used. The ladles will have a + or - on them, depending on whether the participants consider that the implementation of the methodology failed or was successful (i.e. whether or not it made it possible to achieve what was being sought with this methodological design). Put the supplementary cards on the "special instructions" page with the same logic as described in the previous point: why it failed, what implications the failure had and what is recommended so it does not happen again; state whether the failure was timely corrected and how that correction was performed.

6) Add the water: water is the element that connects the ingredients in a sancocho stew together; in this analogy, it will be used to represent all of the elements of communication and relations between the stakeholders. Blue cards cut out in the shape of a drop will be used. On each card, the participants will answer the following questions: what were the mechanisms used for communication and articulation between the various stakeholders involved in the project/process? Do they still communicate with one another without the project connecting them? Were there
changes (+ or -) in the relationship between the stakeholders participating in the project? Or between them and other stakeholders not directly involved in the project but which had some interest in it? If so ... what and why? Did new alliances arise during the project? Were existing alliances strengthened? Once again, if there are recommendations that they wish to put on the "Special instructions" poster, participants may do so.

7) **Adding salt**: this is a "difficult" ingredient: when there is not the right amount, everyone notices, but when there is the right amount, it goes unnoticed. In the analogy, it is used to represent the very "sensitive" elements that must be handled with special care to avoid the failure of a process of this kind and guarantee the achievements. White cards cut in an irregular shape will be used to write down the answers to the following questions: which sensitive matters were handled adequately (+)? Which were failures and had / or would have to be corrected (-)? Once again, if there are recommendations that they wish to put on the "Special instructions" poster, participants may do so.

8) **Putting in the key ingredients**: fish, yucca, yam, potato ... cards of various shapes and strong colors. On each card, write actions or strategies that the stakeholders put into play and that significantly contributed to making this
experience a success.

9) Adding secret touches: cilantro and other herbs (those little details that enhance the flavor of any sancocho stew). Little, irregular-shaped pink cards. On each card, write the innovative actions or strategies that were individually or collectively developed in this experience, and which contributed to achieving what was achieved on time and with the available resources. In this context, innovative means something that the stakeholders had not put into practice before, which they put into practice for the first time during this experience.

10) The things we left out of the cooking pot: sometimes you finish making a sancocho stew and say to yourself "if only we had added this or that, it would have turned out better". In the basket of "ingredients we left out", put colored cards of various shapes describing actions, strategies or any element that the participants think was not taken into account in this opportunity but should be taken into account for future "sancocho stews".

11) Things that should never go in the cooking pot: in the "special instructions" part, participants must include everything they think should never be done in an experience of this kind - taking into account things that did not arise in the
previous sections. For example, they may be represented by hard-boiled eggs, which is one of the ingredients that should never be included in a sancocho stew.

12.) **Serving the sancocho stew dishes**: the dishes represent the products and the achievements. Cards cut out in the shape of a bowl. A product or an achievement of the project/process so far should be written on each card.

13.) **Sharing the sancocho stew with the neighbors**: whether you are carrying the cooking pot around or having a block party, it is very, very important to let everyone try your sancocho stew. In this exercise we will use cards to put on each dish, representing an effect, a possible/desired impact. The supplementary cards must be put on the dish, answering the following question: *what has this product been useful for* / or *what should it be useful for* / and for whom?

**Individual:**

14.) **The final test**: did it turn out the way I wanted it to? A quick individual balance of what each person expected from the project/process when it started, and what was obtained at the end. Each participant is asked to graphically represent, with very little text (one or two words of the most), a summary of what they feel at the end of the process/project versus what was expected when it began.
End of the exercise: reflection on the usefulness of the exercise for your group process.

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This document has been produced within the framework of the project ‘From REDD + Agreements to REDD + Results: Generating Results to Secure Consensus’ (2016-2020), a program supported by the Norwegian Agency for Development Cooperation and Norway’s International Climate and Forest Initiative.

2020