FUTURE TOGETHER

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PARTICIPATORY DEVELOPMENT MODELS

The Cypriot Experience

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PREPARED FOR:
The Future Together Project,
which is implemented by ETEK and KTMMOB
and supported by UNDP-ACT through funding by USAID.

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Executive Summary

This report was commissioned for the Future Together project to examine current participatory approaches used in inter-communal projects in Cyprus in order to share best practices more widely in Cyprus and the region. Future Together is a bi—communal project implemented by the Cyprus Technical Chamber (ETEK), and the Union of Chambers of Cyprus Turkish Engineers and Architects (KTMMOB) with the support of UNDP-ACT (United Nations Development Programme – Action for Cooperation and Trust) through funding from USAID.

The overall aim of the Future Together project is to increase citizen participation in decision-making processes for the planning of shared spaces, with the ultimate vision of promoting a more inclusive reconciliation process on the island. A shared space can be defined as a space which Cypriots from different communities used to share in the past, still share in the present, or wish to plan together for the future.

In order to analyse the application of participatory planning practices on the island, the research focused on five local community projects, which have demonstrated different approaches to public participation: the Nicosia Master Plan, the Kontea/Türkmenköy cultural heritage circle preservation project, the Armenian church and monastery within the walled city of Nicosia, the Katokopia Project and the plant micro-reserves Project. The analysis within the research focused on three levels: project implementing teams, stakeholders and beneficiaries.

The research comprised a 2-month desk research, followed by face-to-face stakeholder consultations, one-to-one consultations with project teams and focus group discussions with beneficiaries. Having examined factors that may limit participation, and identified commonalities between the case studies, a series of steps was developed to ensure the success of any project involving shared spaces, of which the most critical ones are detailed below:

1. Employ a formal participatory needs assessment stage prior to the project using a facilitator.
2. Make sure to identify and prioritize local social issues.
3. Take time to map your stakeholders thinking on everybody that may be affected.
4. Involve the beneficiaries in all stages of the project cycle, as early as Needs Assessment.
5. ncluding citizens is not a zero-sum game: involve local authorities in the planning process.
6. Involve local agents of change (respected local opinion-leaders or personalities) in the process.
7. Local knowledge management: Exchange knowledge with similar projects.
8. Define clear, two-way, communication channels and keep them open throughout the project cycle.
9. Leadership is very important, but avoid making the project dependent on a single person.
10. Make the leaders of the project be accountable to their beneficiaries.
11. Managing expectations: deliver what you promise. In other words "under promise, over deliver".
12. Everybody present in meetings and/or activities should be able to understand the language used.
13. Take time to involve everybody in setting a common vision and to define tangible benefits for all.
14. Document all activities and all processes and make them accessible to all.
15. Plan social activities with the team and the beneficiaries to build trust and develop a team spirit.
16. Try to work out a win-win scenario for all communities involved.
17. Outline the economic benefits for the local community and communicate them clearly.
18. Make sure that your goals are SMART- Specific, Measurable, Attainable, Realistic, Time-bound-
19. Participatory approaches always take time; bear that in mind during the planning phase.
20. Always allow more time and funds than needed; there will be delays and unexpected expenses.
21. Be flexible - Adjust according to needs of beneficiaries.
22. Goodwill, honesty, commitment & transparency are indispensable qualities
23. Understand local realities well & consider how they affect your work.
24. It's good to involve the media actively in the project cycle, but first develop a clear message
25. Involve the beneficiaries in implementation, not just the planning.

A. Background

Local communities' support for various strategies, plans or projects very much depends on their sense of ownership, which in turn is built through a more inclusive, participatory approach. Participatory approaches have become the norm in the EU and in many other countries. In Cyprus participatory approaches have been attempted to varying degrees of success.

However, these efforts have often remained ad hoc and isolated, and there is a need to share the lessons learned from such projects more widely. In recent decades, new mechanisms have been developed to facilitate participatory development. These approaches have focused on building the capacity of stakeholders to participate in development processes in a complementary way.

The overall aim of the Future Together initiative is to lead to increased citizen participation in decision-making processes, in particular as regards shared physical spaces, with a thematic focus on environment and cultural heritage conservation projects.

Ultimately, the aim is to use these participatory approaches to make the ongoing reconciliation process on the island more participatory. The Future Together project is therefore an innovative fusion of peace-building and democratic governance approaches. Having extracted lessons learned from existing participatory development models, the project developed and delivered a series of capacity-building workshops to a wider audience of local practitioners.

B. Implementation Approach

B1. SCOPE OF WORK
Recruited by ETEK and KTMMOB, the local Participatory Development Researchers' mission was, in cooperation with ETEK, KTMMOB, UNDP, the capacity-building team and other additional support, to:

• Extract lessons learned from already established participatory development models on the island,
• Identify similar models inside and outside the island,
• Investigate current participatory models and identify gaps,
• Carry out a capacity/needs analysis on how to integrate participatory principles into work, and
• Identify best practices which can be used by the capacity-building team to develop and deliver training materials in participatory development

B2. METHODOLOGY
In order to fully capture the participatory process under each project, we have developed a methodology with three levels of analysis: Project teams/owners, Stakeholders and Beneficiaries. The project teams were defined as the individuals who initially came up with the idea of the project, got together and initiated the process. Stakeholders have been defined as individuals or institutions that were found 'relevant' for the project teams and were included into the project throughout different stages of the process. Finally, beneficiaries were defined as the individuals or the target groups of the project as identified by the project teams that would 'benefit' from the project.

The research that was carried out included the following components:

B 2.1 Desk Research- 2 months
This step involved going through existing research and all relevant data that had been provided by the UNDP and ETEK/KTMMOB in order to identify target projects, as well as broad issues that need to be investigated in the quantitative and qualitative studies that were to be carried out.

B 2.2 Questionnaire Design
Following the desk research phase, questionnaires and discussion guidelines were prepared for the face-to-face interviews with target projects' teams, as well as the consultations with partners and focus groups with beneficiaries.

B 2.3 Stakeholder consultations (about 50 surveys in each community- total 100)
Following questionnaire design, stakeholders in each community were identifiedwith the help of the UNDP and ETEK/KTMMOB and face-to-face consultations were carried out separately in each community. Questionnaires were translated into Greek and Turkish to ensure broader participation.

The fieldwork in the TCC was conducted by PROLOGUE interviewers, while the research in the GCC was carried out by CYMAR Market Research interviewers.

Results of the surveys were then compiled together and analyzed statistically using the SPSS statistical analysis program.

B 2.4 ONE-TO ONE CONSULTATIONS WITH PROJECT OWNERS
Consultations with project teams, followed by more in depth interviews with project managers took place in a mono-communal format. A discussion guideline was designed for the research with the project teams as well and this guideline was used in each interview and the interviews were noted and audio-recorded.

B 2.5 FOCUS GROUPS WITH BENEFICIARIES (5 IN EACH COMMUNITY)
A total of 10 focus groups were carried out (5 in each community) with the beneficiaries of the target projects that were identified. Each focus group was carried out in the respective language of that community, audio recorded and qualitatively analyzed. The focus groups in the TCC were carried out by PROLOGUE Consulting Ltd and the focus groups in the GCC were carried out by CYMAR Market Research.

C. What Is The Participatory Development Model?

The World Bank's Participatory Development Learning Group uses the following definition for the participatory process:

'Participation is a process through which stakeholders influence and share control over development initiatives and the decisions and resources which affect them.'
(WB Sourcebook, 1996)

For years the traditional approach has been used in different fields such as development, research, communication etc. where external experts have been used to gather information from the local stakeholders and beneficiaries and form an 'expert opinion'. This 'expert opinion' was then used in planning an action and/or communication and implementing it. Nevertheless, over time it has been observed that social change does not necessarily follow when the traditional method of 'expert opinion' has been used. (WB Sourcebook,1996).

Following this problem of lack of social change, a new model- namely the participatory process- has been developed in order to increase the local people's ownership and thus the likelihood of success of different projects.

Step 1	Establishing a relationship with a local community and understanding the local setting
Step 2	Involving the community in the identification of a problem, its potential solutions, and the decision to carry out a concrete initiative
Step 3	Identifying the different community groups and other stakeholders concerned with the identified problem (or goal) and initiative
Step 4	Identifying development needs, objectives and activities
Step 5	Identifying appropriate development tools
Step 6	Preparing and pre-testing models and materials to be used
Step 7	Facilitating partnerships
Step 8	Producing an implementation plan
Step 9	Monitoring and evaluating the communication strategy and documenting the development or research process
Step 10	Planning the sharing and utilization of results

The steps mentioned above need to be well understood and implemented to have more impact on the society. Among these steps, some require more work and a deeper level of involvement in terms of needs assessment and project planning. It's specifically important to identify and prioritize social issues and opportunities for improvement such as: Poverty,Age, Ethnicity, Gender, and Language.

In addition, participatory methods need to be employed from the initial stages of the project in order to identify these issues in a society and define a project around them. Identifying social issues is done through social assessments (Rietbergen-McCracken, Narayan, 1998).

Some common questions explored in Social Assessments include:
1. What will be the impact of the project on the various stakeholders, particularly women and vulnerable groups?
2. Are there plans to mitigate adverse impacts?
3. What social risks might affect project or program success?
4. What institutional arrangements are needed for participation and project delivery?
5. Are there adequate plans to build the capacity required at the appropriate levels?

Through the identification of social issues and the social assessment, project teams can then carry out a social analysis of the issue, which is defined by Rietbergen-McCracken and Narayan as the systematic investigation of: demographic factors, socio-economic determinants, social organization, socio-political context, needs and values, institutions; in order to:account for social differences, assess impact and risks, mitigate adverse impacts and build capacity of institutions and individuals.

In the Participation and Social Assessment Toolkit, Rietbergen-McCracken and Narayanexplain how social assessments help a project. They state that a social assessment helps to:
• Identify key stakeholders and vulnerable groups
• Minimize adverse impacts
• Develop procedures for public involvement
• Unify broad range of stakeholders
• Identify the priorities of stakeholders
• Provide a process for iterative planning
• Develop flexible solutions
• Build capacity for relevant social analysis and participation
• Identify key stakeholders
• Action planning
• Focus on cost-effectiveness and appropriate delivery channels
• Provide voice for poor and marginalized groups
• Participatory process for planning
• Build capacity

To determine whether the community has actively participated in the activities of the project, the following questions need to be asked:
Information needed:
• Are various players involved in the activities?
• Have local partnerships been established with the technical services, the authorities, the media and with other resource persons?
• Are partners investing their own human, physical or financial resources in the initiative?
• Are the identified community groups active in the communication activities?
• Was the development initiative decided in coordination with all the players involved or in response to a local request?

And in terms of the objectives of the project, the following questions need to be asked in order to ensure the sustainability of the project:
Information needed:
• Were the objectives identified on the basis of the identified groups' needs?

• Were the objectives formulated in terms of expected results?
• Are the objectives realistic in the light of local conditions?
• Will achievement of the objectives pursued by the project contribute to the success of the initiative it is intended to support?

This research has used this model to assess the strengths and weaknesses of five cultural heritage projects already implemented or being currently implemented in Cyprus. Strengths and weaknesses for these projects have also been explored with the aim of coming up with recommendations for further improvement of the implementation of these projects where applicable or to help with the better planning of future projects with similar objectives via lessons learned from these projects. The readers can find a step-by-step best practices guide for practitioners at the end of this report, which was prepared using the results of this research.

D. Literature Review – Participatory Approaches In Community Development

D1. THE PHILOSOPHY BEHIND PARTICIPATORY APPROACHES IN COMMUNITY DEVELOPMENT

According to Chin Saik Yoon (1995), participatory approaches in community development became common in the 1970s. The idea of participatory models emerged from the development community. Under the 'modernization' school of thought, the common practice was to bring the 'western' tools and methods to the developing world and expect the locals to copy these methods and get the same results as the west. In the 1970s it became clear that the 'western' methods were not as successful as hoped and the farmers/locals started questioning these methods. That is when the participatory method emerged as an alternative strategy, where local methods and needs begun to be integrated in the methods suggested as a development method.

In a paper he wrote in 2000, Ray Jennings maintains that participatory development is a new paradigm in the field of development.Although it is being used in many fields for the past 30 years, the participatory approach in community development is a model that has been used more and more often in the last decade. It is more effective when it uses principles of documented needs and participation in all phases of the project cycle. When a community displays higher levels of felt needs, individuals are more likely to think of problems as relevant and a priority for instituting change. It is important to understand local conditions well, prior to designing and implementing the action. There are many different methods that can be used to clearly understand the local issues, among which are: focus groups, semi-structured interviews, and observations (Rietbergen-McCracken and Narayan, 1998).

In addition to be used as part of planning efforts, participatory approaches can also be applied to the social research that validates the relevance of such efforts. This is known as Participatory Action Research (PAR). This method has been used in peace-building in Cyprus and in various other conflict areas by the Cyprus 2015 project, implemented by Interpeace on the behalf of UNDP-ACT, and is grounded in the belief of the wisdom of listening, the power of participation and the strength of informed dialogue to build understanding and trust. The Cyprus 2015 project defined the PAR process as:

"policy-oriented research in which actively engaged societal stakeholders themselves are brought in as the 'team of researchers', while the full time project staff becomes a secretariat to the societal stakeholders – conducting background research, convening meetings, facilitating the proceedings, producing drafts for validation by the stakeholders, disseminating the recommendations of the stakeholders to wider audiences."

For the Cyprus 2015 project, this was crucial in order to ensure continued participation of all concerned groups they identified in the first phase of the research; stakeholder mapping. It also proved to be beneficial in contributing to the success of the project as the stakeholders took ownership and often rated the project to be more inclusive and somewhat more serious than other projects they participated in.

'At a time when Cypriots lost their hopes in a future settlement of Cyprus and their trust in the International community wasn't at its peak what we heard most was 'oh, no, not another donor-funded conflict resolution research that will lead to another book in our libraries. However, when they found out that they would be involved in every step of

designing and writing that book, our stakeholders were interested to participate. Another important factor that I think helped the success of Cyprus 2015 project was the fact that it was exclusively designed and implemented by a team of Cypriots rather than by international experts that may well be very experienced in peace-building but does not understand the local dynamics. Involving both experienced and young local opinion leaders within the process also helped getting stakeholders trust the project. I even witnessed a few stakeholders taking pride in participating in this project. For a research project I find this rather fascinating'. (Researcher of Cyprus 2015 project).

As was experienced in Cyprus 2015 project, it is vital to the success of a project to help participants develop a sense of ownership. When the members of the community are involved in the decision-making process, they develop a sense of ownership towards theproject at hand.

A sustained communication effort is a must in the community to involve participation in planning, decision-making and implementation of the project. The participatory approach thus teaches participants and outsiders, whether authorities or international NGOs, to better understand, relate, and help one another.

Although participatory methods are valuable in mobilizing communities to achieve their goals, they can inadvertently give more power to already empowered community groups. This is especially true in communities where 'minority groups' such as migrants, youth, women, poor etc tend to be less 'visible' in the community. Hence, a variety of participatory methods should be strategically used in a community to develop solutions that are inclusive of all stakeholders regardless of how engaged they are in community activities.

It is also important to talk about accountability when we look at participatory development models. Accountability plays a central role in ensuring the maintenance of solid relations between the different stakeholders involved in a development project. Making the leaders of the project be accountable to their beneficiaries, would encourage the community members to be involved and committed to its success, and thus its sustainability.

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whether authorities or international NGOs, to better understand, relate, and help one another(Community Info Development Handbook, date).

D2. INTERNATIONAL BEST PRACTICES
Participatory development is governed by a set of international best practices and agreements, many of which were developed in the field of Environmental protection. Some of the relevant EU and international tools encouraging citizen participation are described below:

D 2.1 SIPAZ: peace journalism in rural Colombia
This is a project where a group of Colombian social organizations and community radio stations united to form SIPAZ — Sistema de Comunaciónpara la Paz (Communication System for Peace). With the help of Canada's International Development Research Centre (IDRC), SIPAZ has created a participatory communications network and system in the rural regions of Colombia.

'SIPAZ's goal is to encourage stations in its network to produce and exchange news that will foster a culture of peace, tolerance, and respect for nature. From a hub of 10 centres linking 42 community radio stations and two local television stations, SIPAZ produces a news program. All the stations contribute news and other materials. The program is then channelled through the 10 centres and sent, via the Internet, to all the participating stations and partners around the country.' (Angela Castellanos)

Although SIPAZ operates in areas of violence it has chosen to report on the aftermath and consequences of these conflicts and their wider social context instead of the conflict itself. This is listed by Angela Castellanos as one of the best practices of this project. 'Stations have learned how to turn local events and activities that support community development into news items of regional interest, as a result of news management training workshops. SIPAZ-affiliated stations have compiled news management guidelines in a style manual — a communications tool linking programing to social processes. Eventually, SIPAZ hopes to generate news for a national audience.'

With the realization that community radio stations (most of which are in rural areas) were losing their identity as they competed with their commercial counterparts, a working group comprised of seven radio stations came together to discuss the unique role that community radio stations could play in determining content, and in administering and monitoring radio stations.

'SIPAZ then focused on determining how programming could be developed, based on local aspirations and

culture, to promote life and peace. Using participatory techniques, researchers developed a methodology for identifying and documenting local cultural practices that could help develop culturally relevant programming. For example, they examined means communication in the diverse cultural environments in which the community radio stations operate. The handbook they produced (Cartilla de ComunicaciónAmbiental) not only recognizes Colombia's rich cultural diversity, but it also acknowledges that this diversity is being destroyed by drug trafficking and war.' The SIPAZ experiment is now being replicated across Colombia.

D 2.2 Participatory Action Research

Participatory Action Research is one example where the participatory process is being used in environmental research and development initiatives. This method is employed, mostly in situations where it is recognized that 'natural resource management issues (such as biodiversity protection and enhancement) are not characterised so much by problems for which an answer must be found, but rather by issues which need to be resolved and will inevitably require one or more of the parties to change their views.' (Allen, 2001)

'The underlying assumption of these approaches is that effective social change depends on the commitment and understanding of those involved in the change process. In other words, if people work together on a common problem 'clarifying and negotiating' ideas and concerns, they will be more likely to change their minds if their 'joint research' indicates such change is necessary.' (Allen, 2001)

The Cyprus 2015 project, supported by UNDP-ACT, pioneered the use of Participatory Action Research on the island, as part of an island-wide effort to capture people's hopes and fears for Cyprus and their vision for the future.

D 2.3 Participatory and Decentralized Development in Kerala

In 1995, a mass movement known as the People's Campaign for Decentralized Planning was launched in the Indian state of Kerala. The first of its kind, it involved the participation of people in planning and policy making at the regional level in order to overcome the negative impacts of globalization.

The methodology adopted ensured people's participation in all stages of the process- situational study, analysis and plan preparation, implementation, supervision and monitoring and evaluation.

This process was carried out in parallel with a massive awareness program. Task forces were formed, which organized training programs and materials in order to prepare people to participate actively in the decentralized decision making mechanisms (GramaSabhas- the backbone of the structure of decentralized governance and development). (Pillai, 2006).

D 2.4. Citizens' Juries

The term Citizens' Jury, originally known as "citizen's committee" was first coined in the late 1980s by the Jefferson Centre in Minneapolis. A similar process was independently created in Germany in the early 1970s. There is great variability in the process depending on who is holding it. Indeed, the participants' role can vary from nothing, to being asked to help to bring about the recommendations they have made. Whatever their form, they have been practiced in Scandinavia and other parts of the world. Very often, this concept is applied to urban or land use planning issues. In other words, a Citizens' Jury is a tool used in participatory action research (PAR) that operates in a manner analogous to a trial by jury (i.e. evidence-based decision-making).

D 2.5 Aarhus convention

The United Nations Economic Commission for Europe (UNECE) Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters (1) was adopted on 25th June 1998 in the Danish city of Aarhus at the Fourth Ministerial Conference as part of the "Environment for Europe" process. It entered into force on 30 October 2001, and in the EU was embodied by Directive 2003/4/EC. The Aarhus Convention establishes a number of rights of the public (individuals and their associations) with regard to the environment. The Parties to the Convention are required to make the necessary provisions so that public authorities (at national, regional or local level) will contribute to these rights to become effective.

The Convention provides for:
• The right of everyone to receive environmental information that is held by public authorities ("access to environmental information"). This can include information on the state of the environment, but also on policies or measures taken, or on the state of human health and safety where this can be affected by the state of the environment. Applicants are entitled to obtain this information within one month of the request and without having to say why they require it. In addition, public authorities are obliged, under the Convention, to actively disseminate environmental information in their possession;
• The right to participate in environmental decision-making. Arrangements are to be made by public authorities to enable the public affected and environmental

non-governmental organisations to comment on, for example, proposals for projects affecting the environment, or plans and programmes relating to the environment, these comments to be taken into due account in decision-making, and information to be provided on the final decisions and the reasons for it ("public participation in environmental decision-making");
• The right to review procedures to challenge public decisions that have been made without respecting the two aforementioned rights or environmental law in general ("access to justice").

D 2.6 SEA Directive (2001/42/EC)
Adopted by the European Council in 2001, is to ensure that the environmental consequences of certain plans and programmes are identified during their preparation and before their adoption. The Directive places a strong emphasis on public participation and consultation.

D 2.7 USAID's Open Government Directive
With the Open Government Directive of 12/8/2009, the USAID has committed to 'engaging the public in a proactive and transparent exchange of ideas providing opportunities for the public to provide input into agency programs and activities.'
The methods used by USAID for engaging the public are:
• Open portal
• Open public' meetings, speeches and events
• Social media participation
• Newsletters
• Forms for submitting ideas

D 2.8 US Environmental Protection Agency's Public participation in Decision Making
The US Environmental Protection Agency is very innovative in engaging the public in its decision making process. The EPA web site (www.epa.gov) is a very rich source of different methods used by EPA under the 'open government' heading.

Examples of different methods/tools of public participation include: Public hearings, scoping meetings, focus groups, workshops, open houses, charrettes, listening sessions, advisory committees, blue-ribbon commissions, summits, policy dialogues, negotiated rule-making, task forces, town meetings, citizen juries, study circles, future search conferences, online deliberation, and deliberative polling.

More specific practices/ tools, that can be used include working groups, panels, debates, field trips, web sites, listservs, voting, consensus-building exercises, professional facilitation, process steering committees, visioning exercises, decision analysis exercises, scenario-building exercises, participatory budgeting, media campaigns, surveys, various educational or outreach activities, and so

forth. (Public Participation in Environmental Assessment and Decision Making, 2008)

D 2.9 Strategic urban development planning framework in Tanzania
The Kahama District Council in Tanzania decided in 1999 to prepare and implement a strategic urban development planning framework (SUDPF) as a tool for addressing criticalissues. Workshops with the local business sector, civil society organisations, utility agencies and local community groups identified issues and options which were then developed bymulti-disciplinary task groups. The approach has provided a predictable environment for investment and security for families wishing to invest in housing construction orneighbourhood improvements (United Nations Human Settlements Programme(UN-HABITAT), 2004).

D 2.10 A World Bank–supported project to promote private sector development in Uganda
'(...) used a stakeholder workshop as a key step in a Stakeholder Analysis and project planning. At a very early stage of the project design process (after an initial identification mission), a large group of stakeholders from the private sector and relevant government agencies were invited to a workshop. A structured approach was used for the two-day workshop, based on the TeamUp method, which places particular emphasis on building teams and designing stakeholder participation. Each of the 80 participants started by defining what interests they represented and what their position was in relation to the proposed project. An exercise called "spectrum of confidence" was used to enable participants to establish their level of scepticism or confidence in the ability of the private sector to design and implement a project to meet their needs. A number of other participatory techniques were used to facilitate a collaborative effort in developing and comparing alternative project designs. Finally, participants elected a task force to take the design process further. This structured approach proved well-suited to this large gathering of people with very diverse interests. The workshop not only brought conflicts to the surface and revealed areas of common ground, but also set the scene for a participatory project that addressed the majority of private sector beneficiary interests.'(Moses, 1995)

D 2.11 Youth Vision of Jerusalem
This is a participatory youth media initiative. Children and youth in refugee camps were recruited and used as researchers to record voices, pictures and stories of the divided city, reflecting their cultural identity and connection to the city (Voices Beyond Walls, 2009).

D 2.12 The Jerusalem Show
This is a participatory art show, which presents works, performances and interventions throughout the Old City.

performances and interventions throughout the Old City. Artists work with the residents to engage in creative work (Nafas Art Magazine, August 2008).

D 2.13 Belfast-Art based urban renewal while supporting local community organizations

The Belfast City Council has encouraged partnerships with coalitions of public and private sectors to support neighbourhood regeneration activities including a focus on the role of public arts and use of shared spaces to promote social cohesion. Community Arts Programs as well as 'creative clusters' were part of an integrated cultural strategy for the city. In this way, the city of Belfast sought to re-imagine alleyways by supporting mural painting workshops with youth from different backgrounds (Sawhney, Yacoub& Norman, Autumn 2009).

D 2.14 Porto Alegre, Brazil- Participative Budget

In 1989, the City Hall of Porto Alegre created the Participative Budget, where the citizens, through a debate and consult process defines and decides on amounts of income and expense, where and when the investments will be done, which are the priorities and which are the plans and actions to be developed by the Government. In Porto Alegre, today, the citizens know and decide on public issues, transforming themselves, therefore, in agents of their own future. The Participative Budget is known by 60% of the population, according to a public opinion research and millions of people participate actively in the process in meetings, regional conventions or in specific thematic assemblies. Presently, all over Brazil there are at least 70 cities who are establishing the Participative Budget system, based in the past experience Porto Alegre has (Most Clearing House, 1996).

D 2.15 Other methods that have been used around the world:

• Architectural design competitions
• Festivals
• Public Arts Projects
• Community Theatre
• Arts-based Enterprise
• Urban Planning Vision Development (Pristina Youth Project)
• Public Information/TV spots- informing the general public on different projects

It is important to ensure that the public appreciates the special historic character of a city centre/village and that they consider it a value. It is also important to ensure that the public appreciates the preservation of the ecological sites and that they consider it a value.

The public values:
• Public transportation
• Good schools
• Safe streets
• Shopping facilities
• Playgrounds
• Green areas

Additional examples:
• The public/beneficiaries can benefit economically from actively using the public space- Community Gardens in Sarajevo-gardening for profit-food subsidies for gardeners.
• Kosovo-Councils comprised of citizens who meet on a regular basis to discuss development priorities for the community
• Community Concerns/Voters Voices Project (Kosovo) – Public ranks and discusses key issues of public concern.

E. The Cypriot Experience

Participatory Development is a broad field. However, in our analysis, which is framed by the parameters of the Future Together project, we were specifically interested in participatory development as applied to community projects in Cyprus that;deal mainly with physical spaces; focus in particular on cultural and natural heritage; contribute in one way or another to the ongoing reconciliation process on the island.

In addition, the main subjects for analysis were selected among projectsUNDP-ACT had supported or had interacted with, since a wealth of information and analysis was already available on those projects. Thus framed, it is easier to narrow down the scope of investigation to the following five case studies:
1. Nicosia Master Plan
2. Kontea/Türkmenköy Cultural Heritage Preservation Circle Project
3. Armenian Church and Monastery
4.Katokopia Project
5.Plant Micro-Reserves Project

The advantage of examining these projects is that they are all at different stages of maturity, which allows remedial interventions in some, whilst using others for their comparative value.

E1. NICOSIA MASTER PLAN

E 1.1 Background

The Nicosia Master Plan (NMP) has been the first of its kind and is the longest project among the five that have been covered in this research. NMP covers a period of four decades and its participatory levels have varied between periods and the political climate. In 1979, when the project was started, a participatory process was not a priority. The project teams (both TC and GC) of that period acknowledge that a consultation process was missing at the time of needs assessment and planning, and add that it was not a priority for them at the time.

'The need was there, and was visible in terms of cooperation of the two municipalities first in sewage treatment, and later in town planning issues.' (GC project team)

E 1.2 Short Description of the Project:

The Nicosia Master Plan project was inspired by the representatives of the two municipalities of Nicosia,Mr LellosDemetriades and Mr Mustafa Akinci. It started off as an attempt to redesign the drainage system and with the successful planning and implementation of this cooperation, the two municipalities decided on planning to revive the old city and develop a plan for future development. These plans led to the development of the Nicosia Master Plan. The Nicosia Master Plan was turned into legislation in the GCC, whereas it remained as a Master Plan in the TCC for a very long time (it only became a legislation in 2000 in the TCC). Although a separate Nicosia Master Plan Team office was established in the GCC, this has not been seen as necessary in the TCC. The fact that there was neither a legislation nor a separate office has led to some implementation problems in the TCC.

The compositions of the project teams in both communities have been changing, both due to needs and inevitably since it has been a long lasting project. The municipalities of the two communities defined the stakeholders as the different offices whose cooperation would be necessary in the implementation of the project. The stakeholders consisted of the Municipalities of Nicosia (TC and GC), the Department of Town Planning and Housing (in the GC) and the Departments of Town Planning and Antiquities (in the TC) as well as the UNDP. Although both project teams said their teams were composed of professional experts,which had the required capacities, the TC team mentioned the lack of a sociologistor an expert on social issueswho would have been useful in understanding the social needs of the beneficiaries and the general public that is important in producing a Master Plan. The UN provided financial support (some funds came from USAID via the UNDP/UNOPS Bi-Communal Development Programme, while others came from the EU via UNDP's Partnership for the Future) and its main role was to facilitate communication between the GC and TC project teams.

E 1.3 Participatory Process

In depth interviews have been carried out with shop-owners in both TCC and GCC within the old city in order to receive their feedback on the participatory process of the NMP. A total of 21 shop-owners have been interviewed.

As a result of these interviews it can be concluded that there is generally limited awareness of shop-owners on both sides about the Nicosia Master Plan. This limited knowledge may be explained as having heard of the name and a very limited knowledge of what the plan includes. When asked about how they were informed about the NMP, more than half of the TC shop-owners mentioned the media as their main source of information while a little less than half mentioned discussions with other shop-owners.

There was no participation in the design phase of the project. Participation in this project consisted of municipal authorities coming into contact with shopkeepers in order to convince them of how essential the plan was. Shop-owners reported a number of meetings organized by the Turkish Municipality of Nicosia, which only one third of the TC shop-owners interviewed said they have participated. According to a GC shop-owner, who got involved in the NMP by participating in meetings organized by POVEK at the Nicosia city hall, most shopkepeers participated in these meetings with the mayor himself (LellosDemetriades). The mayor also visited POVEK and discussed with them about the forthcoming plan. All of the TC shop-owners who answered the questions of our study team said the Municipality does not care about their opinions.

'The management committee consisted of the municipal authorities and everyone knew that they were in charge of the project. We held regular meetings in order to discuss the proposed plan and this was our only method of communication with the management committee.' (GC shop-owner)

Nevertheless, it is apparent that although meetings were organized in both communities, some shopkeepers found it hard to attend the meetings, because the meetings were organized during their working hours. In the GCC, the project team explains that regular meetings and discussions were organized with the public and according to the GC shop owners, it was through these discussions the project was thoroughly explained and understood and ultimately earned the support of the majority of shopkeepers.

'We participated in regular discussions with the municipal authorities. The municipal authorities did a good job of explaining the pros and cons of the plan (irrespective of how successful the plan was finally).' (GC shop-owner)

In the TCC, there were problems in the implementation phase where there were cases where some projects were not implemented due to high resistance from shop-owners. Their resistance could have been avoided by involving them more in the project. Even when they were involved in the discussions,the interviewed shop owners reported that the issues they raised in the meetings were not taken into account in the implementation phases of the project. It is reported by the shop owners that the authorities did not address concerns of the beneficiaries and the plan was implemented as initially conceived by the municipalities.This has raised anger and mistrust in both communities towards their respective municipality.

'These meetings were organized during the time when making Ledras and Onasagorou pedestrian walkways was under consideration. The majority of shopowners were in favour of the plan, but they had some issues they were worried about. During discussion, a critical issue for shop owners was the fact that there would be loss of income during the period when construction work would be underway. Moreover, lack of parking facilities (and a predominant tendency of Cypriots to park in streets instead of parking spaces) would make the situation worse. In order to ease this negative impact on shop owners some of them suggested in advance to go for a gradual implementation plan (extension of pavements initially to increase foot traffic and prevent parking in these streets, then allow car traffic only on specific days and then finally move to full pedestrianisation) but this failed to be realized.' (GC shop-owner)

'In a further attempt to minimize problems from this situation, shop owners asked for extended working hours for within city stores, but this request was also not granted.' (GC shop-owner)

In this respect the project was led by the municipalities and shop keepers views and/or needs were not taken into account. They could be characterized as passive participants/ recipients of the plan although they continuously stressed that they would have preferred active participation and accountability. In order for the NMP to be more participatory, the shop owners suggested more information on projects and how they are going to be implemented as well as their active involvement in the process via Door to door discussions, establishing a separate unit within the Municipality to listen to their concerns and through shop-owners' committees.

After the implementation phase the TC municipality did not ensure the maintenance of the project. Current demands of shopkeepers to upkeep facilities go unanswered. TC shop-owners also raised issues such as parking, sidewalks, lack of toilet facilities, need fororganized activities to revitalize the shopping area and workshops to attract more tourists into the area.

'We still have many problems, such as parking, revitalization of the region, toilets, sidewalks etc. It would have been a lot more useful for the Municipality to listen to us before they designed their projects. They come and talk to us sometimes but it does not mean they listen to what we tell them.' (TC shop-owner)

 Initially the project was considered to be unsuccessful by the shopowners. The fact that a gradual implementation as suggested was not offered, and that there were no incentives given to counterbalance the negative impact hurt many businesses. Many stores closed down, Onasagoroustreet faced further economic stagnation and only the strong shops in Ledras street managed to survive.

The success of this project has been observed only recently and only the stores that managed to survive in the longer term reap the benefits.' (GC shop-owner)

To summarise, there was no formal participatory process in place in the TC and GC project teams for beneficiary identification at the initial stage. Many reasons were listed for this lack by the project teams, such as:

• There was an immediate and pressuring need to redesign the sewage system and then to revitilize the town center, thus a needs analysis was not seen as a priority
• At the initial stages of the project (which dates back to 1979), citizen participation/ involvement was not an established practice
• There is a consideration that projects in old Nicosia are undertaken for the benefit of all Cypriots, irrespective of where they reside. This means that the focus shifts away from simply establishing needs of the local communities.
• The TC project team also reported that they did not at the time know how to involve the public.

The identification of beneficiaries became more of an issue starting from mid 1980s. International experts became involved in the process in 1983. Both project teams reported that they have started considering how they can involve the public in the process during the 1980s. Nevertheless, the project teams in both communities have listed methods of communication they have used in this period in order to 'inform' beneficiaries about the developments on the Nicosia Master Plan. Some of these tools were listed to be: brochures, press releases and informative meetings with shop owners. The communication with the public during the 1980s could thus be defined as a top-down/one way communication. Occasionally opinions of the 'audience', which were mainly defined as shop-owners, were also taken, but when asked, these shop owners said they did not feel their opinions mattered too much in the implementation of decisions.

'Citizen participation was introduced effectively with the making of Ledras and Onasagorou into pedestrian streets where store owners and residents in the area were asked their opinions.' (GC project team)

The 1990s could be listed as a slow period for the NMP. Activities picked up pace in the 2000s, while the participatory process also changed nature.

'There was a more participatory process in the 2000s where we have included shop owners as well as academics and opinion leaders in the process. Nevertheless, with this process, we have raised expectations so much that at the end we were not able to deliver.' (TC project team)

We can see from the above quote that participatory processes run the risk of raising expectations and falling short of delivering what was expected of them.Thus it is important for project teams to be committed to the idea of participation and to deliver results from the participatory exercises. This is necessary for public ownership of the projects.

The methods of participation used varied on a project basis throughout the lifespan of the NMP.

'Initially the projects did not involve any formal participatory processes due to the fact that the needs of the projects were obvious to begin with…Formal participatory processes were utilised at a later stage. This process involved consultations with interested parties, presentations of projects, questionnaires etc.' (GC project team)

'We have had workshops, panel discussions, town hall meetings, but these were mainly to inform the beneficiaries...In order to revitalize the old city, we have carried out many events such as caricature competitions, festivals, panel discussions etc' (TC project team)

There was no process to identify and prioritize social issues such as poverty, age, ethnicity and gender in the commuunity throughout the project cycle. This is a main shortcoming of the Nicosia Master Plan since the Master plan has only been designed with a town planning perspective and the social aspects have been clearly left out. Quotes from the project teams on this issue may help explain this fact further:

'The primary goal was revitalisation because everything was in a pitiful state. Anything done was a positive…Plans now are part of the Nicosia Master Plan, which follows a Heritage Led Regeneration Model…Lack of funding at present means that authorities are not in a position to prioritise according to what they think should be done. Funds need to be secured from the private sector. Adoption of a Private-Public-Partnership (PPP) Model means that projects may now be driven by the needs of the private sector.' (GC project team)

'We did not have a sociologist in the team. This was a shortcoming…We have experts come and make presentations and reports on the issue of social inclusion and it makes sense for the places they are presenting about, but when it comes to implementation, it is important to have an expert on board who knows about the local conditions and who would adopt this expertise to the local cases.' (TC project team)'

No social assessment on the possible effects of the NMP was made. This is explained by the project teams by the immediate need to 'fix' the structures that were 'in a pitiful state' and any effort by the authorities was viewed as positive according to team members.

Migrants were never included in the process or consulted in either the GCC or TCC. The GC project team explains this fact as;

'projects completed predate their presence here' and adds that 'there were provisions for common areas and social services.'

The TC project team also mentions that migrants have never been included in the project cycle of the NMP and that they were not an issue at the time. Similarly, gender sensitivity was never a factor taken into consideration throughout the project cycle. It is important to include all aspects of the society in the project in order to ensure sustainability and have a better social impact. The NMP has a potential to be expanded to include the social needs of the migrants as well as the broader public if it is looking into revitalizing the area.

The project was evaluated by the initiative 'new vision for the core of Nicosia' which assessed the work that was carried out under the NMP and set goals for the future. Both TCs and GCs representatives participated in this initiative.

'It was after the new vision where we improved our participatory process. It was a good capacity building exercise for us as well.' (TC project team)

E 1.4 Difficulties encountered by the project teams
Some problems are cited by the project teams throughout the life span of the NMP. These problems are mostly related with the political developments with respect to the Cyprus Problem and the political will of the authorities in getting involved with 'bi-communal' projects. The difficulties listed by the project teams include:

The political climate: It has been noted by both project teams that political climate very much affected the developments of the NMP. The same note was made by different stake holders as well.

'Political events are always an issue. When relations between the two communities were strained, processes took longer.' (GC project team)

 'Political will during different phases of the project has not been the same and has not always been there.' (GC project team)

Implementation issues: As a result of lack of political will and the fact that the Plan did not become a legislation in the TCC, implementation became a challenge:

'The fact that we did not have a legislation limited the implementation.' (TC project team)

Resistance to change: Lack of involvement of the stakeholders in the initial stages of the project resulted in unwillingness in getting involved with the project. In addition, as it is usually experienced in projects aiming to induce change, there was a degree of resistance from the public in both communities.

'The level of involvement of members of the two communities in the initial stages of the project was limited.' (GC project team)

E 1.5 Preliminary findings
The need for the project emerged during the daily work of the two municipalities. Public involvement thus can be said to be nil at the needs assessment phase.   The planning phase involved many stakeholders that were identified through the daily work of the municipalities and included the different authorities that were necessary for the implementation of the project. This phase involved only a town planning dimension and did not include the social aspects of planning. A social assessment of the public was missing. A formal stakeholder analysis was not carried out. In addition to the different stakeholders in the implementation phase, meetings with different groups such as shop-owners were carried out, to 'explain' the project. This was again more like a one-way communication rather than the desired 'participatory'

approach. The Evaluation reports of different experts indicate that the knowledge and awareness of 'ordinary' people about the NMP are still very limited.

A good practice that could be derived from this process for other projects is the establishment of a bi-communal working committee that met regularly and included all stakeholders.

SUMMARY OF PRELIMINARY FINDINGS – NICOSIA MASTER PLAN

STRENGTHS	WEAKNESSES	LESSONS LEARNED
Uniting a divided city through its sewage system: NMP has been a very successful story where following a conflict the authorities of the two conflicting communities managed to cooperate and unite a divided city through its sewage system. Although NMP has received a lot of international credit and awards for this success, it has the potential to be recognized further locally.	**The expected impact was not achieved with initial projects:** Due to this negative development there was an urgent need to reassess the issue and new stakeholders were added in order to aid revitalisation of the city.	**Keep politics out of it:** Political interests were kept outside of the **Nicosia Master Plan project:** Leadership has been very important for the successful initiation of the project. The initiative of the two mayors and their courage in keeping politics out of the picture when the need of the two communities to cooperate were apparent, made the NMP possible and therefore needs to be highlighted as a best practice.
Saved and restored important buildings: The main priority was given to saving buildings and this was successfully carried out.	**At the initial stage of the project there was no public participation in the project:** The NMP has a potential to be more participatory.	**Need to find common areas of interest between TCs and GCs and build on these:** It is important to include all aspects of the society in a project and concentrate on a win-win situation where both communities have an interest in participation.
Achieved good communication with all partners: NMP is a true success story where the two municipalities successfully cooperated in a period of non-cooperation and managed to expand this cooperation further, to include other stakeholders.	**Lack of adequate funding stalled work:** By becoming more participatory, NMP has the potential to attract more funding, both public and private.	**Set clear targets and vision for the project:** NMP had clear targets and a vision from the beginning. It is also important to note that the new vision exercise has been important for NMP in measuring its success, learning from the mistakes of the past, mainstreaming its best practices and improving different processes throughout the lifespan of the project. We have seen from this example that the more participatory a project, the more flexible it becomes, and it can be seen in all case studies that flexibility is a prerequisite for the success of participatory projects.
Individuals involved in NMP believe in its cause: Working on a common cause, seeing the results of this work, working together to overcome problems and spending time together both professionally and socially have been the good practices of this project in terms of team building. Additionally, it can be observed that the members of the project team truly believe in the cause of the NMP, which may be one reason for the sustainability of the project.	**Limited local understanding of the importance of the NMP although the project has received many international awards:** As noted earlier, the international recognition of the successes of the NMP could be publicized and shared locally to create interest and awareness on the project and promote further the idea of restoration and cultural heritage preservation..	**Open communication between the concerned parties. No hidden agenda:** Having a formal process for continuous communication (regular meetings etc) where all stakeholders can openly express ideas with true honesty should be noted as a best practice. It could be seen in other case studies as well that projects that have successfully implemented this prerequisite have been more successful delivering results.

STRENGTHS	WEAKNESSES	LESSONS LEARNED
Began the idea of building restoration and preservation: As the first example of its kind, NMP has been important in being a good example for other regions in terms of restoration.		**Exchange of know-how in order to ensure common technical approach:** This point has been listed by the technical staff of not only the NMP but a few case studies as a best practice.
Cultivated the feeling of cultural heritage and many other places have been restored by private funds following this example: Cultural heritage preservation is not a priority in either community. Thus NMP should be applauded as being a success story on this front as well. It could further be promoted as a best practice and its success could be publicized more locally.		
Rise of Public-Private-Partnerships which help the NMP stay alive: Although this point applies more in the GCC than the TCC, by becoming a more participatory project, NMP has the potential of attracting more private funding.		
International recognition of the achievements of the NMP: NMP has been appreciated internationally more than it has been locally. Throughout the project, many very prestigious awards have been given to the NMP. These awards could be publicized more locally in order to increase local appreciation and understanding of the NMP among the public and also to help build awareness and vision around the concept of 'a city of culture'.		

E 1.6 Recommendations

Understanding social needs: Capacity building of the project teams in social assessment and the different tools and methodologies that can be used is necessary.

Communicating effectively with the public: This includes first 'educating the public' when necessary about different methods and techniques that are used in other countries and then consulting them for their opinion.

Involve the media actively throughout the project cycle: There is a need to publicize the success of the project as well as increasing awareness on cultural heritage preservation. This point is also important in terms of vision building.

Involve the public throughout the project cycle: Related with the social assessment point made above, the project teams need to increase their capacity in how to be more participatory. Informing the public more on the project and holding public discussions on what kind of identity the residents want to have for the city will help in establishing a cultural identity of the city which was cited to be a need by the project team. According to the project team, Participatory process could be improved by being more transparent.

All local authorities could benefit from mainstreaming the participatory model in their day-to-day work.

The Nicosia Master Plan can benefit from the advocacy phase of the Future Together Project, since it can use local publicity in order to inform the public about the international recognitions and the awards received. This would help inform the public about the Plan and increase ownership of the Plan. The Participatory Model could be mainstreamed and used in the Nicosia Master Plan in the future.

E 2 CULTURAL HERITAGE CIRCLE PRESERVATION PROJECT
E 2.1 Background
This project is a cultural heritage preservation project in the village of Kontea/Turkmenköy. It can be listed as the first example of a bottom-up preservation project with the successful cooperation of the current and old residents of a village.

E 2.2 Short Description of the Project:
The Cultural Heritage Circle Preservation Project is one of the few success stories of participatory development projects in Cyprus. It involves the restoration of a few buildings in the village (church, mosque, aqueducts, peace park and central plaza) of the village, with the cooperation of former and current residents of the village. The process started when a group of former residents contacted some current residents of the village and developed a project that was supported by the UNDP.

'This project came up due to the need to reconnect citizens with their roots and the interest in saving cultural history. This project is also useful for younger generations who can investigate their roots.' (GC- project team)

After the initial contact of the core individuals from the two communities there was a dinner organized to 'break the ice' between the two groups of residents. This is listed by many as one of the best practices of this project, since the groups of people who would work very closely in the future first got to know each other on a social basis and became 'friendly'.

'Bambos contacted Mehmet Vahip, who initiated contact with the villagers. Then we went to dinner.' (TC project team)

Additional members joined the project because they were interested in the cause. After the project design and proposal writing stage, there were additional needs in terms of professionals, and thus a technical team was organized.

The Management team was organised as follows:
• The project team, consisting of experts (civil engineers, architects).
• The management committee, basically the steering committee, which provided the direction of action for the project and included active members of the two communities.

The use of 3 languages in the meetings was also helpful in keeping a broad composition of the management teams. Sometimes language becomes a limiting factor for bi-communal groups since not everyone speaks English. The management committee that was formed included individuals who spoke Turkish and Greek but not English, which was an added benefit to the group.

'Three languages were used interchangeably in the meetings. Some TCS speak Greek, some GCs speak Turkish, which lead to use of the two languages interchangeably. English was the common link in cases where people conversing did not know each others language.'

Although the management committee is very visible among the local community, there was a conscious attempt, to keep the project in low profile within the national community. Transparency was ensured in the management committee by regular meetings of the management committee.

'There are meetings between steering committee and expert teams and events were organized where information were passed on in a formal and informal manner. Decisions were made in a very democratic manner. There was open discussion, issues were raised and resolved, opinions were modified in order to reach consensus and opinions were backed up by suitable arguments.'

E 2.3 Participatory Process
This project is unique since the needs assessment came out of a bottom-up approach where a group of GC and TC

individuals got together and developed the idea for this project. As narrated by the project team, the need for this project has been determined initially by the old residents of the village, who got in contact with the current residents. This initial contact was a very successful one since it initially involved a social contact, where the group met over dinner and got to know each other. This has been listed by many participants of the project as a best practice example.

Technical experts were involved in the planning phase. This might have limited the public participation a bit since it moved the discussion into more of a technical ground. Nevertheless, with the continuous flow of information from the technical experts to the residents, this potential danger was overcome.

The implementation phase also involved the technical teams more than the general public. Nevertheless, the Cultural Heritage Circle Preservation project included constant information flow to the public and thus the public was informed about the works at all phases. Members of the project team also add that whenever there were questions raised by the public, or the 'willingness or energy' was low, they would gather town hall meetings to talk to the public and listen to their concerns. This is also listed by many in the project team as a best practice.

One thing that is missing in the Cultural Heritage Circle Preservation project has been the expansion of public participation. The individuals that were positive towards the initial idea have more or less been the ones that were active throughout the project cycle, where those who opposed or didn't care too much for the idea initially, have remained as 'outside observers' although it was reported that some opponents of the projects might have been positively affected after the opening of the peace park.

The 'opponents' could have been approached from the very beginning of the project with different methods such as focus groups, to understand their fears/thoughts/resistance and feelings about the project. The need for social assessment at the very early stage is necessary, even in cases where the initial project idea comes from the public itself. Even bottom up projects may fail to be as participatory as one would like them to be.

Similarly, since a social assessment was not carried out at the beginning of the project cycle, the different social groups in the village, as well as their needs were not identified. These social groups include the youth and women, as well as people of Turkish origin (although these are limited in number). Through interviews in the village, it can be seen that although the limited involvement of women in the project cycle has not caused many immediate problems for the project, the limited involvement of the youth from the beginning might be a reason for many sustainability issues that 'the carob park' is facing today.

The identification of stakeholders was carried out in an informal way:
'All stakeholders knew each other in advance and shared recognition of the need to save their village. Due to this common aspiration they decided to look for grants due to the need for funding and psychological support in order to make the project feasible.' (GC project team)

The beneficiaries were identified as the former residents and current residents. The current residents were recruited by announcements in the village. Informative meetings were carried out in the village.

A formal participatory process was developed where a management committee was formed. This team included groups of engineers, architects, civil engineers as well as average citizens who could help out.

'We gave roles to everyone, broke them down to teams and each had their specific responsibilities. Media teams, event teams, expert teams and steering committees were all engaged in this process.'

There was a lot of communication between the teams and a lot of information wasexchanged ; during meetings in village coffee shop, in social events such as dinners and with project presentations before implementation took place, so everyone knew about the project in detail and all queries were solved.

Throughout the initial project design stage, the project team reports to have identified some social needs.

'We identified the need for a social space in the community which is a neutral way from religious underpinnings and other social dichotomies. In order to make this possible the park/ picnic area was prioritised.' (GC project team)

'We have identified the need for children to play and the importance of having a children's playground on site for the sustainability of interest to the project. Today we see how right we have been in our assessment as we have parents bringing their children to the park every day. Had we not done this, this park would only have been used for limited purposes. Now it has a life.' (TC project team)

At the same time, the project had as a goal to commission work to be done to local residents as a means of providing employment opportunities (an additional benefit) to residents of the area.

'Although there was a qualitative assessment on the socio economic benefits of this project, no formal assessment was conducted in advance. The socioeconomic profits of the project became evident as the project progressed.' (GC project team)

Although the project teams report that gender sensitivity has been respected and all have been included in the project from the very beginning, some members of the project team report that more women and youth could have been added from theinitial phases. This has been one of the shortcomings of the participatory process of this project. Since the village meetings took place mostly in the coffee shop, this could have been a limiting factor for some women to participate.

'There is only one woman in the management committee. More young people could have been involved. ' (TC project team)

Nevertheless, the beneficiaries had a more balanced composition.

'In this respect, the same number of men and women participated in this project (50/50 participation) and youth were also encouraged to participate.' (GC project team)

'We did not exercise any pressure in order to increase participation. Participation was not an issue. (GC project team)

E 2.4 Difficulties encountered
There were problems cited by both project teams throughout the project such as:

Finding representatives for the programme in the TCC (GC Project Team): This problem was successfully overcome by contacting a TC who knew people in the village and introduced the GCs to the TCs.

Political and bureaucratic problems in technical affairs: This problem was listed as a problem during the implementation phase, where bureaucratic problems made it hard for TC and GC architects to work together in the TCC. This problem was overcome by TC architects showing up as the project owner.

There were also delays due to having to work with ministries and religious authorities: Working with political authorities within the context of the Cyprus Problem delays the process in bi-communal projects and this problem has been cited by all case studies as a difficulty that was encountered.

E 2.5 Preliminary findings
The communities participated directly by having representatives in the steering committees. The idea was to have the final owners of the project as part of the steering committees.

'We aimed to create a win-win scenario by prioritising projects that were of mutual benefit to the two communities.' (GC project team)

In 2006, the project team applied to the UNDP's call for proposals. Past residents of the villagehad an intense desire to go back, so all of them participated in the design of this project. They came in contact with the current TC residents of the villageto discuss and design the project.

After the initial design stage, the management team, which met 3-4 times a week when necessary started meeting less, about once a month. And the centre for meetings became Nicosia instead of the village itself, since the technical team

was based in Nicosia. Nevertheless, constant information flow continued between the management committee and the villages and this was ensured through the inclusion of villagers in the management committee.

Although a formal project evaluation was not carried out, constant feedback was taken from the beneficiaries and as reactions increased, informative meetings and social gatherings were arranged to explain the project.

'It was hard to quantitatively assess the project and we also considered that a strictly quantitative evaluation of the project (how many of the goals set were met) might actually hurt the project. There were delays because many people involved are volunteers and because authorities and bureaucracy also caused additional delays. Instead of quantitatively assessing and being disheartened by a perhaps slower than anticipated implementation, they decided to adopt a slow approach to ensure the success of the project.' (GC project team)

Almost everyone who has been contacted for this project mentions the importance of leadership and how it has been a key factor in keeping the momentum and motivation up, problem solving and keeping the project sustainable. Thus one of the lessons learned is that leadership skills and right personalities are key for the success of participatory projects, also since the process is a long one and the motivation levels of such projects are not the same throughout the process.

SUMMARY OF PRELIMINARY FINDINGS – CULTURAL HERITAGE CIRCLE PRESERVATION PROJECT

STRENGTHS	WEAKNESSES	LESSONS LEARNED
Kept low profile (away from popular media): The initial period during which this project was carried out (post-2004) required the project teams to keep a low profile in their respective communities. However, in a second phase (from 2010 onwards), when the project had become more solid, it became necessary to reverse this policy – the large public events that were held at the peace park in this period, as well as the film products, helped establish the legitimacy of the project.	**Delays:** Bureaucratic as well as political delays have been experienced. Additional delays were also reported due to the participatory process. This is a shortcoming of all participatory projects, nevertheless this is necessary for the success of the process itself.	**Social activities:** Different social activities have been used initially to break the ice. It has been repeatedly mentioned in different case studies that it is important to get together socially prior to working together. Once the implementation starts it's also important to socialise to keep the contact and interest alive.
Set clear goals and be flexible: The project team reports that they set clear goals and have proceeded patiently but determined towards their goals throughout the project. They were at the same time flexible. Through continuous evaluation and feedback (due to the participatory process) the project team was able to adjust the project according to the needs of the beneficiaries and thus successfully manage the process to deliver results.	**The bulk of the project team is unpaid**: Volunteerism is also a positive angle of this project, but there is a large amount of hugely technical work to be done, which most members of the team can only do in bits and pieces in their spare time. This contributed to the slowness of the project.	**Participatory Process:** A more or less open process of recruiting individuals who would be interested in the project was deployed. Although this process could have been made more open, the Cultural Heritage Circle Preservation Project has been a success story by involving many beneficiaries in the project cycle. Continuous two-way communication and information sessions about the progress throughout the project is a good practice that needs to be employed by similar projects.
Participatory process: Involving the beneficiaries in all stages of the project cycle, keeping open communication channels and having no hidden agenda is the key to the success of this project.		**Ownership:** Involving the beneficiaries in decision making process and including them in the implementation of the activities increased ownership of the project. Current and former residents of Kondea equally took ownership of the project and it became known as Kondea project rather than its formal name; Cultural Heritage Circle Preservation Project

STRENGTHS	WEAKNESSES	LESSONS LEARNED
Volunteerism ethos: By having a participatory process and involving the beneficiaries from the designing stage, the project team made sure voluntarism was present.		**Opinion leaders:** Including different opinion leaders with different backgrounds and political opinions increased the ownership of the project by many different stakeholders.
Common vision: The team took time to set a clear vision and outlined prospective tangible benefits for all involved. This surely provided a win-win scenario for people from both communities to work on. Working hand-in-hand towards their commonly set goals developed trust between members of the two communities. Another important aspect of a successful project.		**Project Development and Management:** What should definitely be learned from this project is its strategic management excellence. They involved everybody interested in designing the project. Taking into consideration the local realities they designed a long and flexible project; came up with a shared vision, set common tangible and attainable goals together with stakeholders and adopted their activities based on the feedback they received. Leadership and good problem solving skills were successfully used at times of difficulties and new approaches were adopted according to arisen needs.
		Transparency: The project employed many different channels of communication and strived to keep the information flow ongoing. The active presence of steering committees in both communities also helped.

E 2.6 Recommendations

Improving the Participatory Process: Although the participatory process of this project has been evaluated by many as a very good one, the project team indicated the need for training in communication skills in order to find out about more professional methods of explaining the project to the public and involving the public into the process (e.g. focus groups). This is recommended specifically to attract differing groups of people such as younger individuals, students, research teams and ethnography. For example, universities could also participate in such projects. The benefits would be to the students who would get real life experience of restoration and architecture, while the projects would benefit from a rich pool of ideas and expertise. More professional methods of public participation, such as focus groups etc could have been used throughout the project cycle.

Capacity Building: The project team indicates a need for training inkeeping accounts of expenditure, organisation of events and report compilation. Responding to these needs of the team will make the implementation of the project more efficient.

Varying activities: More thematic events could be facilitated such as 'history square' events to show history. These could attract additional interest in the project and improve participation.Thus the project could have become a larger part of life where the villagers could make use of the economic benefits of this project. This could be ensured by attracting more people to the region. By seeing the 'economic benefits' the public would be more supportive of such projects.

Publicising the Project: At the beginning of the project the team wanted to keep it low profile, for valid reasons (at the time, the socio-political environment was more hostile to inter-communal initiatives). However, publicising the project now, with all the outcomes, will help attracting more people, generate income and may even attract new funding to the village. This is a rather successful project and it should not be gone unrecognised. In order to address this issue, the project team are in the process of finalising a documentary film about the project and the people involved, to be released early in 2012.

RECOMMENDATIONS FROM INTERVIEWS:

'Disseminate information about the project openly and transparently. Cease secrecy between us.' (GC former resident)

'Patience and cooperation between participants.' (GC former resident)

'Honest participants who work together as a collective unit with commonly held perceptions and support.' (GC former resident)

'Leadership, openness and constant communication. Once the energy of the public fell, we organized information sessions or public social events to bring the energy back up.' (TC resident)

'Social events, information sessions, cleaning sessions where the public were included as well' (TC resident)

'Develop trust and friendship between GCs and TCs. Make it a collective effort on a pancyprian basis. Cultivate hope for a better future. People are under the impression that a solution cannot be found and do not have any political aims.' (GC former resident)

'It should convince people that the work done will be durable and promises will be acted upon for public welfare.' (Kontea GC)

'People need to see results and economic benefits. Initially there were negative feelings, but once the cleaning began, more people joined in. The children's playground is a tool which keeps people come back and use the park daily.' (TC resident)

'This can be targeted mostly by organizing bi communal events and publicizing results of projects. Generally, by promoting contact between the two communities.' (GC former resident)

E 3 ARMENIAN CHURCH AND MONASTERY
E 3.1 Background
This project is another unique example of a cultural heritage preservation project in Cyprus. After the NMP, it is the second longest project among the 5 that has been studied in depth in this report. Its uniqueness comes from the fact that it has been facilitated by UNDP-ACT. Thus it provides a unique example of how a project could be facilitated by an international organization when the need is there to bring together different public authorities in working for a common goal.

E 3.2 Short Description of the Project
The project includes the restoration of the Armenian Church and Monastery in the Arabahmet neighbourhood. This is a unique project due to the fact that the project team has been the UNDP itself. One TC and one GC consultant were included in the project design from the beginning, and as a good practice it should be noted that the TC and GC antiquities experts as well as Evkaf have been involved in the process as the stakeholders.

The fact that direct communication of these institutions did not take place was listed as a shortcoming of this project and may be due to the direct implementation of the project by the UNDP team. On the other hand, UNDP's direct implementation of the project may have been the factor that helped overcome the difficulties that may have arose with the direct communication of these departments and thus could be noted as an alternative method of project implementation where political difficulties make the implementation of some projects impossible.

E 3.3 Participatory Processes
The project beneficiaries were defined as the Armenian community and the members of this community were included in the project from the very early designing stage. One shortcoming has been the fact that the beneficiaries were limited to the Armenian community and the current users of buildings in the vicinity of the project site have not been included in the process at all. This will create problems in the sustainability of the project, since the usage of the Church and Monastery might have been geared towards the needs of the beneficiaries as defined to be the Armenian community and the needs of those who are currently living in the area have not been thought out. This might be listed as a shortcoming of the project at the needs assessment stage. The discussions and business plan formulation have been ongoing regarding the usage since 2007.

The sustainability of this project will depend on its usage. This is a failure of the project since usage has not been planned from the beginning.' (TC stakeholder)

Once the beneficiaries were identified, they have been called to participate in the designing stage of the project. The Armenian community on the island have been asked to share pictures, stories, memories of the Church and Monastery and the design that was prepared by the design team was presented to the community for their review and approval. This can be highlighted as a good practice and a lesson learned. This has increased the interest of the public towards the project and the site teams note that individuals from the Armenian community periodically visit the site to follow up with the work in progress.

The project team notes that the method they used in this project to collect memories from the beneficiaries and preserving what is important for the people has been a lesson learned from other projects on the island.

A focus group with the members of the Armenian Community on the island has shown that the members of the Armenian community that were involved in the process has been those close to the Church and that participation should have been expanded to the rest of the members of the community as well.

The fact that a large team of experts from many different cultures and levels of experiences were brought in to share experiences, could be listed as another good practice in the implementation phase of this project. Those involved quote some problems at the beginning of the implementation phase, since not all 'implementers' have been involved in the project simultaneously. Nevertheless, these problems have been overcome through working and learning together.

E 3.4 Difficulties encountered
Some problems are cited by different stakeholders and project members in this project.

The time frame: The time frame was uncertain for the UNDP. This was cited as a limiting factor for the project.
Site teams: The inclusion of the site teams into the project has been at a later stage, which created difficulties in the implementation of the project according to the project team.

E 3.5 Preliminary findings
Restoration of the Armenian Church and Monastery is a unique project since it was directly implemented by the UNDP itself by employing a TC and a GC consultant, the TC and GC antiquities experts as well as Evkaf. This greatly facilitated project implementation as political difficulties were tackled even before they arose. As well seen from this example Direct Implementation by the donor can be employed as an alternative method where political difficulties make the implementation of some projects impossible.

Experts involved in the project shared their expertise and experiences with the whole team, which is a good practice to be noted. However, team building and functioning would have been much easier if they were involved in the beginning of the project.

A good practice of this project that should be highlighted is involving the Armenian community in the project from the beginning by asking them to share pictures, stories, memories of the Church and Monastery and asking for their approval of the design.

SUMMARY OF PRELIMINARY FINDINGS – ARMENIAN CHURCH AND MONASTERY PROJECT

STRENGTHS	WEAKNESSES	LESSONS LEARNED
Project Design and Management: The team had a clear vision of the project, set a long time-frame and involved the stakeholders in the project.	**Stakeholder Mapping:** Only the Armenian community was considered to be beneficiaries of the project and were involved in the project. The project could have included the current residents of the area as well. TCs living around the ACM complain that they have not been consulted in the project process, although their general feeling towards the project is positive. When asked about how necessary and how positive	**Planning and Managing:** Allowing for a long period for the project and being flexible is always important in project management so is having a clear vision and a good business plan from the very beginning.

SUMMARY OF PRELIMINARY FINDINGS – ARMENIAN CHURCH AND MONASTERY PROJECT

STRENGTHS	WEAKNESSES	LESSONS LEARNED
	or negative the ACM project was, residents who participated in the study said they feel the ACM project is 'quite positive' and 'quite necessary' since it is dealing with the restoration of a building that was clearly going to fall down. Among 10 TCs residents interviewed there is generally limited awareness of TCs on the ACM project. They say they only found out about the project by approaching and asking questions to the technical teams who were on the site.	
	Time-frame: Although setting a long-term for the project was right in the beginning, residents of the area are now complaining that work has been ongoing for a very long time.	**Participatory Process:** Although there were problems in the stakeholder mapping process, the good and open communication among the stakeholders involved is also worth mentioning. Various methods have been used to include the Armenian community in the process, including public consultancy meetings, workshops, call for photos, interviews with people who used the site in the past etc. Especially with historical monuments it is important to see how people remember them and then restore the monuments with respect to this memory.
Multi-stakeholder approach: A large team of experts from many different cultures worked together with the stakeholders for the project. All stakeholders involved talk about how much they have learned from each other and cited working in such a multicultural environment as enriching. **Participatory process** aimed at the Armenian community, even at the design stage.	**Participatory approach:** More information could have been/could be provided on the project and residents' needs and fears could have been/could be addressed. One resident said he had fears about how the building is going to be used afterwards and would like to know more about the project, while another resident wished that the restoration worked done by local companies. All of the respondents complained that the Nicosia Municipality does not care about their opinions. Although satisfying everybody is not possible, these complaints would have been much less if residents were involved in the process from the beginning at the designing stage of the project.	

E 3.6 Recommendations
Time frame: Although setting a long time-frame was considered to be a strength at the beginning of the project, after 10 years of implementation it is recommended that the works are completed.

Utilisation: Since there are concerns over the utilization of the monument it is recommended that a focus group discussion be organised involving all stakeholders this time to decide on how to utilize it. More bi-communality can be accomplished through the usage of the monument.

Publicity: The filmed record produced on the Armenian Church and Monastery to keep the memory alive can be used to generate publicity and interest on the monument once the project is completed.

E 4 KATOKOPIA
E 4.1 Background
The Katokopia project has been inspired from the Cultural Heritage Circle Preservation project. The Cultural Heritage Circle Preservation project team has been contacted and the process in the villagehas been understood by the project team of Katokopia. Nevertheless, this project has been listed by many who have been interviewed as a 'not a very strong' project.

E 4.2 A short description of the project
After the crossings opened, former Katokopia residents went over and visited their village. They met with TCs currently residing there, who they found to be friendly and open. The GC former residents then formed the Katokopia Cultural Heritage Company and met again with the TCs with the rationale that something needed to be done in order to prevent the destruction of buildings of cultural heritage in the village.

The participants of the project hence consisted of the Katokopia Cultural Heritage Company, a TC Katokopia Athletic Association and the TC president of the local community council.However, if was difficult to reach consensus among partners in the two communities as to what the priorities were. Each community identified their own needs for the restoration process.GCs under the banner of 'protect cultural heritage' wanted to focus on projects such as the Orthodox churches, the cemetery and the former school. TCs wanted to focus on projects that addressed the needs of the community (restoration of the cinema, repairs to the aqueducts, pavements).

In terms of the project design, The Katokopia Cultural Heritage Company drafted a plan and gave it to TCs who reviewed and signed it. The plan was then submitted to UNDP for funding. The UNDP did not have the required funds and directed them towards the USAID-funded SAVE programme, which ended up supporting the project in many ways, including the contracting of professionals in the TCC on the behalf of the Katokopia Cultural Heritage Company.

There was not a formal process of identifying stakeholders and the beneficiaries of the project were defined as the current and former local residents.

E 4.3 Participatory Process
No formal participatory process was developed. However, there were ad hoc approaches put in place: the GC project team allows anybody toregister with the Katokopia Cultural Heritage Company.Similarly, the TC project team held meetings at the coffee shop where they periodically informed people present about the developments of the project.

The language mostly used was Greek, since most TCs in the project team spoke Greek as well. There were problems with communication in English. Many of the people involved in the project in the GCC are old and do not have sufficient command of English. This could be noted as a best practice, where the TC project team specifically added Greek speaking members of the community in the project team so as to allow/ensure direct communication (the same point was noted by the project team as well).

No social assessment was conducted of the possible effects of the project before the implementation process. The project team did discuss how projects could be used afterwards, but did not assess the impact.

E 4.4 Difficulties encountered
Some issuescited by the respective project teams and stakeholders are:

Inadequate financial support: The team were not able to raise funds from additional donors except SAVE.

Politics: Both the GC and TC teams reported barriers related to the cooperation of authorities in both communities.

Resistance: Since they could not manage to build clear communication channels to inform the public and ensure participation the project faced resistance from the public. *"Initially some people thought we were taking the money and spending for our personal use", stated a TC team member.*

E 4.5 Preliminary findings
A short survey was carried out with a randomly selected sample of 28 individuals currently living in Katokopia.

None of the individuals surveyed had participated in a meeting and they indicated that the information they have had on the restoration project is from 'what they hear around'. There is a figure of 30,000 Euros that people have in their minds, that has been spent on the project, but the general comment has been that they weren't sure how this money was spent.

' These things need to happen by asking the people in the village. They have to know about our needs. I don't see what they have done. And they are saying the EU is spending money here. On what?'

The participants of the survey say they know 'very little' about the restoration project and when asked they have mixed opinions about who has funded the project. Some think it is the EU, and some think it is the authorities.

'They only put a wall around the school and supported the building with metal things. That has no effect on my life.'

SUMMARY OF PRELIMINARY FINDINGS – KATOKOPIA PROJECT

STRENGTHS	WEAKNESSES	LESSONS LEARNED
Participatory Approach: With an attempt to increase participation and ease communication the TC project team involved the 'opinion leaders' of the village, an older person within the community as well as someone who spoke Greek to ensure communication with the GC project team.	**Participatory Approach:** With an attempt to increase participation and ease communication the TC project team involved the 'opinion leaders' of the village, an older person within the community as well as someone who spoke Greek to ensure communication with the GC project team.	**Common vision:** As seen in the Cultural Heritage Circle Preservation project, having a common vision, clearly defined and shared goals are imperative for the success of a community development project. Instead of acting as two separate teams with two different visions and two mandates, if the project team could have a shared vision, the project would have been regarded more favourably by the residents.
Goodwill: Current and former residents of Katokopia got together to achieve something good for their village. The cooperation spirit, goodwill and the efforts they exhibited in forming the councils, developing the project and raising funding is worth recognising. It should also be noted that the team members cooperated well in implementing the project.	**Goodwill:** Current and former residents of Katokopia got together to achieve something good for their village. The cooperation spirit, goodwill and the efforts they exhibited in forming the councils, developing the project and raising funding is worth recognising. It should also be noted that the team members cooperated well in implementing the project.	**Participatory Approach:** People living in the village did not formally participate in decision-making or in the implementation of the project. As a result they did not take any ownership of the project. Although the project was completed as planned by the project team residents respondents involved in our study stated 'very negative' opinions on the restoration project finding it 'very unnecessary'. The lesson learned in this case study is to take time to involve the stakeholders in all stages of the project cycle.
Project completed: Restoration of historical and cultural sites were successfully completed by the project teams.	**Project completed:** Restoration of historical and cultural sites were successfully completed by the project teams.	**Leadership:** A strong leadership to successfully manage problems that arise throughout the project is essential. A good leader could help set a common vision and motivate the team to set goals and reach them together.

E 4.6 Recommendations

Capacity Building for the Project team: Capacity building needs which could be addressed in the capacity-building phase of the "Future Together" project are; strategic management, team-building and time management skills for the project team. Training in participatory management would also be beneficiary for the team.

Dialogue with the residents: It is highly recommended that the project team engages in a dialogue with the villagers to evaluate the project together and to decide on further steps. In this way the team can see what they could have done different and understand the needs and demands of villagers for the future.

Social Activities: Organising social activities for the team will help ice-breaking, develop trust and build a team instead of having two separate entities working side by side.

SOME RECOMMENDATIONS FROM INTERVIEWS:
'There is a trend amongst Cypriots to 'go back to the tradition'. A common traditional crafts/arts/materials need reviving as old people who are practicing this tradition are rare or gone. Common grounds like this, mudbrick making, stone walling, basketry, Cypriot arch and woodwork, are just a few examples off my head. Any project with an emphasis on common 'activity' in it where they can teach each other (not one side to other but both sides to each other) is important. Delicacy of these projects is no side should feel inferior or dominant.' (Katokopia, TC)

'A maturity time of mixing and mingling of both communities are needed. Many times it was felt that both sides were working independently but under one application. To make this genuine, we needed to give them time alone to mature their relationships and come up with exactly what both sides like.' (Katokopia, TC)

'It is important that either participating side should not feel inferior in the project cycle. There can be a strong feeling of TC community that the work is done for the GCC and they are a tool to get this done.' (Katokopia, TC)

' The permit issues for some work puts TC community under pressure and can make their life difficult under the politics.' (Katokopia, TC)

'The restoration has been completed but there is no usage now. There are complaints that the site is not looked after.' (TC stakeholder)

E 5 PLANT MICRO-RESERVES PROJECT

E 5.1 Background
This project is an example of a participatory environmental protection project. When the research was carried out, it has only been implemented in the GCC and thus did not have a bi-communal component. Nevertheless, the TC counterpart who was interviewed explained that a mirror project was implemented in the TCC.

E 5.2 Short description of the project
The project was initialized as there was a need to preserve some areas and save endemic plants and animals from extinction under the 'Life+' framework programme of the European Commission. Four areas were selected as natural preservation areas and with the cooperation of four communities (Asgata, Kampou, Peyas, Mitsero) the project was carried out. This project was the consequence of a smaller, UNDP-ACT-funded pilot project (2007-2009) in the village of Mammari in the buffer zone.

E 5.3 Participatory processes
The identification of stakeholders:
The definition of stakeholders was made as follows:
• Relevant departments who are legally responsible for plants and animals
• Those knowledgeable/ taken part in similar projects in the past (specialist from abroad, academics in universities abroad)
• Departments and organisations that could help with the dissemination of information to the general public (relevantdepartments, environmental organisations)
• Those who would provide the means for communication to the north (UNDP)
Thus, the stakeholders identified were the the four communities covered by the project (Asgata, Kampou, Peyas, Mitsero), Environmental and Forestry Departments, University of Athens, Unit of Environment Conservation of Frederick University, Federation of Environmental and Ecological Organisations in Cyprus, UNDP.

Identification of beneficiaries:
Beneficiaries were defined as the communities that will be impacted by the project.

Participatory Project:
The formal participatory process was defined by the project as the 'taking of action of each of the agents involved'. There was constant communication between management team, stakeholders, and the scientific team. Thus, open communication is seen by the project team as the main tool for implementing the participatory process.

The project team maintains that they did not really examine the social dimension of the project due to its nature/ topic. Instead they have tried to minimize economic adverse impacts on the communities involved. In this respect, they chose areas, which are public (not private).

There might be a social and economic positive impact of this project in the sense that it might result in attracting tourism to the protected areas. Nevertheless, this was not quantitatively assessed by the project team. It is expected that if this project is successful it will attract tourists and generate income for the communities.

'Some communities saw the benefits of this project and were happy with it straight from the start, whilst other communities were negative to begin with. Nonetheless, when economic benefits were pointed out to them, they adopted a more positive stance towards this project.' (GC project team)
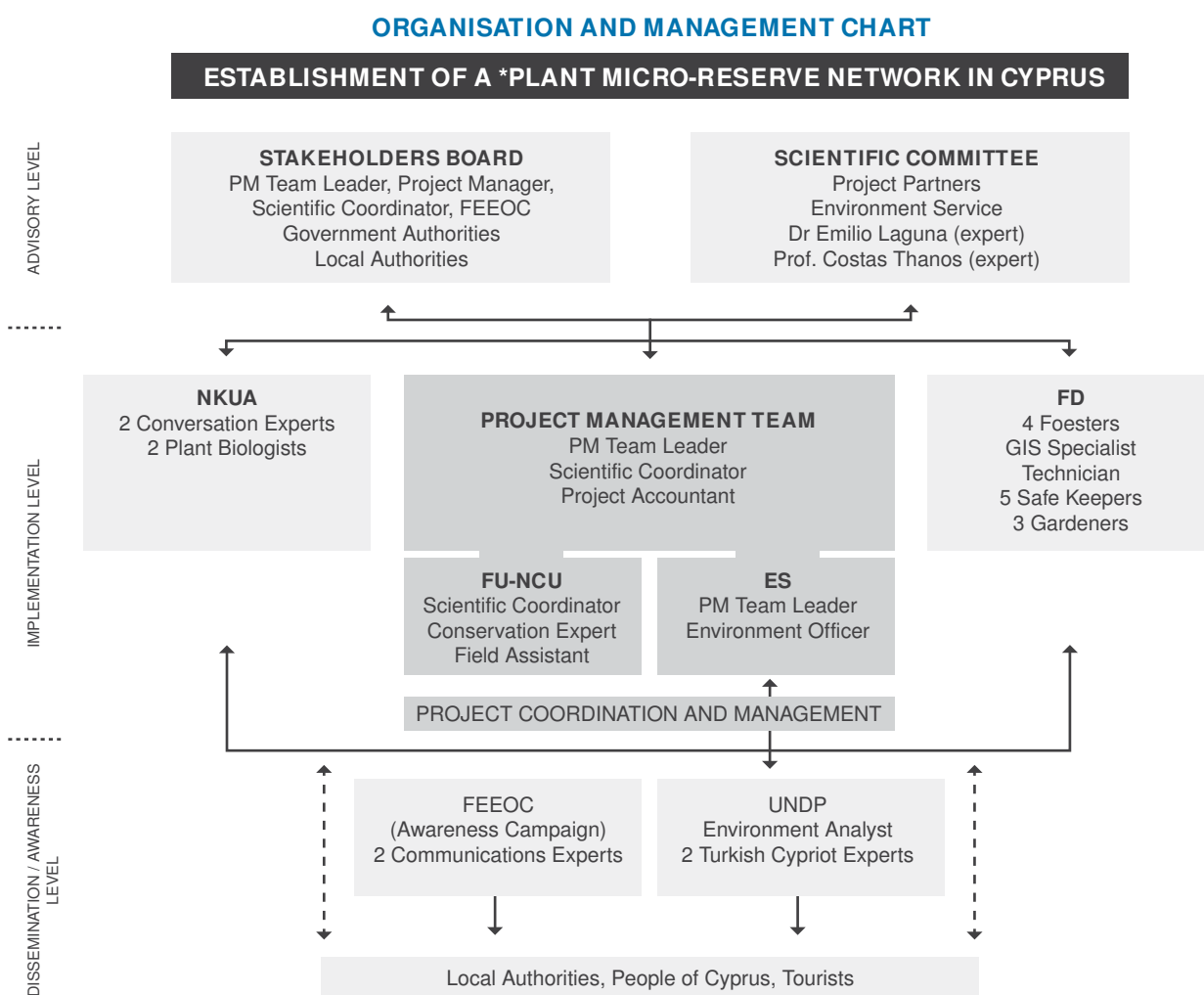
'The needs were not specific to the local community. The need was to safeguard the areas identified, causing the least disturbance to local residents.' (GC project team)

The project was designed by a specialist and was then submitted and reviewed by other stakeholders. Thus the beneficiaries did not participate directly in the designing stage. All stakeholders defined at the beginning of the project then participated in the implementation phase. A scientific team assesses whether proposed actions have been implemented. The project team as well as external associates (EU representative of the 'life' programme) evaluated the project against the implementation of set actions, the extent to which deadlines were met, financial control and the progress reports.

The language used in the project is Greek. Two TCs were employed, but have not started working on the project while the research was carried out. They were employed as a means of transferring know-how to the TCC at a later stage. Thus by definition there was no broad participation on the part of the TCC.

When the TC project team has been interviewed, it was stated that a mirror project was implemented in the TCC, where a reserve area was located on the Pentadactylos/Kyrenia range, where the BRT antennas are located (and thus no communities are involved) and with the approval of the BRT this area was fenced off.

Project team and management committee are the same thing. The organisational chart is as follows:

ORGANISATION AND MANAGEMENT CHART

ESTABLISHMENT OF A *PLANT MICRO-RESERVE NETWORK IN CYPRUS

ADVISORY LEVEL

STAKEHOLDERS BOARD
PM Team Leader, Project Manager,
Scientific Coordinator, FEEOC
Government Authorities
Local Authorities

SCIENTIFIC COMMITTEE
Project Partners
Environment Service
Dr Emilio Laguna (expert)
Prof. Costas Thanos (expert)

IMPLEMENTATION LEVEL

NKUA
2 Conversation Experts
2 Plant Biologists

PROJECT MANAGEMENT TEAM
PM Team Leader
Scientific Coordinator
Project Accountant

FD
4 Foesters
GIS Specialist
Technician
5 Safe Keepers
3 Gardeners

FU-NCU
Scientific Coordinator
Conservation Expert
Field Assistant

ES
PM Team Leader
Environment Officer

PROJECT COORDINATION AND MANAGEMENT

DISSEMINATION / AWARENESS LEVEL

FEEOC
(Awareness Campaign)
2 Communications Experts

UNDP
Environment Analyst
2 Turkish Cypriot Experts

Local Authorities, People of Cyprus, Tourists

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The management committee has not been very visible in the community. Some have no interaction with the local community. Field based members of the team, however, were known to the local community. Constant communication with stakeholders board and scientific committee has been ensured throughout the project to maintain the transparency of the project. Decisions in the management committee have been made through 'Consensus forming dialogue'. There was not an assigned or defined leader. All project team members would engage in discussion in order to reach consensus.

E 5.4 Difficulties encountered
Some problems cited by the project team include:

Local Resistance: Since the community was not involved in the project from the very beginning the project team faced some resistance in the beginning. However, when they explained to the locals what the project was about and involved them in implementation these negative reactions decreased.

Participatory Process: Involving the stakeholders in the implementation of the project proved to be beneficiary in securing their support. However, since the stakeholders were not experienced in implementing environmental projects this caused delays in the project. This is a problem mostly faced in participatory action. Nevertheless, it is imperative for the success of the project.

Bureaucracy: The project team found out throughout the project that bureaucratic procedures are time and resource consuming.

E 5.5 Preliminary findings
There seems to be a good level of awareness among beneficiaries of this project on what the project involves:

'The Community Council was approached by the team heading this project back in 2008 and they were made aware that this project was to be implemented and that they were waiting for funds to become available.' (GC beneficiary)

'There were meetings with the Community Council, informative material was distributed, there were discussions open to the public and there was a presentation at school in order to also inform children of this project.' (GC beneficiary)

'At the time that the initial contacts were made, the team heading the project asked the local community council to appoint a contact person. The person appointed has relevant background and was a founding member of the Mitsero Environmental Society which is the most active player in the community involved in the project.' (GC beneficiary)

Public involvement in the project began in 2008. The local community had little contribution in assessing the needs of the project and in the designing phase. The proposal for funding the project had already been submitted before contact with the community was established.

'The format of the project was provided to the community as a given and there was no discussion on modifying aspects of the project. On this, however, members of the community concede that they did not see anything bad with what was being proposed, i.e. there was no need for their part to provide suggestions for improvement and they had no concerns on the issue.' (GC beneficiary)

The community considered that the project had only positive to offer and they supported its implementation.

'The project was not designed around the needs, desires or problems of the community. Still, when the project was presented to the community the positive impact that the project could have on the community was highlighted.' (GC beneficiary)

A Plant Micro Reserve in Mitsero was seen as a means of raising the 'visibility' of the village and of bringing eco-tourism to the community. Relevant discussions on the issue were held in association with the Cyprus Tourism Organisation and were attended by both the team leading the project as well as members of the local community.

Members of the local community were involved to some extend in the implementation. They were responsible for putting up signage and informative material on the PMR, and organising some meetings. Even though somewhat limited, the

focus group participants reported that this involvement made the community feel that it was part of the project. It also gave them the feeling that they were being trusted with carrying out some of the work that needed to be done and brought them closer to the project.

The GC beneficiaries who participated in the focus group discussion report that the impact of the project is hard to assess.At the same time, there has not been a real impact in terms of attracting tourism to the area yet, but the community expects that it will take some time for awareness to be raised. They expect that more informational campaigns will be undertaken.

It was reported in the focus group that the community's influence on the project was minimal. Nevertheless, the participants said they were very willing to cooperate with the team heading the project because they recognised that it could also benefit the community in a positive manner and they were thankful for that. The beneficiary representatives in the focus group did not have any concerns that felt needed to be addressed and offered no recommendations.

The beneficiaries also pointed out, however, that the members of the team heading the project are very cooperative and forthcoming with information, easy to reach and that they have sought out the cooperation of the community rather than trying to impose/ implement the project on their own without informing anyone.

The beneficiaries who participated in the focus group said they are very familiar with the management committee. There are members of the management committee and the Mitsero Environmental Society that knew each other before the project was implemented. This facilitated significantly the communication and helped build bonds between community and management committee.

The meetings that take place are not frequent. Scheduled meetings take place once a year. There are, however, open channels of communication and communication over the phone may even be on a daily basis during periods of the year that protected plants are in bloom. Members of the local Environmental society are providing information and feedback to the management committee. The communication between the management committee and the beneficiaries has been reported to be simple and straightforward, but there is no indication of attractive methods being used.

'A presentation of the project was also conducted in the schools of the community where in a simplified way it was explained to children what the goals and objectives of the project were.' (GC beneficiary)

SUMMARY OF PRELIMINARY FINDINGS – PLANT MICRO-RESERVES PROJECT

STRENGTHS	WEAKNESSES	LESSONS LEARNED
Participatory Approach: Involving the stakeholders in the project made them take the ownership of the project and changed the initial negative reactions to an understanding of the project.	**Time management:** The project team could not plan well for the duration of the project. Hence some of the actions planned for initially were not executed due to lack of time.	**Continuous communication:** The most important lesson to be drawn from this exercise is the importance of open and clear communication with the public/ community. This assists in ensuring the long term success of the project.
Economic benefits: There were clear economic benefits to the community such as raising awareness of the village to attract tourism, helping with promoting the area as an eco-tourism area. This was an advantage for the project in terms of involving the community.	**Technical expertise:** Some plants were destroyed due to lack of expertise. The project team reported that while they were cleaning up weeds, some plants they were trying to preserve were killed off (weeds were necessary for the survival of the target plants).	**Leadership:** Strong leadership is imperative to get the community participate in the project more actively and to solve problems of implementation and manage the team agents/ partners/ stakeholders who were questioning the project.
Cataloguing and Advocacy: The project assessed the true state of plant reserves and managed to change the legislation to protect the concerned areas.	**Stakeholders:** Stakeholders showed some initial reaction towards the project. Later on they declared that they considered some other activities more important for their area. Involving them in the early stages of the project would make the project even more successful.	**Local Agents:** There were ties between members of the community and members of the management team before the project was implemented. These ties facilitated communication, understanding and support for the project. Using local agents including an

STRENGTHS	WEAKNESSES	LESSONS LEARNED
		opinion leader if possible to introduce the project idea helps getting it accepted by the local community. When the project was introduced, in Mitsero the formation of an Environmental Society was already underway. There was already within the community a core group of people that were sensitised to the issues the project addresses. The project had support from within the community and a group of people that were willing to become involved to help out.
		Ownership: Even the minimal hands-on implementation undertaken by the community was instrumental in providing the community with a feeling that this is their own project and they should support it.

E 5.6 Recommendations

Capacity Building: The team stated a need of training in how to approach organized members of communities who may think that the project conflicts with their interests and in fostering relationships with other stakeholders.

Sharing information: This is a successful environmental project implemented in the GCC. It is recommended that good practices, lessons learned and experiences are shared with the TC team who has just started implementing a similar project. Exchange of scientific knowledge between the two communities is advised by organizing themed conferences on each side. The "Environment Cafe" events, based on the "Cafe Scientifique" concept, could be organised on a more systematic basis as well as tours for introducing each community to the other.

Awareness raising: Similarly it is recommended to raise awareness to the general public about the project and in general about environmental issues. These issues concern all of us and we must pay attention because we owe it to the future generation.

SOME RECOMMENDATIONS FROM THE INTERVIEWS
'The project team and organization members should be adequately informed about what is expected of them; their responsibilities. Project processes and obligations of concerned parties should be made known from the beginning phase of the project.' (PMR, GC)

'The concerned organizations should be involved from the beginning of the project. Deadlines should be kept and they should be frequently kept informed about aspects of the projects such as activities/ its progress, identifying needs and benefits for local communities, and any scepticism by communities regarding the projects.' (PMR, GC)

'The experiences of people involved should be taken into account. The benefits of the projects should be explained and all appropriate measures should be taken in order to protect the interests of residents in conjunction with the goals of the project.' (PMR, GC)

'More open/ transparent processes. The projects should not be done merely for the funding. The funding should be utilized productively.' (PMR, GC)

'Better dissemination of information for the benefit of both communities. Avoid the publication of racist and propagandist material.' (PMR, GC)

'The projects promoted should offer some benefits to the local communities. The communities should be made known and the projects should substantially benefit community residents.' (PMR, GC)

'With willingness and positive attitude. The aim is to succeed' (PMR, GC)

'Consultation is not only about listening to local communities' concerns, but actually adapting the project in response to these concerns.' (PMR, GC)

'Need to find mechanisms whereby TC and GCs will be able to engage with each other directly.' (PMR, GC)

E 6 CONCLUSIONS FROM THE CYPRIOT EXPERIENCE – SUGGESTIONS FOR CAPACITY-BUILDING
E 6.1 General conclusions

It is very important to note that there are 4 phases in the project cycle: needs assessment, planning, implementation and evaluation. For any project to succeed all phases are important, which is also the case for participatory development projects. The capacity-building exercise should thus include a component on project cycles and the importance of each phase in the success of a project.

The general observation of the five projects that were studied shows that the needs assessment stage has been the least participatory in all projects concerned. This needs to be stressed, since a proper needs assessment, which includes a social assessment, is key in the sustainability of the projects at hand. As we have seen throughout the report, due to this failure, all five projects have experienced some problems and/or difficulties within their life spans (and afterwards for some). Thus as the first conclusion, it should be listed that it is very important to carry out a formal participatory needs assessment stage prior to each project, which includes the identification of all stakeholders, a social assessment among all beneficiaries to see what the social needs of all sub-groups of beneficiaries are, and to determine how the project will benefit or harm each one of these needs.

The planning phase of the projects that were studied seemed to be the most participatory phase. Nevertheless, a detailed study of each project shows that there is room for improvement in terms of participation in this phase as well.

Implementation seems to have been carried out by the technical experts in all the projects that were studied- with the exception of the Cultural Heritage Circle Preservation project, which included public from the village in the cleaning process. The participation of local people in the implementation phase of the Cultural Heritage Circle Preservation project (as well as the PMR project to a lesser extent) could thus be cited as a best practice. Nevertheless, this could/should be improved even in the Cultural Heritage Circle Preservation Project, to make the project more sustainable and to secure a stronger 'buy in' from the public. It is important to include different social groups within the beneficiary public in the implementation phase- such as youth and women. This has been a problem in the Cultural Heritage Circle Preservation Project where the Park is periodically vandalized. It is believed that the youth living in the village is harming the park on purpose. This could have been partially avoided if the youth have been involved in the project planning and implementation phases.

There is a need for a formal evaluation of each project by the participants and all beneficiaries and stakeholders.

Leadership is very important in keeping the momentum going in each project. The NMP and the Cultural Heritage Circle Preservation projects are two very good examples where the energy and motivation of leaders affected greatly the success of the project. Thus leadership and motivation building techniques are important topics that need to be covered in a possible capacity building training.

There is a need for constant communication between (and within) the project team and the stakeholders and beneficiaries. Thus good communication skills are needed for the success of any participatory development project. The Cultural Heritage Circle Preservation project is a very good example where the project team was quite successful in determining when there were problems among the public in terms of the project and immediately carrying out town hall meetings (or other such activities) to make the public aware of the current developments with the project.

Trust between the two communities is a very important factor in the success of any bi-communal project. This is also the case with participatory projects. The Cultural Heritage Circle Preservationproject as well as the NMP are good practices where the project teams started off by establishing good social ties and trust between the two sides. Working together and solving problems as a team over a long period of time helps build this trust as well. Leadership and transparency are necessary for the building of trust. It is also important for the process to be completely participatory where the needs of all concerned are determined and taken into account from the designing stage. When all concerned are involved in a project from the very beginning stage, it is easier to establish the trust that is key in the success of a project.

It has been noted by more than one project team that although the consultation sessions are important, sometimes the public is not well informed/knowledgeable about the issue at hand to give useful or constructive opinions. This is one issue that needs to be taken into account in all participatory projects. It is important for participatory projects to be a

process where the project teams as well as the beneficiaries 'learn together.' At the moment the existing culture is to organize training sessions for the project teams. The teams that receive the training (or information) then go to the public for consultation. Participatory processes need to make sure they share all information at hand with the public, so as to increase public awareness about issues like public space development. Many study visits are organized or experts from abroad visit the island. Nevertheless, it is a limited number of people that get to benefit from this know-how.

It is important for Future Together to develop a process where the media is used more effectively as a teaching tool for the public, as well as sharing this 'know how' with the general public.

There is a need to create a public culture around public space usage, as well as awareness on the importance of environmental conservation and cultural heritage planning and restoration. It has been noted by some project teams that currently the general public is not well equipped to make informed choices about public space projects since they do not know how they can benefit from public space projects. By making cultural/natural heritage preservation projects more participatory, this 'public culture' could be built.

Cyprus is a unique example of cultural heritage preservation where the current users and the old users/owners of the sites are not necessarily the same individuals. The fact that there is an ongoing conflict also complicates the scene. Thus projects need to be participatory from the initial needs assessment stage, and include all beneficiaries and users, both current and past, so as to ensure the sustainability of the projects and build trust between the members of the two communities. It has been observed in the ACM and Katokopia projects that since the usage issue as well as the needs assessment were not thoroughly carried out with all concerned, there may be issues with the sustainability of the projects.

As it can easily be observed, there is a special need for Nicosia to be economic and socially revitalized. The revitalization dimension of the NMP has not been successful, mainly due to the fact that the social and economic needs of those living in this area have not been assessed and incorporated into the planning process. The international examples cited below provide some methods for creating a 'vision' for the city.

E 6.2 Some common issues

Political problems: Due to the Cyprus Problem, political climate and political will or the lack thereof, are highly variable, and likely to affect the success of the projects. Thus it is important to be flexible plan the timing accordingly andto have a clear and common vision, as well as a project firmly grounded in local ownership, with a high level of trust within the team so as to overcome these problems together.

Delays in the delivery of results: This may create problems for the beneficiaries and may affect the level of commitment among members of the project teams. Thus a strong leadership and continuous communication are needed to overcome these difficulties.

Language issues: Some project teams were able to include Greek speaking TCs in the team, while others spoke English, which is a common language. In any case, language issues might limit participation in such projects and thus need to be taken into account.

Religious Issues: The possibility of holding a religious service in restored buildings may create misunderstandings between the communities. Thus there is a need to prepare the public to be more 'open' to the religious sensitivies of 'other' communities.

Vandalism: There have been reported cases of vandalism after the preservation projects were completed. This may be overcome by better including all groups in the society into the project.

Limited participation in some projects: Projects usually tend to ignore tools that ensure participation of different groups in the society such as women, youth, migrants, poor etc. It is important to have a social assessment at the beginning of each project and ensure all aspects of the society are taken into account.

E 6.3 Factors that limit participation

Since participation is a rather common problem of the projects on the island we feel the need to analyse it further below:

Lack of a public participation culture: This is true for both the project teams as well as the beneficiaries. Thus there is a need for a lot of awareness raising as well as advocacy for different public offices to be more participatory.

Lack of public participation especially in the needs assessment and planning stages: Not involving the beneficiaries from the design stage might end up limiting participation in the later stages of the project due to the fact that the project may not necessarily address 'their' needs.It should be clear 'how' individuals can participate in the process.

There is a need for systematic information flow on the range of institutions involved in the process:
A continuous two way communication is required to keep the beneficiaries informed, and to keep the project teams updated on the needs and feelings of the beneficiaries.

Language: Every meeting and each and every single event should be organised in three languages if even one of the participants do not speak the common language. Excluding even one person in an activity can hurt the project irreversibly.

Bi-communality: The beneficiaries might not be the immediate/current users and thus their needs may not coincide. In this case there is a need to build consensus between two sets of beneficiaries, both of which should be independently contacted and consulted.

E 6.4 Summary of lessons learned

- Leadership is key in the success of any project, but at the same time, this must be balanced with local ownership.
- Using local agents including an opinion leader if possible to introduce the project idea helps getting it accepted by the local community.
- A common vision must be established from the onset and shared with all the stakeholders.
- Political interests should be kept outside of the project and the need to cooperate for the common good should be continually emphasized.
- Establishing trust within the team and vis-à-vis the stakeholders and beneficiaries is very important. This can be done through working together on concrete problems, but also through simple socialising.
- Involving experts with differing expertise and experience from the beginning of the project ensures exchange of know-how and a common technical approach and enriches the project implementation experience.
- Establishing social ties among the management committee members prior the project design stage makes the project more sustainable.
- Good communication skills are very important, and communications must be continuous, and work in both directions. It is not sufficient to inform the stakeholders, they need to be listened to.
- Participatory processes take a longer period but are more sustainable: because of local ownership, participatory projects do not collapse following the end of the donor funding cycle.
- It is very important for the management committee to work on a win-win mentality, with no hidden agenda, and total transparency and accountability to the local beneficiaries. Local beneficiaries must be represented on the management committee from the onset. The presence of locally-developed rules and functioning of the management committee improves the chances for success. The recognized authority of the management committee is achieved through its inclusivity, transparency and accountability: this in turn increases the legitimacy and local relevance of the project. Inclusivity includes achieving a gender balance, and engaging with isolated and/or marginalised groups, including youth.
- Project management skills are also rather important. Good planning, continuous monitoring, listening to the stakeholders and being flexible are imperative for the success of the project.
- Even the minimal hands-on implementation undertaken by the beneficiary provides for the ownership of the project and increases the support of the community.
- Language is always an issue- more languages used in a project improves the chances of more individuals to participate and thus makes the project more sustainable.
- The more men and women community members (rather than agencies, local leaders or just men) participate in planning and making decisions the better: this must be achieved from the visioning stage and not in a later stage of the project.

F. Proposed Participatory Training /capacity-building Methods

F1. OVERALL OBSERVATIONS

The recognition of the benefits of participatory local development planning has engendered changes in the needs, concepts, approaches, techniques, the general conduct of and ways of measuring the effectiveness of training. This has led to a number of innovations, including a shift from instructional to interactive to the greater use of a participatory approach in training. The conventional approach of 'giving' in a training situation is being gradually replaced by 'sharing', 'learning together' or acting as a 'facilitator'. The role of a facilitator is to encourage participation without being judgmental and by listening with interest and empathy to help the trainees (participants) to tap into the reservoir of their own abilities gained through their experiences. This is known as the 'participatory approach' having a strong content of interaction.

Training that aims to promote stakeholder/beneficiary participation in local development planning must use participatory methods in its design, context and conduct. It should:
1. Bring about changes in attitudes, behaviour and functioning of various policy makers, civil servants, planners and other practitioners, as well as elected representatives through a change in their perception of the abilities and needs of rural people;
2. Change attitudes and behaviour of people through empowerment by a) giving them the information to take right decisions, and b) equipping them with the skills/means to implement these;
3. Be need-based, a continuous process, an integral part of any development strategy and include institutional development; and
4. Be able to measure progress against identified key indicators and goals.
5. The trainer should assume the role of a facilitator/catalyst; facilitating the trainees/participants to effectively use their knowledge/skills and experience for solving development problems.

F 2 TRAINING NEEDS/DIFFERENT TOPICS

It has been observed that project teams, stakeholders and beneficiaries have different needs for training. As a general list of topics we can list those below:
1. Stakeholder Analysis
2. Social Assessment/Identifying Social Needs
3. Tools for Participatory Development Model
4. Developing a Stakeholder Participation Strategy
5. Communication skills
6. Leadership
7. Motivation building
8. Vision building

From this list, we can say that the project teams generally need trainings on vision building, leadership, trust building, communication skills, social assessment, stakeholder analysis and a general training on the tools for the participatory model.

Stakeholders generally are the technical staff involved in the projects or are staff of the different institutions that have a role in the implementation of the project and might thus be less interested in all of the above trainings. Nevertheless, the general training on the participatory model, as well as trainings on communications skills, team building and social assessment might be helpful for them as well.

In terms of the beneficiaries, it is important to transfer the know-how to them on how to benefit economically and socially from culture/nature preservation and public space projects. Thus they would benefit greatly from the sharing of good practices as well as learning about international and local examples of how culture and/or nature preservation can be integrated into real life economic and social activities.

F 3 GENERAL RECOMMENDATIONS

1. Involving different sectors of the societies: Involving for example university students, private sector, etc. in the planning / implementation / cleaning / designing / works stages of public space/restoration projects. Participatory projects would be stronger and more sustainable if public ownership is expanded to different sectors of the community. Keeping in mind that different sectors have different needs- such as university students having the need to practice what they learn – a mix and match process of needs and available resources might be employed in such projects. One practical recommendation that was made in one focus group included an internship program for university students (architecture, engineering etc) who have the need to get practical/real life experience. This can be arranged by adding universities to the Future Together Platform.

2. Involving more women in the projects: Gender sensitivity has been an issue that was not considered in any of the projects studied under this research. It is recommended that for future projects this sensitivity is taken into account. A general quota might be introduced, or as a general principle gender sensitivity might be introduced as a funding pre-condition.

3. Economic Benefits: It is important to note the economic needs of the areas around the public space

projects. It would be a good practice to use the restored space/buildings as a place where the current inhabitants or people living in the area can use for the sale of locally produced goods. For example it would be a good idea to organize a 'bazaar' in the Peace Park as part of the, where the villagers- both GC and TC- may sell products they produce – such as sweets etc. Contacts can also be made with tour guides or tourism agencies to include these sites in their tours. Once the public realizes the importance of public space projects in attracting visitors/tourists (income) to the region, these projects would be a better example for other regions as well.

4. Sharing Experiences: Study visits to other projects/regions/countries to see how participatory projects are designed and implemented. This would be a specifically useful exercise for different projects to learn from each other and share experiences with each other. Exchange visits between different projects could be organized and as a funding prerequisite, new projects could be 'required' to 'learn' from other projects.

5. Trainings: Trainings should take the form of practical experiences and sharing of know-how instead of 'academic or theoretical' knowledge sharing. They should also take a participatory form where the 'trainers' and the 'trainees' learn from each other. It has been noted many times that individuals are 'tired' of the 'traditional' methods of training. Trainings should take place in rural areas-possible at each of the project sites and possibly including neighboring villages.

6. Participatory Processes: A general training on participatory processes, their importance and how and when exactly they should be utilised is necessary. Project teams should clearly understand that although at the first look they may well look like a waste of time participatory processes are key to community development projects success.

F 4 ADVOCACY
Advocacy is very important in cultural heritage/environmental protection projects in Cyprus where conservation consciousness needs to be developed and new legislation needs to be introduced to safeguard it. As a result below recommendations are made on advocacy:

1. Documenting the experiences of the project teams and the projects: Each of these projects have something to offer in terms of trust building, leadership, conflict resolution, public space/nature preservation, participatory process etc. It is important to document what

has been experienced and achieved and share it with the broader public. Making a film of the process is an option that certain projects have chosen as a means to tell the story.

2. Local and international publicity: Although some of the projects studied under this research have received many international awards, there has been little local publicity about them. Thus in cases where it is thought appropriate by the project team local and international publicity should be sought. It should nevertheless be noted that some project teams stated that they have kept low profile in terms of publicity as they thought the climate was not right for publicizing such a bi-communal cooperation. Thus each case needs to be evaluated by the respective project team.

3. Culture-based regeneration of a city/village: A vision needs to be built among the general public that a culture-based regeneration of a city/village is possible and economically profitable.

4. Recognition and awards to the sites/projects: Similar to the point made above, the recognition of the work done and the successes of these projects, would make such projects more attractive among the general public. For example, one Cultural Heritage Project funded in the past by UNDP-ACT recently received a Europa Nostra award.

5. Study visits: Cyprus as an island is an important example of 'a divided space' in the international arena and the Future Together project and others that follow could employ this feature in attracting international visitors to these sites. This international attraction would make local projects more sustainable, as the beneficiaries realize the 'importance' of their work- both economically, as well as socially. It will also help raise awareness and motivate the public to engage in similar projects.

6. Lobbying: Visiting related local and central departments, talking about the project, its aims and its needs is very important in advocacy work. Issuing periodical press releases on the project informing the public about the developments and outlining what needs to be done in terms of legislation is also advised. Providing incentives for officials in relevant authorities to participate in the project as a stakeholder is also a good way of lobbying.

G. General Conclusion – Putting Theory Into Practice

Cyprus as a divided island provides a challenge for practitioners of public space projects. Nevertheless, Cyprus is not unique in this sense. As Lebbus Woods puts it in the foreword of the book 'Divided Cities'.

'once in place, the barriers separating disputing groups become the mechanisms for sustaining the urban pathology of communities at war with themselves. The right thing, (...), is to remove the barriers and replace them with new openings for dialogue and exchange.'

The participatory model, although very new to the planning culture on the island, can be observed to have been a good example of how to generate communications and build trust between the Turkish Cypriot and Greek Cypriot communities on the island. There are lessons learned on how this model was implemented correctly in Cyprus, and also on how the projects were not completely successful, where we can conclude about some lessons learned. Overall though, it can be concluded that this model could be promoted as a tool for the future of public space projects on the island to create and sustain communication channels between different communities, since it is important for all communities to learn to live together on this common space.

According to UNDP-ACT-sponsored annual surveys, it seems that the general public in Cyprus is economically and socially motivated, but although they want to get engaged, they don't always know how. The participatory process would thus be a good model for those who would not necessarily be interested in participating in 'bi-communal' projects, but would be more inclined to be socially active. As economic interests are becoming a higher priority for many, it is important to show individuals how they can economically benefit from culture/nature preservation. One UNDP-ACT-funded project that captured a vision of how reconciliation can lead to economic improvements for both communities was the Economic Interdependence project, through its "Cyprus 2030" mockumentary film. It has been noted many times during this study that the Cyprus public does not have a vision for culture/nature preservation, let alone for how these issues could be dealt with in an inclusive manner. One of the tasks for the future could be to help the public gain this vision through sharing of know-how and examples of international good practices as well as involving participatory processes in projects.

There is also the need for public offices to learn to be more consultative. At the moment there seems to be a lack of advocacy for this and although some offices maintain that they want to be more consultative, they lack the skills to be so. Thus it is important to promote a culture of consultation as well as giving the tools on how to be more consultative. It is important to include all sections and sectors of the society in the participatory process if we want to have a participatory process with social impact and a sustainable outcome/output. It has been hard to follow this approach in some of the projects, as the relevant publics included migrants, nevertheless in the future projects all sections of the society should be involved. Needs assessment is a stage, which is very important in a project cycle and should be given a priority. The economic and social interests of individuals within the beneficiary communities should be taken into account at this stage of the project to validate the project objectives from the onset and, in the long term, make them more sustainable.

H. A Step-by-step Approach For Practitioners

Needs Assesment

Evaluation PARTICIPATIVE ACTION Planning
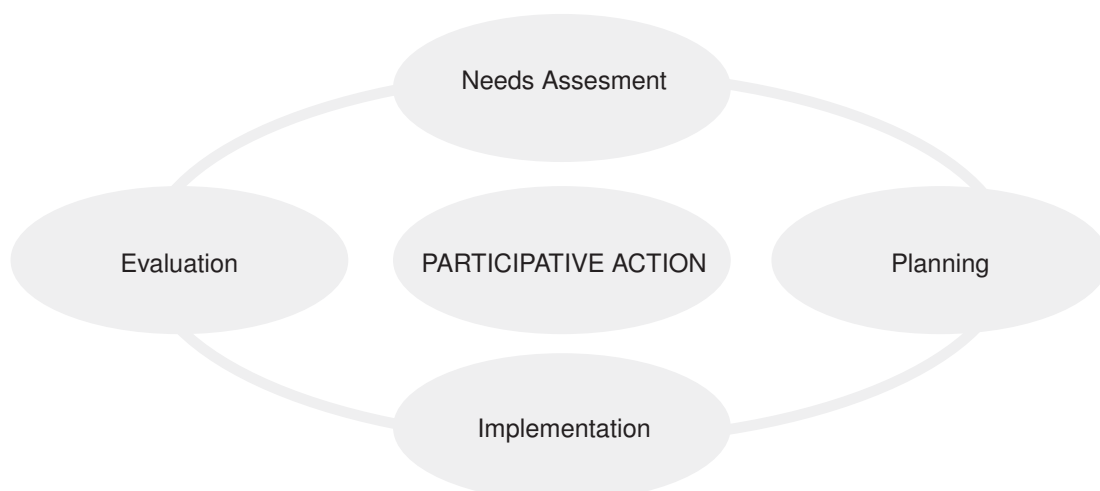
Implementation

1. Each project has 4 phases: Needs assessment, Planning, Implementation and Evaluation.

2. Employ a formal participatory needs assessment stage prior to the project using a facilitator. Work on the identification of all stakeholders, and employ a social assessment among all beneficiaries to see what the social needs of all sub-groups of beneficiaries are, and to determine how the project will benefit or harm each one of these needs.

3. Make sure to identify and prioritize local social issues such as poverty, age, ethnicity and gender in the community throughout the project cycle, using Participatory Action Research to keep abreast of those issues and thereby eep the project relevant.

4. Take time to map your stakeholders thinking on everybody that may be affected (both positively and negatively) by the project and that may have an interest in the project outcomes. Ask the stakeholder and beneficiaries themselves to help with the stakeholder mapping.

5. Involve the beneficiaries in all stages of the project cycle, as early as Needs Assessment and listen to them. Make sure to involve people who believe in your cause.

6. Including citizens is not a zero-sum game: involve local authorities in the planning process, and take the time to explain and discuss the benefits to them in terms of greater efficiency, reduced local resistance, and resource mobilisation of participatory planning approach. This is the key component of your advocacy approach.

7. Involve local agents of change (respected local opinion-leaders or personalities) in the process, this will help getting the project idea accepted by the local community.

8. Local knowledge management: Engage withactors managing/having managed similar projects, learn from their mistakes, share good practices.

9. Define clear communication channels and keep them open throughout the project cycle, making sure that communication flow is two-sided.

10. Leadership is very important in community projects. Choose a committed project manager who possesses fine communication, leadership and problem-solving skills. But at the same time, avoid the pitfall of making the project dependent on a single person with a vision – this can be achieved through development of a shared vision from the onset, which al partners feel ownership of.

11. Make the leader of the project be accountable to their beneficiaries this would encourage the community members to be involved and committed to its success.

12. Managing expectations: Participatory processes run the risk of raising expectations and falling short of delivering what was expected of them. Make sure that you can deliver what you promise. In other words 'under promise, over deliver'.

13. Pay attention to language issues. Everybody present in meetings and/or activities should be able to understand the language used. If not consider providing translation. A good practice would be employing three languages. This good practice would be employing three languages. This will help getting accustomed to working in a multicultural environment.

14. Take time to involve everybody in setting a common vision and to define prospective tangible benefits for all involved. Make sure you bond as a team and work towards the same vision. This takes time but it's imperative.

15. Document all activities and all processes and make them accessible to all. This will develop trust and commitment within the team and within the community. It will also help in monitoring progress.

16. Plan social activities with the team and the beneficiaries, this will help build trust and develop a team spirit.

17. Try to work out a win-win scenario for both communities involved.

18. Outline the economic benefits for the local community and communicate them clearly.

19. Set clear and attainable goals. Make sure that your goals are SMART- Specific, Measurable, Attainable, Realistic, Time-bound- and well within the budget and the time period.

20. Participatory always take time; bear that in mind during the planning phase.

21. Always allow more time and funds than needed; there will be delays and unexpected expenses.

22. Be flexible. Continually monitor progress against measurable criteria. Listen to the beneficiaries and adjust the project according to the needs of the beneficiaries and thus successfully manage the process to deliver results.

23. Goodwill, honesty, commitment and transparency are indispensable qualities of a successful project.

24. Understand local realities, (specifically political dynamics) well and consider how they will affect your work.

25. It's good to involve the media actively in the project cycle. However, develop clear rules of engagement and a common communications strategy to ensure that a consistent message is put across.

26. Involve the beneficiaries in implementation. Even the minimal hands-on implementation undertaken by the community is instrumental in providing the community with a feeling that this is their own project and they should support it.

27. There is a need for a formal evaluation of each project by the participants and all beneficiaries and stakeholders.

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J. Appendix — Template Questionnaires

J1. DISCUSSION GUIDELINE FOR PROJECT TEAMS
Information about the project :
1. How long have you been working on the project? Has the composition of the project team changed over time? If so why? If not why?
2. Why was there a need for this project? How was this need identified? And by whom was this need identified?
3. How were stakeholders identified?
4. How were beneficiaries identified?
Participatory Project
5. Was a formal participatory process developed? If so when/at what stage of the project?
6. Was there a process to identify and prioritize social issues such as poverty, age, ethnicity and gender in the community?Did you try to minimize adverse effects of this project (if applicable) If so, how? Participatory project- how participatory is the project?:
7. Was a social assessment of the possible effects of the project carried out before the implementation began? If so how? Who participated? (for those who do not know what social assessment means- define: identification of different stakeholders and the social effects of the project on these possible stakeholders)
8. Were all beneficiaries and stakeholders that were identified recruited to participate in the project? (ex. Women, migrants, poor people etc)
9. Did you ensure gender equality/sensitivity in public participation?
10. Were there any limiting factors in terms of ensuring/promoting participation of partners/stakeholders/beneficiaries? If so what were they? Were they overcome throughout the project? If so how? If not why not?

Project Management Cycle (Needs assessment/planning/ implementation/evaluation)
11. Did the community participate in the – needs assessment, planning/designing, communication/implementation and assessment stages of the project? If so how? How did you ensure participation? How effective was this participation?
12. How were the local needs identified? And addressed?
13. How and when did project design take place? Who took part in it?
14. How was the project implemented? Who took part in it?
15. Was the project evaluated? Who took part in it?
16. Did you run into any problems during the needs assessment, planning, implementation and/or evaluation stages? If so what were the problems and how were they overcome? How flexible would you say you were throughout the project management cycle?

Capacity Building
17. Was capacity of project team and all stakeholders ensured throughout the project cycle? If so how?
18. Do you- as the project team- have any capacity building needs which could be adressed in the capacity-building phase of the "Future Together" project?
19. What is the language used – in project team/mgmt committee/other community meetings?How is bi-communality ensured? How is broad participation ensured vs. Language)
20. Management Commitee (if applicable) (If there is no management commitee that is different from the project team, then the following questions will be answered for the project team)
21. Is there a management committee that allows for the participation of different stakeholders and beneficiaries? If so, are the project team and the management committee different from each other? How was the management commitee formed? How often does it meet?
22. How visible is the management committee within the local community/national community?
23. How is transparency ensured in the management committee? Is there an official procedure for it?
24. How are decisions made in the management committee?
25. How is leadership defined? Who decides on the leader? Is there rotation of leadership?

Suggestions for the future
26. What would you say are the successes and the failures of this project?
27. What are the best practices/lessons learned in terms of the participatory process?
28. In terms of other projects you may be involved with, are there other best practices that could have been used here?

29. What could be improved in your project ın terms of participation?
30. Are you interested in getting involved in setting up a participatory development platform to share lessons learned from your project with other practitioners in Cyprus and the region, under the auspices of the "Future Together" projecT?

J2. STAKEHOLDER ANALYSIS:

1. How long have you been involved with bi-communal activities
a. Less than a year
b. 1-5 years
c. 5-10 years
d. More than 10 years

2. How long have you been involved with this project (name of the project)?
a. Less than a year
b. 1-5 years
c. 5-10 years
d. More than 10 years

3. What is your role in the project?
a. Participated in the needs assessment stage
b. Participated in the planning stage
c. Participated in the implementation stage
d. Participated in the evaluation stage
e. Donor
f. Other (please specify) _____

4. Which organization do you represent? (Write in)

_____

5. How important is this project for your organization?
a.Very Important
b. Somewhat important
c. Not so important
d. Not at all important

6. How much influence do you think you (your organziation) have/or have you had in the following stages of this project? (very much, some, very little, not at all)

	Very much influence	Some Influence	Very little influence	Not at all influence
a. Needs assessment				
b. Planning				
c. Implementation				
d. Evaluation				

7. On a scale from 1 to 5, 1 being not at all and 5 being very much, how well do you think your organization's interests are or are not taken into account in this project?

Not at all   1   2   3   4   5   Very much

8. What were your organizations interest in participating this project?

_____

9. How much would you say the project influenced your organizations interests?
a. It benefited our interests very much
b. It somewhat benefited our interests
c. It did not benefit or harmed our interests
d. It somewhat harmed our interests
e. It harmed our interests very much

10. How important would you say your organization is for the success of this project
U=Unknown
1=Little/No Importance
2=Some Importance
3=Moderate Importance
4=Very Important
5=Critical Player

11. How would you rate the degree of influence your organization has had on this project?
U=Unknown
1=Little/No Influence
2=Some Influence
3=Moderate Influence
4=Significant Influence
5=Very Influential

12. On a scale of 1 to 5, 1 being not at all and 5 being very much, how would you rate the sustainability of this project?
Not at all   1   2   3   4   5   Very much

13. On a scale of 1 to 5, 1 being not at all and 5 being very much, how would you rate the success of this project?
Not at all   1   2   3   4   5   Very much

14. Would you say by participating in this project, your organization's capacity in terms of project management has improved, remained the same or worsened?
a. Improved
b. Remained the same
c. Worsened

15. How would you rate the gender sensitivity of this project?
Not at all   1   2   3   4   5   Very much

16. How would you rate the participation of youth in this project?
Not at all   1   2   3   4   5   Very much

17. How would you rate the participation of migrants in this project?
Not at all   1   2   3   4   5   Very much

18. How would you rate the bi-communality of this project?
Not at all   1   2   3   4   5   Very much

19. How would you say this project has affected life in general in the community it was carried out- if at all?
a. It had a positive effect on life in general
b. Did not have an effect on life in general
c. It had an adverse effect on life in general

20. What were the failures and successes of this project in terms of the participatory processes?
Failures:

_____

_____

_____

Successes:

_____

_____

_____

_____

21. How would you improve the participatory process?

_____

_____

_____

22. How could the "Future Together" project address this as part of its capacity-building and advocacy efforts?

_____

_____

_____

23. Have you had any experience with other projects, which utilize participatory approaches?
a. Yes
b. No

24. If so, using your experiences in other projects, what best practices would you suggest that could be used in future projects in terms of improving participation of different stakeholders and beneficiaries?

_____

_____

_____

J3: FOCUS GROUP GUIDELINES- BENEFICIARIES
A. Awareness on the project
1. Have you heard of this project (name of the project)?

B. Participation in the project
2. How did you get involved in the project?
3. When did you get involved in the project?
4. How would you define your participation in this project/if any?
5. How well do you think this project takes into account your needs, desires and problems?
6. Rate your involvement/participation in – project needs assessment/design/implementation/ evaluation
7. How much do you feel you have/can influence the project?
8. Does your participation in this project intervene with your daily life/work/family? If so how do you manage to accommodate? What factors –if any- limited your participation in this project? How would you change the conditions to improve your participation?
9. What is your preferred participation ?

C. Relations with the project team or the management committee (if applicable)

10. Do you know who is involved in the management committee? How well aware or not are you with the workings of the management committee? How often do you get consulted by the project management committee/team

11. Are the communications with the project team/mgmt committee simple, understandable and are attractive methods introduced and repeatedly explained?

12. Are the results of the project presented on a continuous basis and by adequate means including regular group discussions and audio-visual aids.

D. Suggestions for the Future

13. What are the best practices in terms of the participatory process

14. How successful do you think the project has been? Reasons

15. What are your expectations from the "Future Together" (Participatory Development) Project? In particular, what areas could the capacity-building phase address to enhance your own project in terms of participatory approaches?