



Guide for the design, organization and facilitation of citizens' assemblies on climate change

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All these people have participated in the discussions that took place in May 2023 for the drafting of this Guide.

The insights provided within the framework of the project have also been taken into account.

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1. Context

In recent years, the climate crisis has been at the top of the political agenda, both at the national and international level. Deliberative processes on this critical topic have begun to emerge, and some countries have conducted national citizens' assemblies on how to address the climate emergency, including [France](#), the [United Kingdom](#), Ireland, [Scotland](#), Germany and Denmark.

In this context, the [Citizens' Assembly on Climate Change](#), is a pioneering experience at the national level of deliberative democracy that is protected by the Climate Change Act ([Ministerial Order TED/1086/2021](#), of 29 September) and whose mandate, which began in December 2021 and ended in December 2022, was to draw up recommendations for "[achieving a Spain that is more just and more protected in the face of climate change](#)", and to present these to the Government and Congress. The recommendations have also been presented to the Autonomous Governments, the Federation of Municipalities and other relevant social actors.

The Citizens' Assembly on Climate Change has been designed by analysing other deliberative experiences in neighbouring countries, as well as the recommendations on good practices for deliberative processes drawn up by the OECD, which have been taken into account for the Spanish case.

As well as the [Citizens' Assembly on Climate Change](#) at the national level, other assemblies have been held at different scales, such as those of the Balearic Islands, Barcelona and Gipuzkoa.

This Guide provides a straightforward and accessible overview of the actions, methodology and other elements for facilitating citizens' assemblies. As a central element, it is based on the experience of the Citizens' Assembly on Climate Change at the national level, in dialogue with the experiences of other assemblies carried out in the same geographical context at different scales: [Citizens' Assembly on Climate Change of Barcelona](#), [Citizens' Assembly on Climate Change of Mallorca](#) and [Citizens' Assembly of Gipuzkoa](#). The first two, also climate-related, while the third with a broader theme on the primary sector, including climate change.

It also draws on the debate carried out in various events held on Citizens' assemblies on climate change between the end of 2022 and throughout 2023 in the framework of the project "To document, disseminate through experts and follow up on the Spanish Citizens' Assembly on Climate Change".

2. How is the Guide structured?

The guide includes a main document that provides key insights into the design and organization of a Citizens' Assembly on climate change, covering the following sections:

- What is a Citizens' Assembly on climate change?
- What are its objectives?
- How is the Governance structured?
- How do you design and organize a Citizens' Assembly on climate change?
- How do you ensure that the public has access to knowledge?
- How do you approach the preparation of recommendations?
- How do you agree on the recommendations?
- How do you ensure the accessibility, inclusion and well-being of the assembly members?
- How do you communicate the process and outcomes?
- How do you monitor the process and people in the Assembly?
- How do you facilitate a Citizens' Assembly on climate change?

Additionally, the guide includes annexes in a worksheet format that cover the key elements of facilitating a Citizens' Assembly on climate change, such as an example schedule, a proposal form template, and a diagram depicting the phases of the Assembly and the techniques and tools to be used.

3. What is a Citizens' Assembly on climate change?

A Citizens' Assembly on climate change is an exercise in **deliberative democracy** that allows for the informed opinions on the climate emergency from a representative sample of the population, embodying the full range of interests in society. Its purpose is to make recommendations and/or proposals for public policy to the Government, Parliament, and society at large.

Key elements of Citizens' Assemblies (OECD)

The OECD, in collaboration with an international group of leading practitioners from public administration, civil society and academia, has published best practice criteria for deliberative public decision-making processes. Throughout the Guide, we will elaborate on some of these points:

- 1. Mandate:** The task should be clearly defined as a question that is linked to a public problem.
- 2. Accountability:** The commissioning authority should publicly commit to responding to or acting on recommendations in a timely manner and should monitor and regularly report on the progress of their implementation.
- 3. Transparency:** Anyone should be able to easily find the following information about the process: its purpose, design, methodology, recruitment details, experts, recommendations, the authority's response, and implementation follow-up. Better public communication should increase opportunities for public learning and encourage greater participation.
- 4. Representativeness:** Participants should be a microcosm of the general public; this can be achieved through random sampling from which a representative selection is made to ensure the group matches the community's demographic profile.
- 5. Inclusion:** Efforts should be made to ensure inclusiveness, such as through remuneration, covering expenses, and/or providing/paying for childcare or eldercare.

6. **Learning and Knowledge:** Participants should have access to a wide range of accurate, relevant, and accessible evidence and expertise, and have the ability to request additional information.
7. **Reflection and deliberation:** Group deliberation entails finding common ground; this requires careful and active listening, weighing and considering multiple perspectives, every participant having an opportunity to speak, a mix of formats, and skilled facilitation.
8. **Duration:** For high-quality processes that result in informed recommendations, participants should meet for at least four full days in person, as deliberation requires adequate time for participants to learn, weigh evidence, and develop collective recommendations.
9. **Governance:** To help ensure the integrity of the process, it should be run by an arm's' length coordinating team.
10. **Privacy and anonymity:** There should be respect for participants' privacy to protect them from unwanted attention and preserve their independence.
11. **Evaluation:** Deliberative processes should be evaluated against these principles to ensure learning, help improve future practice, and understand impact.

Benefits

Deliberative spaces on equal terms, such as an assembly, provide various benefits beyond those that may initially be conceived or visible.

In this sense, the identified benefits of implementing an assembly for the development of proposals to address climate change are:

- A contribution to the generation of learning and reflection, as well as to the construction of collective thinking in the search for solutions to the major transformations that need to be undertaken.
- A greater understanding of the policies and measures that society is willing to support when it has adequate and diverse information on the problems that need to be addressed.

- A positive impact on individuals regarding their relationship with democracy and participation, leading to increased trust in politics, democracy, and participatory processes.
- A multiplier effect, feeding a debate in society on the changes that are taking place and how to anticipate certain future situations, as well as a reinforcement of the quality of democracy, with the existence of new governance structures.

Scales

Citizens' assemblies are processes that can be promoted at different scales. In this regard, the authority that exists at each level should be taken into account. For this document, examples have been taken from the following scales:

- Local (Barcelona)
- Regional (Balearic Islands, Gipuzkoa)
- National (Spain)

4. What are the objectives of a Citizens' Assembly on climate change?

We believe that every citizen participation process should meet three main objectives: one related to the desired **outcome**, another related to the **process** undertaken to achieve that outcome, and finally, a third set of objectives should be related to respect for **people**.

Regarding the desired **outcome**, a Citizens' Assembly on climate change should result in the **preparation of a series recommendations** on how to address the defined issue. Generally, the goal is to contribute to the formulation of public climate change policies that guide strategies to be adopted at different scales. In many cases, these recommendations are not only directed towards governments and public administrations but also towards other social actors such as businesses, the academic and educational sector, NGOs, and more. In this sense, it can be understood as the development of specific measures and/or the achievement of a shared vision on how to address climate change.

But the process also has significant **pedagogical potential**, both for those who participate and for society as a whole, if the debate extends to a social level. This is another of the general objectives of the assembly, focusing not so much on the outcome but on the **process**, so it is important to take this into consideration. The pedagogical aspect refers not only to climate change but also to the participatory tools of democracy itself, in this case, deliberative democracy.

In the implementation of an assembly, these two objectives can infringe on each other due to time constraints. Achieving quality recommendations may be at odds with having a process where there is room for an in-depth discussion without feeling time pressure, which can be an unsatisfying experience.

Finally, the objective of **respect for people** is also fundamental to the smooth functioning of the deliberative process.

Therefore, it is essential to be **clear about the objective(s)** that are set and regarding the monitoring of the process to observe whether these objectives are met.

All the experiences included in this Guide have been pioneering initiatives in their local region. Therefore, in addition to the aforementioned objectives, there is the added pressure of ensuing that it is a successful process so that it may be the first of many other assemblies to come in the future.

In this regard, one of the key aspects highlighted as necessary in preparing a Citizens' Assembly is **managing expectations: What do you hope to achieve?** It could be generating recommendations, raising public awareness, promoting deliberative democracy, applying innovative methodologies, providing a satisfying experience for the participants and understanding of the process, among other goals, or a combination of several of these.

In order to fulfil the **first objective**, of **generating recommendations**, a Citizens' Assembly responds to a **mandate**, which, in turn, may have several objectives or goals that the recommendations should address. The Mandate should be clear, with a well-defined question addressing a **dilemma**. The idea behind the dilemma is key. In the face of complex issues like climate change, where not only an ecological but also a just transition is necessary, there is a **social dilemma** as to which mitigation, adaptation and just transition measures offer the necessary ambition to match the circumstances with the acceptance of society as a whole.

When defining the dilemma, the **relationship of the assembly with its environment needs to be considered**. It must address to a real need of citizens. This also requires prior work to understand the dilemma and the allocation of time to achieve real commitment and recognition from citizens and stakeholders.

The 'dilemma' needs to be properly formulated. Depending on the proposed dilemma, there may be different types of mandates. The mandate question is important; it may be broader or more focused, and there are benefits and challenges associated with different options. In any case, it is important to reflect on the question and its potential constraints.

- › In the case of the **Citizens' Assembly on Climate Change** the mandate emanates from the Government and is covered by the Climate Change Act, set out in the Ministerial Order. It was a broad mandate that involved agreeing on recommendations on how to achieve climate neutrality and improve our resilience, setting up a debate around the question: *A Spain that is more protected in the face of climate change. How do we achieve this?*

- In the case of the **Citizens' Assembly on Climate Change of Mallorca** the mandate, which emanated from the Autonomous Parliament, was also broad, with a clear time horizon: *What do we need to do in the Balearic Islands before 2030 to address CC?*
- In the case of the **Citizens' Assembly on Climate Change of Barcelona** the mandate emanated from the Municipal Government and was broad: *What would you do to tackle CC?*
- In the case of the **Citizens' Assembly of Gipuzkoa** the mandate emanating from the Provincial Council was framed by a more sector-specific dilemma, which is the relationship between the rural environment and the climate crisis. In this regard, the question posed was: *How can we guarantee agricultural activity to address the climate emergency?*

Elaborating further on the case of the Citizens' Assembly on Climate Change at the national level, since the question was so broad, the recommendations were addressed not only to the Government, but also to social actors and at very different scales (European policy, autonomous communities, town and city councils, etc.). Although in the Official State Gazette the mandate is clear and defined, while focusing the recommendations on the executive and the legislature, the assembly members extended it to the rest of society, thus broadening the initial approach. In this regard, the identification of actors for each recommendation is a contribution of the assembly itself. This experience shows that the mandate can go further if the dilemma and the question are broad enough.

Finally, **the frameworks within which these processes take place** are crucial. If, on the democratic horizon, the aspiration is for this type of process to become permanent and institutionalized, the conditions for this must be created. This may also allow the processes to have greater scope and ambition. The Spanish assembly has been implemented as one of the elements of the Climate Change Act, and is therefore covered by a legislative framework that allows new assemblies to be held.

5. How is the Governance of a Citizens' Assembly on climate change structured?

The governance of a Citizens' Assembly on climate change is organized according to the complexity of the process, so there are a variety of processes that can be followed with more or less sophisticated forms of governance. There appears to be greater complexity at the governance level in local processes.

There should be an independent and transparent governance structure composed of natural or legal persons chosen on the basis of their recognized expertise or prestige in matters related to climate change according to the needs of the mandate. This structure aims to ensure that the process remains independent from the entity that promotes the process and expects to receive the recommendations. In the case of the Citizens' Assembly on Climate Change, this entity was the Government of Spain.

Below are the different examples of governance from the cases analysed in the Guide:

- In the **Citizens' Assembly on Climate Change** the governance consisted of:
 - An independent **coordination panel**: this is the coordinating body to facilitate the implementation and logistical support of the assembly.
 - An **independent group of experts (including NGOs)** with an advisory role and a multidisciplinary, multisectoral, and multigenerational approach, allows the cross-cutting impacts and solutions of the climate emergency to be addressed from scientific, social, economic, and environmental perspectives.
 - An **independent technical team** to **select the participants**.
 - An **independent technical team** specializing in facilitation.
 - An **independent technical team for managing communications**.

- In the **Citizens' Assembly on Climate Change of Mallorca** the governance consisted of:
 - Coordinating circle.
 - Facilitating circle.
 - Civic lottery circle.
 - Communication circle.
 - Institutional circle (Government).

- In the **Citizens' Assembly on Climate Change of Barcelona** the governance consisted of:
 - Different municipal political groups.
 - Urban and climate organizations.
 - 5 assembly members. Greater connection between climate organizations and citizens.

- In the **Citizens' Assembly of Gipuzkoa** the governance consisted of:
 - Steering Group: made up of representatives of the Provincial Council of Gipuzkoa, facilitation teams and experts in deliberative processes.
 - Monitoring Committee with participation from political party representatives and most stakeholders.
 - Content Committee (where subject matter experts identify and share knowledge).
 - Assembly members

There are interesting differences between all the experiences described in this guide, all of which are important.

There are assemblies that include **political parties** in their governance, ensuring the sustainability of the process through the endorsement of the recommendations by the political powers. In any case, it requires the commitment of politicians, ideally from all parties, not only from the government, to embrace the proposals and provide the necessary strength and continuity to the process for considering the recommendations.

Some assemblies involve non-academic experts from **social entities** related to climate change in the governance structure. In the case of the Citizens' Assembly on Climate Change, experts from **environmental NGOs** were part of the group of independent experts.

It is also worth noting that in some cases, **assembly members** are incorporated into the governance structure. In the case of the Citizens' Assembly on Climate Change at the national level, although the participation of assembly members in the governance structure was not included in the Ministerial Order, during the process, a contrast group was formed with assembly members selected through sociocratic election methods who performed certain coordination functions, similar to what other assemblies have done in which representatives of the assembly members are involved in the structure.

6. What are the keys to the design and implementation of a Citizens' Assembly on climate change?

Overall organization

There are a series of key moments in the organization of an assembly for the event to be successful and to achieve the intended objectives. The tasks should be organized into the following phases:

1. **Shared vision as a team.** One of the main challenges in the preparation of an assembly is ensuring the teams are aligned in their approach to the assembly, that they share the vision for the process and are clear about the functions and tasks of each role, as well as on how to work together.

In this regard, the triangle formed between the coordinators, experts and facilitators must work very well together.

Both at the beginning and during the follow-up, it is crucial to **differentiate the roles of the teams:**

- The **facilitation team:** in charge of the methodological design of the deliberative process and the facilitation.
- The **group of experts:** support learning and the need for knowledge during the deliberation and assist when required in the formulation of recommendations by providing information, answering questions, and helping assembly members organize recommendations. Meanwhile, the assembly participants are the ones who propose ideas that form the basis for the development of recommendations.

It would be useful for the facilitation team to have some technical knowledge about the topic to be discussed, as it helps in better understanding the nuances that can arise during deliberation and the preparation of recommendations.

In the experience of the **Citizens' Assembly on Climate Change**, it helped considerably that a large number of people in the facilitation team were knowledgeable about climate change issues.

Meanwhile, the experts also had some experience in facilitation, which contributed to the functioning of the assembly.

To achieve this shared vision of the process and functions that can lead to satisfactory teamwork, it is important to work on designing each of the existing workspaces within the governance structure. In this regard, it is worth considering undergoing a **facilitation process for the group of experts**: what different voices are present, what value does the diversity of the group provide, how it functions, what they need, and what level of participation the experts have.

It is also important to come up with a schedule of coordination and follow-up meetings between the teams that make up the governance structure, with at least the following:

- Initial or launching meetings, to present the work team, establish protocols and agreements regarding the operation, methodologies and contents, define communication channels, define the inclusion and accessibility principles and measures of the process, etc..;
- To share the design of the participatory process and the activities and methodologies in each of the sessions, as well as the materials and contents to be provided during the process;
- To select additional experts and witnesses who will provide technical information and evidence for learning and deliberation.
- To follow-up and evaluate the sessions and events,
- To share and coordinate the organization and management of face-to-face events for the presentation of recommendations;
- Specific meetings for incident management.

2. Methodological design: The team responsible will carry out the design of the methodology and the facilitation process that will be implemented during the whole assembly process. The design will include:

- The proposals of the experts for the sessions based on the contents and themes that will be discussed;

- The structure and dynamics that will be developed in each of the sessions (online and face-to-face);
- The design of the necessary training activities, both for the participants and for the facilitation team.

The design should be flexible and adapted to the context and needs, and continuous monitoring should be carried out. It should be reviewed and, if necessary, updated according to the characteristics of the participants and the analysis of the sessions conducted.

The design of the methodology and facilitation process should always consider the inclusion, accessibility, and well-being of the participants, and include all necessary measures for this purpose.

The design of the structure and methodology, as well as the proposed facilitation, should be validated by the governance structure.

- 3. Detailed session schedule:** The team responsible will draw up the schedule for each of the sessions and events according to the design and proposal put forward and approved, creating a detailed outline and timeline, and assigning human and material resources to each of the activities. These will also include the methodologies that will be used, as well as the tools (online or face-to-face) that will be employed, defining who will be in charge and responsible for each of the activities, as well as any other information necessary for the session to be properly executed.
- 4. Planning and organization:** All the necessary requirements for the launch of the assembly sessions should be planned and organized. These may include:
 - Generating, adapting and providing the necessary materials and content for the execution of the sessions or events and the associated products;
 - Coordinating and providing the documentation related to the sessions and events, including invitations, registration forms, and other materials related to the convening of the session;

- Coordinating and managing the logistics of the physical and virtual spaces (depending on the type) for the execution of the sessions and the elements and materials necessary for their use;
- Organizing, contracting and verifying the implementation of the medium, infrastructure, tools and services necessary for the execution of the sessions;
- Coordinating and managing all the personal and material resources necessary for the execution of the sessions;
- Compiling, once all the sessions of the assembly have been held, all the associated documentation; as well as drafting the technical reports and summaries of the process.

5. Evaluation: in which the achievement of objectives, the level of satisfaction and the quality of the event as a process and product are analysed.

There is some debate as to the pros and cons of the **face-to-face and online** nature of the sessions. Both options have advantages and disadvantages. Online sessions make it possible for people to participate who otherwise would not be able to, although it requires a design and resources to make it accessible to everyone, regardless of their digital capabilities. Face-to-face sessions contribute other aspects to the debate such as proximity, non-verbal language, etc. that enrich the process. However, they require a greater investment of resources and the ability for all participants to travel to a physical location. It seems easier to achieve this on a more local scale.

Both in-person and online sessions have tools available for work between sessions, such as the online tool Decidim, which was used in the Citizens' Assembly on Climate Change and served as a platform for collaboration between sessions.

As a final thought, it is worth looking for the right combination of online and face-to-face sessions which adopts the best of both options, and to use the online tools as a repository for the work as it is carried out, since this allows for the knowledge to be shared.

Overall design of the deliberative process

First and foremost, the design should be flexible and adapted to the context. One of the elements of the context is the language(s) used

in the assembly. In those regions with different options, the country's official languages have been included to cater for this diversity (Basque, Catalan).

Perspectives such as gender, urban-rural dynamics, etc., must also be incorporated into the design. These issues have been discussed in depth in relation to accessibility, but they must be included in the design itself.

The **general structure of the deliberative process** of a Citizens' Assembly on climate change establishes **5 major phases**, following the principles of the OECD. However, these are not linear or consecutive phases, as learning, reflection and deliberation constitute a continuous and iterative process throughout the entire assembly workflow. Nevertheless, during the course of the sessions, some of these phases become more important and constitute the central milestone of the session.

Phase 0. Preparation .

During this phase, knowledge and skills are provided for the use of the technological tools to be used throughout the assembly, as well as knowledge and skills related to participation and deliberation. This includes key elements for efficient and empathetic participation, information collection, and feedback, among other aspects. In addition, in this phase, both the assembly members and the technical team that will accompany the process are introduced.

Phase 1: Learning and knowledge.

The first step in deliberation is learning and acquiring knowledge, because it is essential to have citizens who are well informed about the issue for which a response is being sought. In this phase, the participatory process of the assembly, its objectives, scope, phases, and methodology are introduced. The aim at this stage is also to unify the knowledge of the participants on key aspects and concepts related to climate change, its causes, and impacts. It will involve panels of experts, who will look to generate reflection and learning on the subject, and who will respond to questions posed by the assembly members. There may also be witnesses to provide evidence and proof of the impacts of climate change. Witnesses may be stakeholder groups or individuals with firsthand experience of the impacts of climate change. The aim is to ensure that assembly members receive balanced information on the issues they are considering.

Phase 2: Reflection and deliberation.

The reflection and deliberation phase accompanies the learning and knowledge process, encouraging reflection and the creation of collective knowledge. A process of discussion and debate on the knowledge and evidence presented by the experts and witnesses is encouraged to reinforce understanding and address any doubts. The reflection and deliberation process will also accompany and develop in parallel to the preparation of the recommendations, through various participation methodologies and tools, using the groups established to prepare said recommendations. This allows for a better understanding of the policies and measures that the population is willing to support. At the same time, it addresses the issue from the different existing perspectives, with detailed scientific and socio-economic information about the problem, and based on the different solutions available.

Phase 3: Preparation of recommendations.

In this phase, proposals for recommendations are prepared and drafted by groups of participants organized by areas or themes established by the Governance Body, the technical team and the assembly members. Feedback mechanisms are established so that members of other groups can learn about and offer suggestions for the recommendations. Climate change and policy experts also provide feedback on the wording and technical quality of the proposals in order to ensure these have an impact on the political system.

Phase 4: Decision making.

Initially, the decision-making system to be adopted by the assembly will be defined with the participants. In the final session, the decisions confirming the adoption of the proposals generated in the process will be made.

Phase 5. Communication and monitoring of the recommendations.

As a final phase to achieve the assembly's objectives, the proposals obtained should be formally submitted to the corresponding public institutions. These proposals may also be presented to other public and private social actors. Furthermore, it is important to monitor the compliance with the recommendations by the relevant institutions. Periodic monitoring is recommended at 6 months, 1 year and 3 years.

The **organization** of the phases may vary. Starting with a shorter session that covers the Preparation Phase is recommended. The Learning and Knowledge, Reflection and Deliberation, and Preparation of Recommendations phases can take place during the same session or in different sessions. Normally, the Decision-making phase takes place in the last session, as it confirms the adoption of the proposals generated in the process.

In the case of the **Citizens' Assembly on Climate Change**, the phases took place consecutively over the course of the different sessions. Session 0 was Preparation, Sessions 1 and 2 were Learning and Knowledge, Sessions 3 and 4 were Reflection and Deliberation, Session 5 was Preparation of Recommendations and Session 6 was Decision Making.

ASSEMBLY SESSIONS



In the case of the **Citizens' Assembly on Climate Change of Mallorca**, the Learning and Knowledge, Reflection and Deliberation, and Preparation of Recommendations phases were carried out in the same session. In the last session, the final recommendations were drawn up, and the Decision-making process took place.

The advantages and disadvantages of the two models are detailed below.

- In the case of **phases being addressed across different sessions**:
 - The advantages include the possibility of having a comprehensive perspective of all areas, having more time to assimilate information, and allowing for the resolution of questions and doubts between sessions.
 - The disadvantage is that the time between the information and the preparation of recommendations can lead to less accuracy due to the delay of the information.
- In the case of **phases being addressed in the same session**:
 - One advantage is the ability to focus on one area and obtain a more in-depth analysis of it, as well as the creation of a climate for generating solutions to problems, which is very satisfying for participants.
 - The main disadvantage is the excess of information in a single session and the rapid transition between the assimilation of information and the drawing up of proposals, which requires a shift in the way participants must think and act in a short period of time.

Content of the deliberative process

The content to be addressed in the assembly can be broader or narrowed down by themes. Additionally, the themes can be chosen by the assembly members or defined by the Governance body.

In the case of the **Citizens' Assembly on Climate Change** at the national level, prior to the assembly, a **citizen consultation** was conducted to determine the relevance given by citizens to the topics selected by the Independent Expert Group to address the mandate question. The consultation also aimed to assess the possibility of including any topic that citizens believed was not covered.

Subsequently, the coordination panel organized sessions with the facilitation team and the Independent Expert Group in which

specific key themes were defined based on the results of the citizen consultation. These themes were grouped into **Life and Society Areas** to integrate them into the life experience and everyday reality of the participating individuals, to facilitate the deliberations. This approach allows the use of concepts that are more accessible for citizens and provides a greater perception of agency in the social changes necessary to address the overarching question.

They were called Life and Society Areas to take into account the **different levels or scales of change** that recommendations can target: **personal, organizational**, taking into account various social actors, **the community, political/institutional**. This approach also made it possible to move away from the jargon used by experts and from the more sectoral approach.

Five Life and Society Areas were defined, grouping together the different key themes:

- Consumption
- Food and land use
- Communities, health and care
- Work
- Ecosystems

Certain cross-cutting themes that intersect all the different areas of life were also established:

- Transport/mobility
- Energy
- Education

In the case of the **Citizens' Assembly on Climate Change of Barcelona**, out of 10 themes, the assembly members selected 3 as priorities.

In the case of other assemblies, the content has had a sectoral focus. For example, in the **Citizens' Assembly on Climate Change of Mallorca**, the issues addressed were: energy, transport and mobility, ecosystems and biodiversity.

7. How do we ensure that the public has access to knowledge?

During the Learning and Knowledge Phase, but also during the Reflection and Deliberation Phase, it is important to have **diversity of knowledge**, both of experts in the field and that of citizens based on their experience.

In relation to **expert knowledge**, the right experts must be selected according to the phase of the process or the demand for information required at any given moment. Therefore, different specialized experts should be selected for each phase of the process: general knowledge on climate change, challenges, design of public policies, bottlenecks, drafting of proposals... It is also important to anticipate when and where the specific expertise will be needed to create a better match between the needs and the experts.

When identifying experts, it is important to include **a variety of profiles and perspectives so that all** points of view are represented. It is also crucial to ensure the neutrality of the information. These experts may be individuals with recognized prestige in the fields of climate, energy, biodiversity, the environment, and social transformation, and come from academia, the scientific field, private sector, or public administration, among others.

It is also important to combine the expert perspective with that of **officials and technicians from the public administration**, since they will be responsible for responding to the recommendations made by the assembly.

In terms of **citizen knowledge**, the life experiences of individuals should also be considered. These can come from the assembly members themselves or from people outside the assembly who act as witnesses. These people will provide firsthand evidence and proof of the impacts of climate change, based on their personal experience.

At all times, the aim is to ensure that assembly members receive **neutral and balanced information** on the issues they are considering.

Throughout the process, it is essential that assembly members are able to **resolve any doubts** that arise based on the information they are receiving and assimilating. Therefore, it is important to provide spaces for this purpose, both during the sessions, for example, after

each presentation of information, or during the drafting of proposals, as well as in the intervals between sessions, such as online spaces.

It is also very important to have time between sessions to reflect on and assimilate the information provided.

Finally, to ensure the assembly members have access to and an understanding of the information, a **content manager and/or a scientific journalist** should be taken on to help organize and disseminate the information, innovating in the presentation of the content.

8. How do we approach the preparation of recommendations?

The process of creating recommendations should start with a broad range of proposals, which will later be narrowed down to final set of proposals which will ultimately be voted on as the assembly's recommendations.

In the case of the **Citizens' Assembly on Climate Change**, the preparation of recommendations was done from the bottom up. It started with a brainstorming session on the proposals for each Area of Life, allowing all assembly members the opportunity to present their demands in relation to the fight against climate change. These proposals were then grouped into objectives. This is a way of starting with specific issues that affect and matter to citizens, and then thinking about what objectives these proposals respond to.

Subsequently, a process was undertaken to identify possible overlaps or complementarities between proposals with the idea of grouping them together, but also of enriching them. The role of experts is important at this stage in defining challenges to test the measures.

There should be **feedback** between the different working groups, and all the **assembly members should have access to the suggested proposals**, so that everyone is aware of them and can contribute their knowledge or ideas for improvement. Each individual has their own perception of the impacts and issues, and the multi-scalar effect of the different perspectives helps enrich the proposals. Online tools can be used to share information for this purpose.

The experts involved can help identify those proposals that have already been addressed through some regulatory instrument. If such instruments exist, the specific goals of these proposals can be refined, as they may represent an improvement to existing measures and if not, they can be discarded. Proposals may be put forward that are already on the political agenda, and the assembly can thus endorse the need for their implementation.

The proposals should **identify the actors** involved, so that they can fine tuned based on the different competencies of said actors. In this sense, the participation of public administration technicians and/or officials as experts can support the working groups to check whether the proposals are appropriate, according to their competencies.

In the case of the **Citizens' Assembly on Climate Change** at the national level, one method used to filter proposals for the preparation of recommendations was to analyse whether they contributed to the **adaptation and/or mitigation of climate change and the just transition**. Proposals that strayed too far from the assembly's mandate were therefore discarded.

With regard to the inclusion of **quantitative targets in the recommendations**, this is a complex aspect to address with citizens, as it requires expert knowledge. Therefore, we consider that it is not essential to include specific targets in the recommendations. In this regard, no targets were considered in the national assembly and the debate was more about the “how” rather than the “how much”.

The role of the experts in the Preparation of Recommendations phase is to provide help, if explicitly requested, in the formulation of the proposals and in resolving doubts, but they should not make proposals themselves.

9. How do we agree on the recommendations?

There should be a decision-making system in place for agreeing on the recommendations, which should be known and endorsed by the assembly members.

In the case of the **Citizens' Assembly on Climate Change**, the method was proposed by the governance body and was discussed and adopted in session 3, although it was also improved in session 4, after a discussion on how to accommodate abstentions in the voting system. It envisaged the following phases:

1. Presentation of the proposal
2. Questions and answers to clarify the proposal
3. Contributions or improvements to the proposal:
survey of the contributions
4. Reformulation of the proposal, taking into account
the survey on the contributions
5. Voting on the degree of agreement.

It was also agreed that the final proposals should include the degree of agreement with them, and priority was given to synchronous decision-making: decisions are made in sessions where everyone is present.

It was agreed that the decisions would be adopted after a **simple majority vote**, with the following considerations:

- People can vote YES, NO or abstain.
- To determine if simple majority (half plus one) has been reached in the vote, the YES votes are counted over the total number of YES or NO votes. If this percentage is greater than 50%, the proposal is considered approved.
- Abstentions are taken into account in determining the quorum for each vote:
 - Proposals that during the validation survey of session 5 have more than 30% abstentions will be reviewed by the Life and Society Area that proposed them, so that they can be resubmitted to a vote by the entire Citizens' Assembly on

Climate Change. The reasons for abstentions and NO votes will be recorded in order reformulate the proposal according to the arguments.

- Proposals that have more than 30% abstentions during the final vote in session 6 will need to secure at least 66% YES votes to be approved. This was the definitive proposal agreed upon in the Session 6, since it had been decided in an earlier session that proposals with more than 30% abstentions would need to secure at least 75% YES for approval.

Voting can be done using physical ballots and ballot boxes, although other forms of voting through virtual means are also an option.

10. How do we ensure the accessibility, inclusion and well-being of assembly members?

The **accessibility, inclusion and well-being** of the participants are key elements that contribute to the success of the assembly process, as they are essential aspects that enable participation and internal democracy in the assembly. This way, a higher degree of horizontal inclusion is achieved, which results in a higher quality of the process and the preparation of final recommendations, as well as in the learning and well-being of the participants..

The **values and principles** that should govern the execution of a participatory process to ensure accessibility and inclusion of all participants include: equal opportunities –linked to integration and social justice–, human rights, representativeness, gender focus, equity and parity.

In addition to these principles, inclusive participation must be ensured from gender, social, generational, and diversity perspectives, with a special emphasis on power dynamics, both within groups and within the broader societal structures.

In order to implement these accessibility and inclusion measures and procedures, the following actions should be carried out:

1. The identification of constraints and obstacles to democratic participation, accessibility and the horizontal inclusion of participation.
2. The establishment of measures to eliminate or mitigate inequalities in the possibilities of participation.
3. Continuous evaluation of participation.

Below are measures that could be implemented in order to ensure accessibility, inclusion and well-being of participants:

- › **Building trust and legitimacy:** This is a fundamental aspect that will contribute to the well-being of participants and improve the implementation of the process. To this end, it is important to have a diverse team of facilitators and experts, from different regions, languages, accents, skin colours in order to connect with the diversity of the assembly. Another important aspect to consider is being accessible and available to assist assembly members when

they have questions about the process or face any issues that affect their participation. In this regard, it is not simply about being available but also being proactive, by making phone calls if issues arise that need to be addressed.

- » **Accessibility in physical space:** It is important to ensure that the physical space is accessible so that people with reduced mobility and other mobility-related needs can participate on equal terms. Accessibility conditions must also be guaranteed for all journeys linked to attending the sessions: travel, accommodation, places to eat, etc.; prioritizing proximity between the different locations when selecting them..
- » **Accessibility of materials and content:** Materials must be adapted so that they can be better understood by the participants, and they should be adjusted to situations of functional diversity or cognitive accessibility needs. The materials and content should follow these guidelines:
 - Be of an appropriate length, considering the time scheduled for each of the sessions, and be comprehensible, taking into account the diversity of participants.
 - Allow for diverse forms of participation (oral, visual, and written).
 - Provide content and language that are suitable and adapted to the diversity of participants. This may include subtitles or transcriptions for audiovisual materials and image descriptions for individuals with hearing and visual impairments.
- » **Online accessibility:** In the case of virtual sessions, it is important to ensure the participants have online access. If any online accessibility difficulties are identified, the necessary computer equipment should be provided to those who need it to participate in the assembly. Additionally, assistance and ongoing support should be offered to individuals with digital literacy gaps to help resolve potential technical issues.

To this end, a permanent technical support role could be established during all months of the sessions, available to provide guidance and assistance to participants, addressing their questions and issues through online or telephone communication. This person would also be available during the sessions to help with all kinds of issues: problems with connectivity, with audio or video, access to digital work tools during the session (such as polling or voting tools), etc.

In addition, a workshop could be offered prior to the start of the assembly to address any key issues for online participation. To ensure a smooth start for each session, a video and audio test should be conducted during the welcome period before the session begins. This way, any issues can be addressed before starting, either in a technical room online or via telephone support.

- › **Language support:** Taking into linguistic diversity, it may be necessary to provide translation in different languages through the team of facilitators or professional translators.
- › **Inclusion during workshops:** Equal opportunities should be taken into account when the different participants wish to express themselves. To achieve this, working in small groups of a maximum of 10 people, which also reflect the diversity of the assembly, is recommended. In these groups, the facilitators should control the timing of speeches, ensuring equal participation. This should also include the use of techniques that allow for diverse forms of participation (oral, visual, written) and equal distribution of time or participation per person.
- › **Inclusion in materials and content:** The documents that are created should use inclusive language and images that represent the diversity of the population, contributing to changing discriminatory stereotypes and roles that perpetuate social inequality.
- › **Consideration of the emotional impact of information on climate change:** The emotional dimension of climate change should be taken into account in the design and follow-up with participants. Observation tables could be used in which facilitators can note how the session has functioned in terms of participation or emotional aspects. If necessary, facilitators could speak in-person or by phone calls to any individuals who may need additional support. Facilitators should also be trained in specific skills related to group dynamics.

11. How do we communicate the process and outcomes?

Communication and dissemination of the Citizens' Assembly on climate change is important, not only of the results but also of the process, to generate interest and awareness among the public.

However, a conflict of interest may arise between the external communication of the process for the sake of transparency and the confidentiality of the assembly members.

In the case of the **Citizens' Assembly on Climate Change** at the national level, the confidentiality and anonymity of the participants was ensured from the outset in order to protect the independence, neutrality and objectivity of the assembly's deliberative process and to ensure that the assembly members could exercise their role freely and independently, as well as to guarantee their protection and privacy throughout the process. The assembly members did not reveal their identities until the presentation of the recommendations, and this was done on a voluntary basis.

This came at the cost of greater visibility of the assembly during the deliberation and recommendation process. It would be useful to come up with a formula which allows for maintaining privacy while also promoting visibility.

Meanwhile, going back to what was said at the beginning of the Guide, the visibility of the assembly also depends on the framework within which it is presented. If the assembly does not arise from a specific dilemma that the public is aware of, in which there may be some form of conflict, it will have lower visibility.

In any case, it is important to connect the assemblies with the broader public through public media outlets, as well as through other participatory spaces that can be developed using the information generated by the assembly.

12. How do we monitor the process and people in the Assembly?

As we explained in the **What are the objectives of a Citizens' Assembly on climate change?** section, the citizens' assembly not only takes into account the results, which are the recommendations that are delivered to the corresponding actors, but also the **process** and the **people** who participate.

In this sense, the assembly can be a life-changing experience for some participants, from which they emerge with a high level of engagement and a desire to continue to contribute to the fight against climate change.

This is why it is important to have some kind of **follow-up mechanism for the process** after the assembly, in order to be able to provide support to the assembly members who want to continue working, so that they can do so in an organized and coherent way. This will prevent people who have reached the end of the process from getting frustrated because they cannot find more possibilities to continue contributing to the cause, having felt empowered through the duration of the assembly.

In the case of the Citizens' Assembly on Climate Change at the national level, this support lasted for six months after the last assembly session, and a support team helped the assembly members, on one hand, in delivering the recommendations to various identified stakeholders (Government, Parliament, Autonomous Communities, Unions, Third Sector, Companies...), and on the other hand, in forming an association with a legal framework that would support them in continuing their work in the fight against climate change.

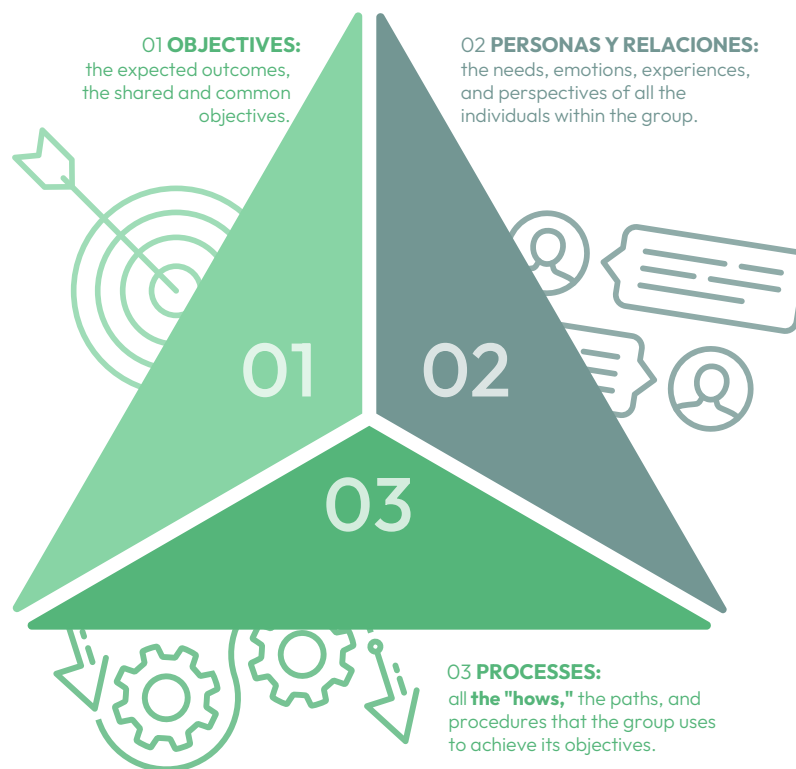
13. How do we facilitate a Citizens' Assembly on climate change?

What is Facilitation?

Group facilitation, according to the IIFACE (Institute for Facilitation and Change), is the set of skills, techniques, and tools to create the conditions that enable a satisfactory implementation of group and individual processes. This includes achieving their objectives and realizing their vision, as well as creating a relational climate characterized by trust and open, empathetic, and honest communication.

In this regard, facilitation should respect the **three pillars of group work**, i.e. respect for the process, respect for the people and respect for the objectives.

THE THREE PILLARS OF GROUP WORK



- **Respect for the objectives:** the objectives represent the **outcomes** that the group hopes to achieve, in the case of the Citizens' Assemblies on climate change, these would be the **recommendations** obtained based on the Assembly's mandate. Facilitation helps the group collectively move towards and achieve their objectives in the most satisfactory way possible.

- **Respect for the process:** the **processes** are extremely important because they can help not only achieve the objectives but also ensure that participants have experienced the journey in a satisfactory, effective way, and that the overall intelligence group has been increased. The facilitators must design the process as a key element so that the group can achieve its objectives.

The process can have different stages, with different objectives. For example, in the case of a Citizens' Assembly on climate change, the different stages of the process would correspond to the Phases:

- Learning and knowledge
- Reflection and deliberation
- Preparation of recommendations
- Decision-making for the adoption of recommendations

Each of these stages will have specific techniques and tools to achieve the objectives set out in each of them.

- **Respect for the people:** the third fundamental pillar is **people**. Groups are made up of people, who are complex beings, with their own personal experiences and interrelations.

This pillar is the most complex and, at the same time, of central importance. From the point of view of facilitation, we must help groups embrace people's needs, individual differences and listen to the diversity of voices. Respect for the people ensures a balance between personal and group spaces, identifying and respecting the personal limits of individuals.

What are the functions of the facilitator in a citizens' assembly on climate change?

The functions of the facilitator in a citizens' assembly on climate change are:

1. Design in detail the process and techniques and tools for each of the group spaces to help achieve the agreed objectives and outcomes.
2. Foster the creation of a satisfactory environment.
3. Guide the group towards useful and appropriate outcomes.
4. Prevent and transform conflicts.
5. Ensure equity and balance of power in the group.
6. Encourage the participation and engagement of the people involved.

What skills does a facilitator of a citizens' assembly on climate change need?

The skills needed by a facilitator include the following¹:

- Create a safe atmosphere and unity within the group. Some tips:
 - Invite people to take part and give each person space to contribute.
 - Help people to communicate.
 - Welcome everyone's participation and contributions.
 - Believe in the group and maintain a positive attitude. Never leave the group unsupported.
 - Admit and correct your own mistakes.
 - Cultivate a sense of humour.

1. "Introduction to Process Facilitation", Module I. Annual Core Course on Group Facilitation. Altekio, 202

- Manage communication skills. Some tips:
 - Listen carefully and read the signals across the different communication channels.
 - Define and paraphrase at appropriate times in a clear, concise, and organized manner.
 - Learn to metacommunicate.
 - Collate and summarize ideas.
 - Give empathetic feedback.

- Detach yourself from the content by suspending your own point of view. Some tips:
 - Be interested in the topic and the different contributions.
 - Recognize your own internal diversity on the topic.
 - Be aware of the values, results or qualities you tend to identify with and those you don't tend to identify with, generating fluidity and a sense of humour towards them.
 - Empathize with different positions.
 - Move physically to be close to different people with different opinions.

- Identify and manage personal and group emotions, and deal with conflict in a relaxed manner. Some tips:
 - Observe people's non-verbal and para-verbal language.
 - Observe interactions in the group.
 - Recognize your own emotions.
 - Identify the group atmosphere.
 - Know your own limits.
 - Cultivate inner flexibility and patience.
 - Have physical stamina.

- Look for attacks on specific people.
 - Willingness to learn from people, their culture and social context.
- » Design the process and know when to forsake the plan and adapt to what the situation requires. Some tips:
- Encourage creative thinking capable of linking ideas and relating concepts.
 - Be skilled in a diverse set of techniques and methodologies.
 - Have a good memory.
 - See everyone as someone you can learn from.
 - Applaud the contributions of people in the group who bring wisdom to the group process.
 - Listen to group feedback when plans change.
 - Cultivate a spirit of learning and commitment to good practice.

14. What techniques and tools are needed to facilitate a Citizens' Assembly on climate change?

Techniques for facilitating dialogue and participation in a Citizens' Assembly on climate change

When facilitating a Citizens' Assembly on climate change, it is essential to promote reflection and deliberation among the participants on the measures that the public is willing to support to combat climate change. In this sense, it is very useful to use techniques that encourage **participation** in order to **encourage dialogue**.

The use of these techniques facilitates balanced participation, meaning that a wide range of opinions are expressed, and different communication styles and rhythms are taken into account. It prevents people from monopolizing the floor and ensures that those who want to express their opinions get the chance to do so.

The **size of the group** is a key variable in participation. In larger groups participation decreases substantially, in a smaller group it is easier to speak because there is more time available per person and it is easier to overcome fears and tensions when speaking. To maintain a good level of participation in a large group, it can be divided into subgroups².

In this regard, discussions can be held at different levels and using different techniques:

- **Personal:** involve working at the individual level. A certain amount of time (normally brief, between 1 and 5 minutes) is given to the participant to reflect in silence about their ideas on the subject, which they then write them down on a sheet of paper or post-it note..
- **Sub-groups:** In the case of the Citizens' Assembly on Climate Change, the 100 assembly members worked throughout the sessions in stable groups of 10 people, two groups for each area of life, making a total of 10 working groups (Groups 1 to 10). Each one of these groups was created using the same selection criteria as

2. "Grupos inteligentes", F. Cembranos y J.A. Medina, Ed. Popular, Madrid 2003

the Assembly, in other words, taking into account the diversity and representativeness of the structure of the Spanish population, so that each group represented a "mini-Spain".

Dividing the participants into groups 10 and 20 people facilitated dialogue, the development of proposals and reaching agreements in a more agile way than in the plenary format of 100, thus allowing all the Citizens' Assembly participants to contribute, enabling interactive thinking.

There were also moments of exchange between groups of 10 and 20, which allowed everyone to become familiar with and contribute to the proposals of all the Life and Society Areas, regardless of the group they were in.

- **Plenary:** Plenary discussions were held to present the work carried out by the groups. In a plenary, various techniques can be used:
 - **Rounds:** in a round, everyone speaks once, before someone speaks twice.
 - **Speaking turn:** the person who wants to speak asks for the floor by raising his/her hand or by another agreed mechanism.

Supporting techniques for each phase of the Citizens' Assembly on climate change

Different **techniques and tools** are available to support the **phases** of the Citizens' Assembly on climate change process.

A toolbox of techniques to be used depending on the moment of the process is provided. Some of them may not be required, since an Assembly is a dynamic process.

A **sheet** with the general outline of the supporting techniques for each phase is included in the annexes.

LEARNING AND KNOWLEDGE PHASE

In this phase, the participants come into contact with expert knowledge. Facilitators should provide support to participants so that they can understand the information and create meaningful learning.

» Objectives of the phase:

- Provide balanced and technical information as well as critical analysis tools on CC data and information.
- Present the key issues to be addressed during the assembly.
- Present evidence and proof regarding the impacts and causes of CC in relation to the issues and possible adaptation and mitigation measures.

» Techniques recommended for this phase:

- **Presentations by the panel of experts:** the independent panel of experts will provide balanced and neutral information on the causes, consequences and impacts of climate change.

Below is some content on climate change which we suggest should be addressed in this phase. Videos of the Citizens' Assembly on Climate Change are provided as reference and material that could be used.

INTRODUCTION TO CLIMATE CHANGE, CAUSES AND IMPACTS

- ▶ [What is climate change, what are the processes and factors that drive it?](#) Isabel Moreno.
- ▶ [What are the causes of climate change?](#) Fernando Valladares
- ▶ [What are the impacts on natural and human systems?](#) José Manuel Moreno.

CLIMATE SCENARIOS

- ▶ [What are climate scenarios? Overview.](#) José Manuel Gutiérrez.
- ▶ [Climate projections for Spain.](#) Beatriz Hervella.

ADAPTATION AND MITIGATION

- ▶ [Adaptation to Climate Change.](#) Francisco Heras.
- ▶ [Mitigation of Climate Change.](#) Marta Torres.

INTERNATIONAL TREATIES AND COMMITMENTS ON CC

- ▶ [International treaties](#). Ana Barreira.
- ▶ [Commitments and framework for tackling climate change in Spain](#). Valvanera Ulargui.

IMPACTS OF CLIMATE CHANGE

- ▶ [Impacts of climate change on global health](#). María Neira González.
- ▶ [Main impacts of Climate Change on the health of the Spanish population](#). Cristina Linares.
- ▶ [Main impacts of CC on Ecosystems at the global and national level](#). Marta Múgica (Europarc Spain).

CONCEPT OF VULNERABILITY AND GLOBAL AND JUST TRANSITION.

- ▶ [Vulnerability to climate change: impacts by gender, age, class, origin](#). Miriam C. Leirós (Teachers for Future).
- ▶ [Global transition: social and ecological](#). Asunción Lera St. Clair.
- ▶ [Just transition](#). Joaquín Nieto.

CLIMATE CHANGE MITIGATION MEASURES

- ▶ [Panoramic overview of the National Integrated Energy and Climate Plan including economic/employment data](#). Mikel González Eguino.
- ▶ [Climate change mitigation actions: the community for the climate](#). Víctor Viñuales.

STRATEGIES FOR CLIMATE CHANGE ADAPTATION AND RISK REDUCTION

- ▶ [PNACC National Climate Change Adaptation Plan](#). Ministry for the Ecological Transition and the Demographic Challenge.
- ▶ [Coastal adaptation](#). Iñigo Losada.
- ▶ [Adaptive strategies for climate change risk reduction: the case of water](#). Elena López Gunn.
- ▶ [Strategies for climate change adaptation and risk reduction in industry](#). Cristina Rivero.

CROSS-CUTTING ISSUES

- ▶ [Climate risks and adaptation to climate change: Also in Spain](#). Francisco Doblaz-Reyes.
- ▶ [Economic incentives and disincentives to promote a sustainable and low-carbon economy](#). Iñaki Arto and Xaquim Garcia.

- **Personal reflection:** a personal reflection exercise on the presented content.
- **Questions and answers:** participants submit questions to the group of experts and witnesses based on the doubts that arise

as they receive and assimilate information. These experts and witnesses then respond to them, either during the session or between sessions, through videos or fact sheets. If the session is online, questions can be submitted through the chat of the video conferencing tool, and there are also other digital tools, such as Slido, that can be used for asking questions..

REFLECTION AND DELIBERATION PHASE:

The reflection and deliberation phase accompanies the learning and knowledge process, encouraging reflection and the creation of collective knowledge. A process of discussion and debate on the knowledge and evidence presented by the experts and witnesses is encouraged to reinforce understanding and address any doubts.

Deliberation aims to draw out collective wisdom and joint creation through a dynamic process of dialogue, deliberation, and exploration. The goal is to better understand key aspects related to climate change, generate ideas and proposals, and plan for the future.

› Objectives of the phase:

- Generate discussion on the urgency of addressing this global problem.
- Develop and exchange views on the desired future.
- Develop guidelines for the transformation of society and possible measures to achieve the desired future.

› Techniques recommended for this phase:

- **Reflection in groups:** participants reflect and share their reflections through group work.

Some thought-provoking questions for reflection:

- *What doubts do you still have about climate change, its causes and impacts? What aspects do you need to understand better?*
- *What concerns, doubts or worries do you have about mitigation and adaptation?*
- *What do you think are the consequences and scope of the measures agreed upon in international treaties?*
- *What are we doing to mitigate climate change, and do you think it is enough? What issues are being focused on?*

- *What are we doing to adapt to climate change, and do you think it is enough? What issues are being focused on?*

- **Open forum:** this dynamic allows participants to relate to climate change from a more personal perspective, achieving a deeper understanding of the topic. It also improves internal communication and enhances group cohesion.

First-person testimonies about the impacts of climate change on the lives of different actors in the region can be used as an introductory element. Below, are some testimonies from the Citizens' Assembly on Climate Change at the national level.

- ▶ [Video testimony 1: Youth engagement in the face of climate change.](#) Lara Padilla.
- ▶ [Video testimony 2: Climate migration.](#) Papalaye Seck
- ▶ [Video testimony 3: Impacts of climate change on agriculture.](#) Natalia Llorente Nosti.
- ▶ [Video testimony 4: There is life and employment for mining regions, beyond coal.](#) Isabel Caboalles.
- ▶ [Video testimony 5: Agriculture, a life experience of continuous adaptation.](#) Vicent Borrás.

We recommend using a thought-provoking question to start the discussion, such as: *How do we live, how does climate change affect us in our daily lives?*

4 doors are introduced through which participants can express: *1: Worry, fear, anger, sadness, anxiety; 2: Hope, optimism, confidence; 3: Disengagement, indifference; 4: Other.*

- **Climate scenarios:** different climate scenarios are explored at the national level, discussing impacts on people's lives in the different regions of Spain.

We recommend using a thought-provoking question: *What do I imagine the scenarios would be like (temperature and precipitation) in the region where I live and what impact could they have?*

- **Narratives of the Future:** different future scenarios are explored and analysed, marked by the mitigation paths and adaptation strategies adopted under various leadership approaches in the fight against climate change.

Four fictional stories are told that explore different future scenarios and paths to follow, reflecting different measures and actions to tackle CC. Working groups are formed to compare the different futures, and to determine the desirable elements of each one. These elements will make up the desired future scenario.

PREPARATION OF RECOMMENDATIONS PHASE

In this phase, proposals for recommendations are prepared and drafted by groups of participants organized by areas or themes.

› Objectives of the phase:

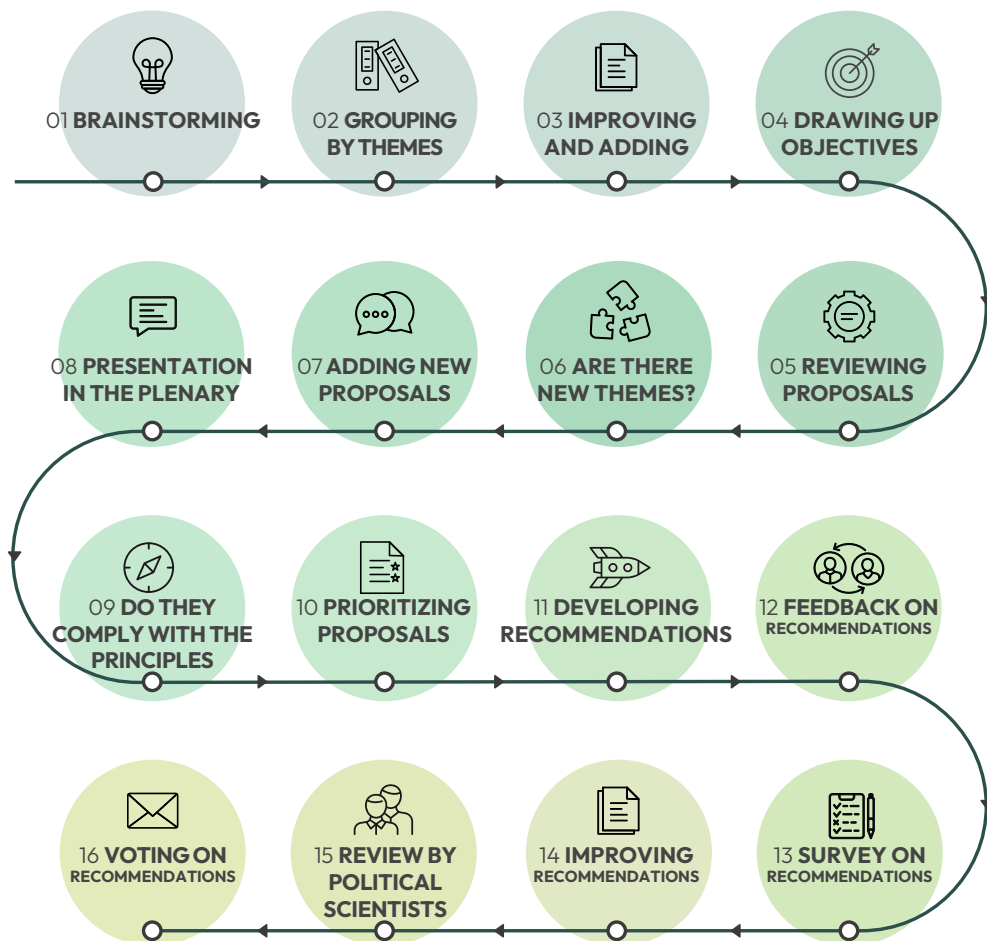
- Prepare the proposed recommendations.
- Establish feedback mechanisms so that all Assembly participants can learn about and offer suggestions for the recommendations.
- Review whether they comply with the principles established by the assembly.
- Provide feedback on the wording and technical quality of the proposals to ensure these have an impact on the political system.

› Process of preparing recommendations:

- Brainstorming of proposals.
- Grouping of proposals by themes
- Improving and adding other proposals.
- Drawing up objectives.
- Reviewing proposals.
- Identifying new themes.
- Adding new proposals.
- Presenting proposals in the plenary session.
- Reviewing compliance with the principles.
- Prioritizing proposals.

- Developing recommendations.
- Feedback on recommendations.
- Survey on recommendations.
- Improving recommendations.
- Reviewing recommendations with political scientists.
- Voting on recommendations.

PROCESS OF PREPARING RECOMMENDATIONS



» Techniques recommended for this phase:

- **Brainstorming and grouping:** preparing an initial set of proposals to achieve a safer and fairer Spain in the face of CC. Subsequently, the ideas are grouped by theme.

We recommend using some thought-provoking questions:

- *What changes should be made to address the causes of CC and reduce GHG emissions?*
- *What changes should be made to avoid and reduce CC impacts and risks?*

- **Reviewing and improving the proposals:** based on the initial brainstorming of proposals grouped by themes, a review is conducted in the light of evidence and proof provided by experts and witnesses.

The proposals are complemented and improved, new proposals are added if deemed necessary, and a review is conducted to determine if new way of grouping by themes is required.

For this task, the set of questions developed by the group of experts will be used to help complement the information and provide deeper insights into the subject:

- *Do you think it might be useful to add or complement any proposal in the existing themes?*
- *Is it necessary to add new proposals to the new themes that have been identified?*

- **Drawing up objectives:** The objectives represent the goals we want to achieve in the fight against climate change. They represent the accomplishments we want to attain as an Assembly through the recommendations. Recommendations identify specific actions: "the how" we achieve those objectives.

The objectives should be:

- *Clear and specific*
- *Measurable: formulated in a way that has an achievable outcome.*
- *Realistic: pertaining to real processes that can be observed.*

- **Reviewing the proposals to check they comply with the principles of the assembly:** proposals must be reviewed to see if they comply with the principles set out by the assembly.

This will allow us to prioritize the proposals into those that comply with the principles and those that do not.

In the case of a Citizens' Assembly on Climate Change the principles that the proposals should adhere to are whether they **contribute to climate change adaptation and mitigation and to a just transition.**

- **Preparing the recommendations:** once the proposals have been prioritized, the next step is to prepare the recommendations, in other words, to draft them. The draft should include the following sections:

- *Title of the recommendation.*
- *Objective to which it contributes.*
- *Description.*
- *Justification:*
 - *Issue to which it responds.*
 - *Importance in the eyes of the public. Why does it seem important to the public?*
 - *Does it contribute to CC adaptation or mitigation?*
 - *Does it contribute to a just transition?*
- *Responsible and involved actors*

A [preparation of recommendations template](#) is attached in the annexes.

- **Philipps 6x6:** technique to generate **feedback** on the proposals between the different working groups. .

Six groups of six people are established to speak for six minutes, and then the people in the groups are rotated. This technique can be adapted by increasing the number of people and groups. In the Citizens' Assembly on Climate Change, a Philipps 10x10 technique was used, in which ten groups of 10 people were used to gather input from participants in other groups on proposals for each of the areas.

DECISION-MAKING PHASE

This is the phase in which the recommendations are voted on. In order to do this, the decision-making system of the assembly must have been agreed upon beforehand.

In the case of the Citizens' Assembly on Climate Change, this was done through a simple majority vote.

Voting can be done using ballots and ballot boxes or using digital tools.

The following steps are recommended:

1. Presentation of the proposal.
2. Questions and answers to clarify the proposal.
3. Contributions or improvements to the proposal: survey of the contributions.
4. Reformulation of the proposal, taking into account the survey on the contributions.
5. Voting on the degree of agreement.
6. Counting of votes.
7. Presentation of final results.

» Techniques recommended for this phase:

- **Surveying the recommendations:** the recommendations that have been prepared are surveyed to determine the level of acceptance. This allows for collecting input, comments, and suggestions from participants to enhance them and achieve the highest level of support in the final vote.

The survey can be carried out using a digital tool, such as SurveyMonkey, or using the traffic light technique with red, yellow and green stickers.

The results of the survey can be:

- **Yes:** *the proposal is accepted.*
- **No:** *the proposal is not accepted*
- **Abstention:** *need to improve/reformulate. The following options are given to specify this point:*
 - *I do not understand the proposal.*
 - *I think it needs to be made more specific.*
 - *It is not aligned with mitigation and/or adaptation.*
 - *It is not aligned with a just transformation.*
 - *Other.*

■ **Voting on the recommendations:** each proposal is voted on with the following possibilities:

- **If the participant marks Yes:** *they accept the proposal.*
- **If the participant marks No:** *they do not accept the proposal.*
- **If the participant does not mark any option:** *Abstention.*
- *Any other option will be considered a null vote.*

Digital and technological tools to facilitate a Citizens' Assembly on climate change

The technological tools to be used for the sessions, mainly online sessions, are described below.

› Videoconferencing tools:

- **Zoom:** online sessions can be conducted through the zoom online platform, due to its capacity and its integration of multiple tools and applications that will be used during the facilitation, making participation simpler and easier since everything is integrated in one place.

It has a capacity for up to 500 participants, and offers the possibility of generating rooms for working in small groups. It allows videoconferences, presentations and workshops to be held using the screen sharing function. It allows the recording of the session, its live streaming via Youtube or Facebook Live and the transcription of the audio of the meeting. It allows a chat in parallel to the video to answer questions or talk privately with participants.

It incorporates direct access within its own platform to the applications that will be used in online facilitation and communications, including: Google Workspace, Slack, Slido, Miro, Mural.

It allows participation via phone call, which increases the possibilities of participation in areas with low coverage or accessibility for people with limited internet access.

It allows remote assistance without the need for additional software, which is an advantage in terms of providing technical support to participants.

› Group work tools:

- **Groupmap:** is a collaborative decision-making tool that allows participants to exchange ideas efficiently, discuss the results and decide on the best solution. It allows reporting on results to improve the quality of the decision. It has multiple prioritization tools.

- **Mural:** is a visual collaboration and problem-solving space, with an easy-to-use digital canvas. It has powerful facilitation features, guided methods
- **Miro:** is an online collaborative whiteboard platform that enables distributed teams to work together effectively, providing a space to capture ideas, co-create effortlessly and collaborate as if they were working side by side.

➤ **Survey, polling and voting tools:**

- **Mentimeter:** survey creation system, which can launch different types of questions and collect and present the information in multiple formats (voting, coordinate axes, word cloud, spider web, etc.). No registration required.
- **Sli.do:** tool for instant evaluation of dynamics, facilitates the decision-making process in large groups, synchronously and simultaneously. It can show preferences and organize proposals according to the evaluation obtained. Easy access via mobile phone with access code.

15. Bibliography

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Available at: <https://doi.org/10.1787/339306da-en>

› **Website of the Citizens' Assembly of Gipuzkoa.**

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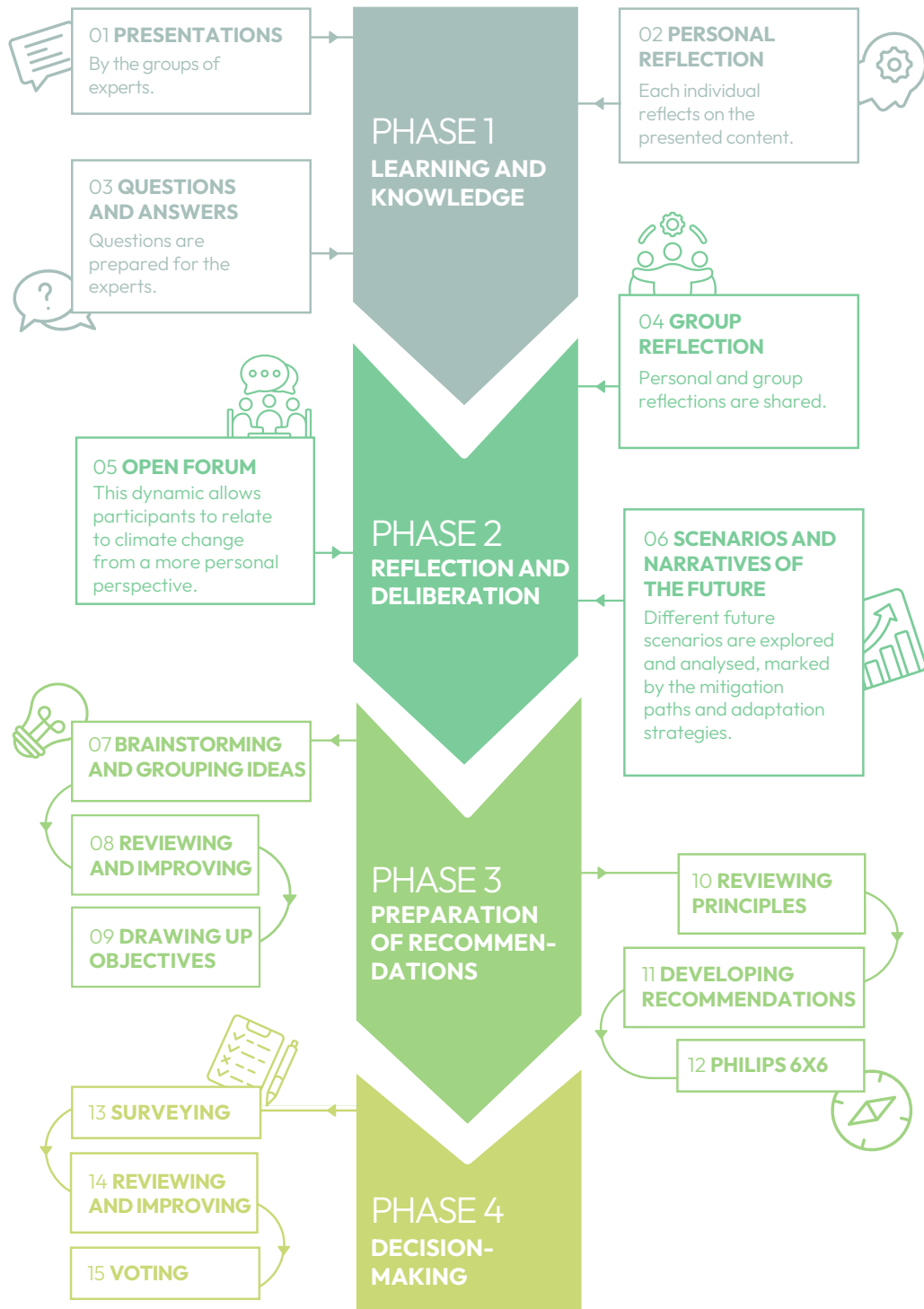
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16. Annexes

FORM FOR FACILITATING CITIZENS' ASSEMBLIES ON CLIMATE CHANGE

PHASES OF A CITIZENS' ASSEMBLY ON CLIMATE CHANGE AND ASSOCIATED TECHNIQUES



FORM FOR THE PREPARATION OF RECOMMENDATIONS

Proposal no.	
Title of the proposal:	
Objective to which it contributes:	
Description:	
Justification:	<ul style="list-style-type: none">- Issue to which it responds:- Importance in the eyes of the public: why does it seem important to the public?- Does it contribute to CC adaptation or mitigation?- Does it contribute to a just transition?
Responsible and involved actors:	

FACILITATION GUIDE AND SESSION OUTLINE

› **Date and time:**

› **Place:**

› **Objectives of the Workshop:**

› **Roles:**

- **Expert:** Presents information gathered in order to be able to provide further insight for the proposals. The experts are in charge of providing the information on the justification and the actors (preliminary categories of potential actors will be provided to facilitate this). The role of the experts is to assist in reflection, help justify the proposals, and organize the proposals for presentation or better understanding.
- **Facilitator:** They facilitate the dialogue and ask questions to gauge the extent to which the suggestions of the experts are accepted or not, and the extent to which new proposals are developed in light of the new information.

Time	Duration	Content	Development and methodology	Person responsible	Group facilitators
10:00	05'	Opening and Welcome	<u>Welcome:</u> brief words of welcome and reception for participants.		
10:05	05'	Presentation of the overall process, the session, the objective, the agenda	<p><u>Presentation:</u> presentation of the session, objectives, agenda.</p> <p>Presentation of the overall process</p> <p>Material: PPT</p> <p>Expected outcome: acceptance and clarity in the objectives of the session. Clarity in the methodology.</p>		
10:10	10'	<p>■ SPACE FOR REFLECTION AND DEBATE</p> <p>Presentation of the state of progress of the proposals</p>	<p><u>Presentation of the state of progress of the proposals</u></p> <p>In a plenary session:</p> <p>Expected outcome: Transparency and clarity about the state of the issue.</p>		

Time	Duration	Content	Development and methodology	Person responsible	Group facilitators
10:20	30'	<p>■ LEARNING AND KNOWLEDGE SPACE</p> <p>Presentation of cross-cutting themes</p>	<p><u>Presentation of cross-cutting themes</u></p> <p>Plenary session [20']:</p> <p>Questions and answers [10']:</p> <p>Questions are collected via the zoom chat.</p>		
10:50	25'	<p>■ SPACE FOR REFLECTION AND DEBATE</p> <p>Presentation of the overview of proposals and objectives by Life and Society Area</p>	<p><u>Presentation of the overview of the proposals and objectives by Life and Society Area</u></p> <p>In a plenary session (5'):</p> <p>explanation of the methodology</p> <p>In large groups</p> <p>Objective:</p> <p>Methodology:</p> <p>Materials:</p> <p>Expected outcome:</p>		<p><u>Group work dynamic</u></p> <p>In large groups:</p> <p>Methodology:</p> <p>Tool:</p>
11:15	45'	<p>■ SPACE FOR THE CREATION AND DEVELOPMENT OF PROPOSALS.</p> <p>Review and enrichment of objectives and proposals.</p>	<p><u>Review and enrichment of proposals</u></p> <p>In small groups (5/10 pers.) [Total: 45']:</p> <p>Objectives of the group work:</p> <p>Methodology:</p> <p>Expected outcome:</p>		<p><u>Group work dynamic</u></p> <p>In small groups: [Total: 45']</p> <p>Methodology:</p> <p>Tool:</p>
12:00	20'	Break			



Time	Duration	Content	Development and methodology	Person responsible	Group facilitators
12:20	95'	<p>■ SPACE FOR THE CREATION AND DEVELOPMENT OF PROPOSALS.</p> <p>Preparation of proposal forms</p>	<p><u>Preparation of proposal forms</u></p> <p>In a plenary session (5'): explanation of the methodology</p> <p>In small groups (5-10 pers.) (95'):</p> <p>Objectives of the group work:</p> <p>Methodology:</p>		<p><u>Group work dynamic</u></p> <p>In small groups (5-10 pers.) [Total: 90']:</p> <p>Methodology:</p> <p>Tool:</p>
13:58	5'	<p>Close of the Day</p>	<p><u>Close of the day</u></p> <p>Closing remarks</p>		
14:00		<p>End of the Session</p>	<p><u>End of the Session</u></p>		

LEGEND:

- LEARNING AND KNOWLEDGE SPACE
- SPACE FOR REFLECTION AND DEBATE
- SPACE FOR THE CREATION AND DEVELOPMENT OF PROPOSALS
- SPACE FOR DECISION-MAKING



BC3 is a multidisciplinary research centre on the causes and impacts of climate change for sustainable development based in Bilbao, Spain. Created in 2008, BC3 promotes the co-production of knowledge relevant for decision-making, integrating the environmental, socioeconomic, and ethical dimensions of climate change.

<https://www.bc3research.org>

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