ENRD Guidance to the 'Cards Method'

Whether you want to create a discussion with your colleagues, within your community stakeholders, or within any other relevant context, you might want to think about which form of discussion and which kind of method will enable you to create a discussion that fits your objectives the most.

Different discussion settings foster different kind of outcomes. A discussion can be organized in a more 'competitive' setting, like a talk show between two persons competing for elections, or can be organized in a more 'cooperative' setting, like sharing circles and discussions on personal experiences. Nowadays professional facilitators use more and more interactive and 'participative' discussion settings where everyone is helped to freely express his/her ideas often using alternative ways like drawing, voting and acting.

Although the web is becoming one of the most commonly used communication channels, face-to-face communication remains the most effective one. Placing people together and providing a topic to speak about, however, might not be enough in order to reach the goals concerning contents discussed, participants' engagement, discussion's depth and length etc. A stronger facilitation and some visual support material might be necessary.

The Cards Method was created by PLANED and by NEF to enable small groups of people to discuss with a high involvement level, about complex topic, and with no help from experts on the topic itself.

Figure 1 Discussion moment from the peer-to-peer meeting in Dijon

The ENRD Contact Point had the opportunity to experiment with this method and used it during the 5th Peer-to-Peer Training on the topic of Communication in Dijon, organised on the 29th November 2013 back-to-back with the 20th NRNs Meeting.

This paper aims to describe and provide suggestions on the use of the Cards Method based on the ENRD Contact Point experience. With the information provided with this document you will be able to reproduce or customize the Card Method in line with your topic of interest and specific context (participants, objectives, etc.).

Contents

1. Introduction to the method

...description and goal of the method:

The Card Method is a way to foster discussions on complex topics which resemble a board game where participants receive different kinds of cards. The cards include very short statements (e.g. one or two sentences) with messages that trigger feelings/ideas about the given topic (can be interesting, provocative, personal, etc.). The purpose of the cards is to generate discussion among participants, i.e. that they pick a card that they like/dislike and express their own view about what they read.

Figure 2 Example of a 'Communication challenge card'

The contents of the cards focus on one main topic chosen by the discussion organizers: during the Peer-to-Peer Meeting in Dijon the ENRD Contact Point used the Cards Method to discuss about issues related to "Communicating Rural Development and Rural Development Programmes". Originally the Cards Method was applied by PLANED (Pembrokeshire Local Action Network for Enterprise and Development) to discuss the issue of "Sustainable Development".

The Method guides the participants through different discussion phases by using different 'kinds of cards'. At the beginning of each phase participants receive one set of cards on, for example, 'Communication's challenges'. The discussion is facilitated so that participants select a number of cards carrying particularly important messages. A second phase than starts and cards on, for example, 'Solutions to communication challenges' are distributed. The cards of this second phase bring the discussion one step further, discussing more in deep the findings of the first phase. A third phase could follow. The discussion can be articulated on the number of phases that better fit the goal of the discussion.

Although the cards can be created on whichever topic, keep in mind that in order to involve the participants the topic of the cards should be of their interest and that participants should have at least a minimum experience of the topic: it is crucial that participants are able to understand the content of the cards, criticize them or generally use them to foster the discussion. Participants' involvement in the discussion would (of course) be higher if the topic of the cards is relevant in their everyday work or life. At the same time the Card Method could be used to introduce a topic that you want to become relevant in their life (e.g. a more sustainable way of life).

> The method...
>
> ...by **providing cards with valuable messages on a chosen topic**, enables everyone to take part in the discussion, no matters if they are not experts on the topic. The cards contents supply participants with arguments to comment without the involvement of an expert on the topic. The cards, for example, can includes facts happened, quotations, research findings and important messages.
>
> ...by **guiding the discussion through different phases**, creates the opportunity for the conversation to develop according to a logical discussion framework. The first phase for example could identify 'Communication challenges, the second could identify 'Solutions' and the third phase could better analyse the solutions identified focusing on 'pro, cons and limitations'.

…origins and description of the method:

The Cards Method described in this guideline is an adaptation of the 'Sustainability tool' originally created by PLANED in collaboration with NEF (the New Economics Foundation). The Tool was created to "help communities to understand sustainable development and build this into their planning and development of community projects"[1]. It was used within the community support activities organized by PLANED in the region of Pembrokeshire in Wales.

The Tool included three kinds of cards necessary to guide the participants to the discussion through three phases:

  i. The first phase aimed at exploring the 'impact of our individual actions and how community action can affect global issues';
  ii. The second phase aimed at identifying 'Ideas for Action';
  iii. While the third phase aimed at creating a 'Project Development Planning' where participants would think about benefit, beneficiaries and the environmental impact of their actions/projects.

PLANED, organizing workshops of two and a half hours lasting for two evenings, gathered a lot of experience on the efficacy of the method. PLANED members shared their knowledge with the ENRD Contact Point to support the ENRD itself to develop a new tool, using the more general card method that we are describing in this guideline, applied during the 5th NRN peer-to-peer training in Dijon (29 November 2014) for the first time on the topic of communicating rural development.

…ENRD Contact Point's experience of the method:

Between February and December 2013 the ENRD Contact Point (ENRD CP) organized 5 'Peer-to-peer trainings' on various topics. "*Peer-to-peer learning and exchange involves acquiring knowledge, skills and experience through the active process of help and support within a group of equals from a similar social / professional context.*" The ENRD believes that one very effective way for "*enhancing the management and operation of national and regional rural networks*" is by "*capitalising on the networking experience, skills and knowledge accumulated within ENRD and national/regional networks*"[2]. Participants to the peer-to-peer meetings are National Rural Networks, Managing Authorities, Paying Agencies, members of DG AGRI and in some cases Local Action Groups and other organizations'

representatives.

The ENRD CP decided to use the Card Method in order to generate discussion and to create a stimulating environment for sharing and exchanging ideas among participants during the peer-to-peer meeting.

The ENRD CP decided to use the Cards Method as a delivery method for the peer-to-peer training on Communication held in Dijon. The CP adapted the 'Sustainability tool' originally used by PLANED by

Figure 3 From the 5th peer-to-peer meeting in Dijon

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[1] 'PLANED Sustainability Toolkit', Factsheet. Source:
http://www.planed.org.uk/userfiles/files/Sustainability%20Tool%20Summary.pdf
[2] 'NSU Training Programme', ENRD website. Source: http://enrd.ec.europa.eu/networks-and-networking/nrn-toolkit/pilot-nsu-training-programme/en/pilot-nsu-training-programme_en.cfm

creating a full new set of cards and by defining the scope of the method's three phases. The Contact Point (CP) gave to this new tool the name of 'Communication cards method'.

Further than creating cards on the topic of communication, the CP also left some 'blank cards' that would have fit the situation in which participants, instead of selecting a card, would have needed to formulate their own 'message' and write a new card. For example, the third phase, dedicated to the identification of actions able to address a communication challenge, used 'blank cards' to give the possibility to the participants to precisely define the actions considered the more useful to address the issue in discussion. A big paper was used to harvest the findings of the 3 phases.

The following table summarizes the characteristics of the Communication cards method's phases:

1. "Key communication challenges" Participants, taking inspiration from the challenge cards, discuss about and identify which are the most relevant communication challenges in communicating Rural Development and Rural Development Programmes.	*Phase 1 in practice:* 1. 'Challenge cards' were distributed between participants: Each participant received 5 cards, 2. Participants selected the 2 'challenge cards' with the most important messages to him/her, 3. In a round of interventions participants introduced to the rest of the participants the message of their selected 'challenge cards' and laid the selected cards on the table, 4. A discussion started with the aim of clustering and prioritizing the communication challenges selected, 5. If participants needed to define the challenges with their own words, for example to merge the messages of more than one card, a new card was created (from blank cards), 6. After the discussion a final number of 3 challenges were selected to further discuss on them in the following phase and physically attached over a pig paper.

... for example:

Participants identified that one of their main communication challenges is the creation of a smooth 'vertical, horizontal and transparent' communication between the 'different levels' of stakeholders involved in the RDP Implementation.

Figure 4 "Difficulties to communicate with the responsible person from MA to clarify EU regulations and national rules."

2. "Identifying practical solutions"

Participants, taking inspiration from the solution cards, discuss and identify potential solutions to communication challenges identified in phase 1 "Key communication challenges".

Phase 2 in practice:

1. 'Solution cards' were distributed between participants: each participant received 5/8 cards,

2. Participants selected the 'solution cards' with the most important messages to them and able to address the challenges selected in phase 1,

3. Participants in a round of interventions associated their selected 'solution cards' with the communication challenges selected in the previous phase,

4. Solution cards were clustered and prioritized under the main communication challenges identified,

5. Solution cards not relevant or redundant were set aside,

6. New cards were created in case no solution card was associated with a challenge, in case the messages of some solutions needed to be rephrased or in case the message of more cards needed to be merged,

7. After the discussion a final number of solutions were identified for each challenge selected in phase 1 and physically attached over a pig paper near the relative challenges.

... for example:

Participants identified that a possible solutions to the challenge of creating of a smooth communication between the 'different levels' of stakeholders involved in the RDP Implementation could be the creation of a tool such as a "one-stop-shop web portal for information".

Additionally participants identified that by targeting specific target groups they could reaching other ones (e.g. teaching what the Rural Development Programmes are could allow these information also to reach the student's parent).

Figure 5 Participants placed the 'solution cards' (in green) on the side of the clustered 'challenge cards'

3.	**"Taking action"** Participants, following the discussion of phase 2 "Identifying practical solutions", identify practical actions to address the identified solutions to communication challenges. The actions suggested are further analysed answering to the following questions:
	• Which are the main limitations to implement the actions/solutions identified? Which are the 'limiting' aspects of the chosen action?
	• Which applicability conditions are linked to the solution e.g. in which MSs under which conditions would it be possible to implement?
	• Which are the key advantages of such a solution?
		Phase 2 in practice:
		
		1. 'Action cards' were placed on the table (note that 'action cards' were blank),
		
		2. Through a brain storming activity participants identified 1 to 3 actions/solutions to the communication challenges identified in the previous phases,
		
		3. Actions were written in the black 'actions cards' available on the table,
		
		4. Participants were then asked to reflect on the 'limitations', 'applicability aspects' and 'advantages' of the actions identified, where:
		
		   – 'Limitations' are defined as aspects of the action identified that might limit its success, its quality or its implementation;
		
		   – 'Applicability aspects' are defined as possible positive or negative aspects that might make the action/solution more or less appropriate, relevant, able to be applied or fitting the purpose;
		
		   – 'Key advantages' are identified as benefit or positive outcomes contributing to overcome the challenge.
		
		5. Limitations, applicability aspects and key advantages were noted on sticky colored papers and physically attached over a pig paper near the relative action/solution.

... for example:

Figure 6 Applicability aspects, limitations and key advantages were written on sticky cards and on a big paper placed near the relative solution

Participants identified that the creation of a "one-stop-shop web portal for information on project opportunities with all EU Structural Funds" would be a good action/solution associated to the challenge of creating a smooth 'vertical, horizontal and transparent' communication between the 'different levels' of stakeholders involved in the RDP Implementation.

One of the limitations of such action/solution is that often rural/remote areas don't have access to internet. One 'applicability aspects' identified was that, given the need for coordinating different sources of information and also considering the previously mentioned limitation, a "one-stop-shop web portal" might be more easy to be created in some countries than in others. The 'key advantage' would be that every target group and every single person could get all the information needed from one place.

Results & Plenary

On the big 'harvesting paper', it will be possible to show the flow of cards and colored papers selected and produced throughout the 3 phases. This flow of information will be represented in the shape of a flow-chart/logical framework of thoughts going from challenges, through solutions, to the analysis of the solutions identified.
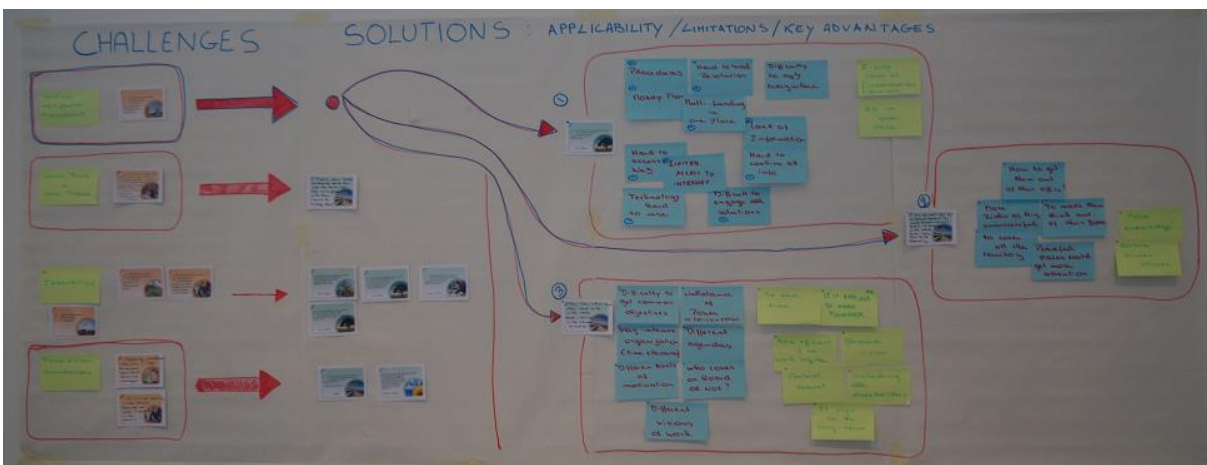

Figure 7 On a big harvesting paper a flow chart of cards and thoughts representing the findings of the discussion

During a final plenary session participants present their findings with the help of the visuals produced during the discussion. Participants, in order to better catch the attention of their colleagues and in order to better communicate their findings, might consider using alternative ways of reporting, for example, using paintings or acting.

Figure 8 During the plenary session participants act "PAs, MAs, NRNs and LAGs need to be in the same boat, rowing in the same direction"

2. Preparation & implementation

If you identified the Cards Method as relevant for you needs, you should then start creating your cards set on the topic you'd like to discuss. If the topic is communication you might want to use the cards that the ENRD produced (see section 2.7).

This chapter will provide you with some basic suggestions that will help you in the creation of your set of cards and in the implementation of the Card Method in general.

The suggestions provided in this chapter are the result of a self-evaluation activity run internally within ENRD CP based on interviews/short feedback discussions with CP members who participated at the event after the 'Communication Cards' exercise was implemented in Dijon during the 5th Peer-to-Peer Training.

2.1 Objectives setting

After you decided the topic of discussion it is important to precisely define the objectives of the discussion that you want to create. By better defining the objectives of the discussion it will be possible to better organize:

- The nature and the content of the cards,
- The facilitation method,
- Further elements such as the harvesting and reporting activities from the discussion.

Depending on participants' knowledge and experience about the discussion's topic, you can base your discussion on 'what single participants think on the topic' or you can intentionally build the discussion on their personal experience. The exchange of experiences of participants might be one of your goals.

> *"First, have a definite, clear practical ideal; a goal, an **objective**. Second, have the necessary means to achieve your ends; wisdom, money, materials, and methods. Third, adjust all your means to that end."*
>
> Aristotele

Figure 9 - Cards might contain inspirational messages

In the light of the expected results of the discussion, you might want to foster a discussion producing 'practical and concrete' messages or on the contrary more 'theoretic and inspirational' findings. When analyzing a challenge, for example, people might go straight to the more obvious solution, often very abstract or inapplicable in a short time (e.g. *the solution to the coordination of many sources of information is "working together"*). This can lead to very inspirational and strongly emotional messages aiming for example at changing peoples' attitudes. On the contrary, participants might focus on more 'real and concrete solutions' that might not be the ultimate solution but that might help to mitigate the problem (e.g. *the solution to the coordination of many sources of information is creating one-stop-shop centralizing the information distribution*).

Figure 10 Example of an empty card

Both the messages of your cards and the facilitation provided during the discussion can direct participants towards one kind of discussion or towards another.

It is important to keep in mind that thanks to the support of the cards and the overall method you can explicitly aim at producing new ideas. The messages of the cards need to foster the discussion and on the contrary should not limit it: the presence of 'blank cards' and the facilitation during the discussion can help the participants to better define and share their personal innovative thoughts on the topic.

> **Finish the exercise or let the discussion flow?**
>
> One of the main advantages of the card method is the possibility to structure the discussion on a logically framed analysis such as the one described above on 'challenge-solutions-applicability'. Such analysis would be complete only when participants go through all the phases. The aim of completing the exercise and guiding the analysis through all the phases might create some pressure on the facilitator that would need to limit the discussion in order to be sure that the discussion is complete within the time frame available. If the participants have a strong engagement, discussions might take a longer time which could result in having less time available for other phases. Furthermore when little time is left for reflecting the quality of the interventions is deeply affected.
>
> When setting your objectives it is important to consider whether it is more important to go through all the phases and finish the exercise or whether it is more important to leave the participants free to deeply discuss one topic with the risk not to have enough time to discuss the other phases. It is up to the facilitator to keep in mind the objectives and to understand in which moment to conclude one phase and go to the following one.
>
> The ENRD CP during the peer-to-peer meeting in Dijon experienced that 3 phases were too many to be covered within 3 hours.

2.2 Cards production

In order to inspire and foster the discussion the cards' messages must be interesting, informative and able to trigger a debate. The messages on the cards are better if based on real experiences or studies. Cards might also present quotes or inspirational sentences and finally they could be based on your own experience of the topic. It is important to keep in mind that in order to be able to trigger the discussion cards need to present a concrete message and be focused on the topic (too vague or abstract will be rejected because not helpful for the discussion).

The CP, in order to create the 'Communication Solution cards'[3], used many sources of information: ENRD publications, the ENRD website and several website providing famous quotations[4]. The CP experienced that the use of a wide spectrum of sources for the cards' messages allows the cards to reach a broader topic coverage and help the discussion bringing a wider number of 'points of view' on the topic. Also, participants enjoy more the exercise when messages on the cards are written according to different writing styles. Since it might be interesting for participants to know the source of specific information provided in the cards it might be wise to present on the cards also the source of information (or provide them with the list of cards/resources following the event).
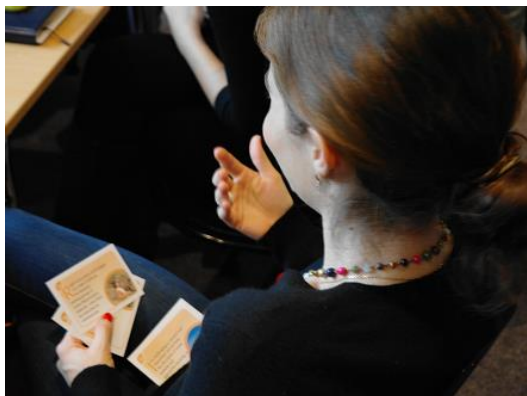

Figure 11 Participant selecting her cards

The number of cards that you need to produce is, of course, related to the number of participants that you expect to have and the time available that you have to research interesting messages. When creating your set of cards it is recommended to **focus on the quality of the cards**

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[3] The messages of the 'Communication Challenge cards' were formulated by CP members during brainstorming meetings.

[4] More in specific, the main ENRD website sections used for the creation of the cards' messages were : the Communication Gateway (http://enrd.ec.europa.eu/policy-in-action/communicating-rural-development/eafrd/en/eafrd_en.cfm), the Added Value of Networking section (http://enrd.ec.europa.eu/networks-and-networking/added-value-of-networking/en/added-value-of-networking_en.cfm), the publication section (http://enrd.ec.europa.eu/publications-and-media/en/publications-and-media_en.cfm), and the RDP database (http://enrd.ec.europa.eu/policy-in-action/rdp_view/en/view_projects_en.cfm).

rather than on the quantity. It is very useful if, while creating the messages for your set of cards, you keep in mind what could be interesting and inspirational for your group, and what, on the contrary, would be 'boring'.

Producing a set of cards it is not so easy

Beware that that research for strong messages to be written in the cards is a process that might take a longer time. According to PLANED and the ENRD CP experience the creation of the cards might take even 3 months including the research and the selection of the right messages, additional revisions of the cards according to a better defined approach to the topic and the physical creation of the cards.

When creating the cards in a team of people, furthermore, keep in mind that the colleagues cooperating to create the cards might have a different understanding of the topic. When more people are collaborating to create a set of cards it is important to agree on a common approach to the topic and have a common understanding on how the cards should be written.
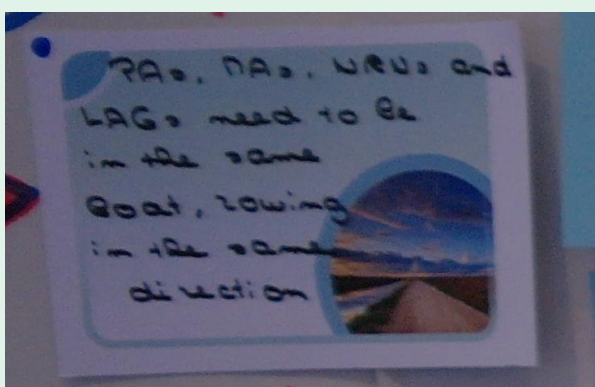
Empty cards

Figure 12 Example of a card written by participants

It is important to expect that participants might have experience on the topic of discussion: participants for example might not find inspiration from the cards or might want to discuss a specific aspect of the topic not presented in the cards selected. In these circumstances it is important to give up on using the pre-made cards and it is very stimulating to invite participants to create their own cards. For these reasons when creating your set of cards it is important to create some empty ones: during the discussion they might turn out to be very useful!

2.3   Complexity, Timing & groups size

When planning and implementing the card method, no matter what the topic of the discussion is, it is important to understand the relation between the size of the group involved in the discussion, the number of cards that are distributed and selected, the number of phases of the exercise and the time needed for the discussion to arrive to its natural conclusions.
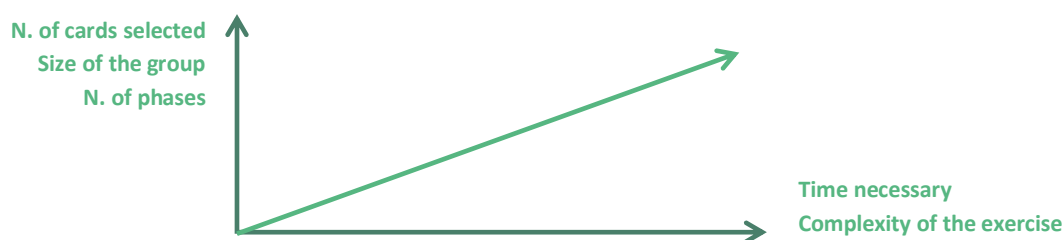
Although participants' personalities and knowledge of the topic can be considered the main factors influencing the length and complexity of the discussion, the size of the group can also have a great influence. According to CP experience, people in small groups can feel more comfortable to speak and discuss. At the same time often participants in small groups finish sooner their arguments on the topic.

In bigger groups, on the contrary, some participant may dominate the discussion and other may be too shy to speak out in front of a big group. At the same time, in bigger groups the higher number of people easily creates a higher number of interactions. Bigger groups also might need more facilitation: with big groups it might be useful to coordinate some rounds of interventions so that everybody has the possibility to say his thoughts. During the Peer-to-peer meeting in Dijon the CP experienced the method in both small and in big groups: the suggested range of number of participant per group is between 7 and 15.

The number of cards distributed and selected by participants might also increase the complexity of the exercise.

Figure 13 Lots of cards means a long selection time needed

During the exercise participants receive a number of cards - *let's say 5* – and are asked to select and share with the group a number of them – *let's say 2.* Then all cards selected are put on the table to be clustered and prioritized. In order to do so all participants need to read and think about all cards placed on the table by the other participants – *if participants are 15 the total number of cards to be analysed would be 30!* It is important to **keep low the number of cards selected by participants** or selection processes might become very long.

When thinking about the number and the aim of the phases, it is important to keep into consideration that at the latest stages participants might be very tired of discussing and reading cards. It is therefore wise to limit the exercise to two, maximum three, phases and keep the last phase as easy and simple as possible.

Easy and enjoyable

Beware that you don't want to see participants dropping the exercise before the end of the discussion. Don't kill your participants with too many cards and phases!

In case you organize a discussion between many participants divided in more groups, you might also want to bring groups together in a final plenary session where groups can share with each other their findings: this is an additional final phase that should be kept in mind while deciding the complexity and the length of the different phases.

2.4   Setting & materials

When thinking the setting of your discussion, consider organizing the distribution of tables and chairs in a way that better creates a 'friendly and chatty' environment. As the point is to really engage people, keep in mind that the Cards Method has nothing to do with a formal 'workshop/training' setting.

The suggested setting and materials for a discussion using the Cards Method involve:

−   Circular table in a room ample enough to allow participants to move around the table;
−   Big paper where participants can attach the selected cards and where they can draw the framework of their discussion passing through the different phases;
−   Standing panels, flipcharts or a wall where it is possible to attach the big paper;
−   Laminated cards that can be attach with tape and removed from the big paper without being damaged;
−   Colored markers to foster participants creativity;

– Colored cards for any notes to be linked to specific cards and phases.

Flexible setting

During some moments of the discussion participants might need to stand up to reach the big paper or might need to move on one side of the table: when clustering and selecting the cards participants need, for example, to stand on the same side of the table in order to easily read the contents of the cards. For these reason the preferable setting would be an ample room without fixed table and chairs.

Nice these cards!

Although what mostly matters is the message brought by the cards, it is also true that their appearance might contribute to participants' involvement. Take into consideration, for example, to find a nice colorful format for your cards, to add a little picture on each one and to laminate them: participants will feel like in a real card game!

2.5   Facilitators & facilitation

Facilitating the Card Method for the first time can be a challenging task: as introduced in section 2.3, depending on the group size, the number of cards, the number of phases and therefore the time necessary to complete the exercise, an intense facilitation might be strictly necessary. If the exercise is structured in a complex way participants will need to be continuously guided through the different tasks and phases. The complexity might also influence the exercise by requiring more time than expected and therefore requiring also a specific effort from the facilitator in keeping the time schedule

If the facilitators are going to facilitate the Card Method for the first time it is very useful if they are involved in the

Figure 14 Participants thinking hard

organization of the Method and the creation of the cards set. The facilitator should be aware of the objectives of the exercise and should be ready to guide the participants towards the desired kind of discussion (see section 2.1). By being involved in the preparation of the exercise facilitators will gain a better understanding of the method and its potentials.

In order to better tackle the objectives of the discussion it is important, before starting the exercise, to clearly explain to the participants how will the discussion use the cards and how will the discussion go through the different phases. This will simplify the task of the facilitator during the discussion and will help the participants to understand the aims of the discussion.

Don't underestimate the complexity of the process

When the group of participants is particularly big you might want to divide it into smaller groups each guided by a facilitator. In this case it is important that before the event facilitators:

– agree on eventual division of roles,
– reach the same understanding of the exercise, and
– aim at the same objectives and use a common approach.

In order to do so, the involvement of the facilitators during the organization of the exercise is of particular utility. When not coordinated the facilitators might guide the discussion according to different approaches, reaching in this way very different result and findings.

2.6   Harvesting & reporting

In order to take full advantage of the information and the knowledge exchanged during the exercise harvesting and reporting activities should be planned. The dissemination of the findings would not only give the possibility to the people not present at the event to have access to the findings of the exercise, but also would help the participants themselves to recall the overall analysis. Depending on the topic and depending on the aim of the discussion, your final report might for example be a real action plan.

For harvesting purposes it is wise to keep in mind that the presence of the cards fosters a high level of interactions. Within these quick replies between participants there is the most interesting information to harvest. For example, the discussion and the reasoning that bring the participants to identify one specific solution to a challenge might be more interesting than the solution itself. Harvesting activities aiming at taking note of this high level of interactions require one person, one 'rapporteur', completely dedicated to listen and take note of the analysis.

Figure 15 Participants draw pictures used to more effectively report their group's conclusions in the plenary

 Since the Card Method aims at producing also a visual representation of the findings in the form of a flow-chart (made of selected cards, notes and new cards produces by the participants on a big paper), for harvesting purposes it would be useful to have a camera and take pictures of the, often artistic, charts produced.

Human resources needed

According to CP experience each discussion group using the card method needs the following support persons:

−   One facilitator fully involved in guiding the participants,
−   One harvester fully occupied with taking noted of the discussion, and
−   One support person helping the participants to build a visual flow-chart of the discussion (attaching and moving the cards on a big paper attached on a wall) and taking pictures of the event.

2.7   Introduction to the appendices

With this guidance document you will find the following Appendices:

Appendices 1 - ENRD CP 'Communication Challenge cards' - will provide you the ready-to-print 'Challenge cards';

Appendices 2 - ENRD CP 'Communication Solution cards' - will provide you the ready-to-print 'Solution cards';

Appendices 3 - ENRD CP 'Communication Action cards' - will provide you the ready-to-print blank 'Action cards';

Appendices 4 - ENRD CP Sources for 'Communication Solution cards' – will provide you the text and the source for each of the 'Solution cards' available also in Appendices 2.