



CONNECT

Co-designing future partnerships

*between the Nature Conservation and Outdoor
Sports and Recreation Sectors*



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the European Union**

Disclaimer

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How to use this tool

Who is this tool for?

This tool is for you, if you want to build a long-term collaboration between the outdoor sport and recreation sector and the nature conservation sector in a specific local protected area.

What is the purpose of this tool?

This tool is there to support you in setting up your first stakeholder engagement process. It will walk you through the basic steps with examples and templates. Feel free to take from it what you need to supplement the knowledge you already hold!

This tool will be tested by the CONNECT project 5 pilot sites happening between 2025 - 2027 and will be incorporated into the project's final guidance for connecting practitioners from both sectors towards sustainable and high quality outdoor sports activities in protected areas.

The tool aims to be:



USEFUL



PRACTICAL



INCLUSIVE



MODERN

What is the CONNECT project?

The CONNECT Project aims to promote sustainable and responsible outdoor sports in protected areas by fostering collaboration between outdoor sports communities and protected area managers. The project recognizes that both groups need a deeper understanding of one another: outdoor sports practitioners must understand the fragility of ecosystems, while managers must consider the needs and experiences of sports and recreation participants. Building bridges between these groups is essential to move towards a more regenerative outdoor sport engagement that promotes the benefits of outdoor sport and recreation while simultaneously improving the resilience of ecosystems.

The CONNECT project seeks to inspire a cultural shift towards “regenerative” use of protected areas —where outdoor sport not only minimizes harm but actively contributes towards ecosystem restoration, and where nature conservation becomes a vital part of outdoor sport and recreation.

Stakeholder Engagement & Co-design

What are stakeholders?

Stakeholders are people and organisations who are invested in a specific action, project or policy. This can be for multiple reasons; they will be impacted by it, their actions or inaction can impact the project positively or negatively, they are key decision-makers, or a combination of these. You will discover a list of potential stakeholders for the outdoor sport & protected area sectors in the next section.

What is stakeholder engagement?

Stakeholders are a key factor for the success of a project, policy or plan. They can impact it positively or negatively and could have specific knowledge that could impact the success and uptake. This is why their engagement is important and building meaningful relationships with them is vital to increase chances of success.

Stakeholder engagement is the collective term for all the activities involving stakeholders and aims to promote their understanding of the project, action or policies, while also creating a safe environment to hear feedback and build capacity for empowerment.

For good stakeholder engagement, it is ideal to make a management plan that recognises the diversity of different parties and identifies the best way to build a relationship with each of the various groups and with key individuals.

EXAMPLE

A national park creates a monthly roundtable with local landowners such as farmers and foresters to discuss access. In these meetings all can bring up issues and brainstorm solutions to keep visitors on the designated paths, following the rules and potentially redistribute areas of high visitation. Working together builds practical solutions and the community supports the work as they have a voice in the final plan.

Why do it?

While this process is very time and energy costly, it can be highly rewarding because building a relationship with interested and influential external parties leads to better informed decision-making and benefits for all if done correctly. By increasing the understanding of the project and building the capacity of partners, one can increase community support, create a sense of ownership and pride that will help the community buy-in to the aims of the project (reducing the need for strict enforcement and regulations).

Stakeholder Engagement & Co-design

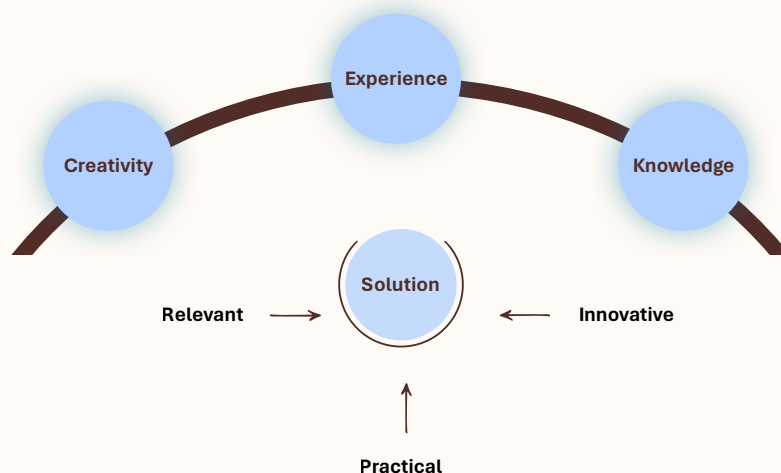
In cases where there is controversy or conflict, working together with stakeholders to find a solution legitimises the final decision and increases the chance for a more effective, practical and realistic solution. It is important that stakeholders are engaged as actively as possible so that they can influence the outcome, and with good communication and interaction, they should feel their efforts are visible and helpful.

What is co-design?

“Co-Design is characterized by the involvement of people’s actions in shaping decisions.”

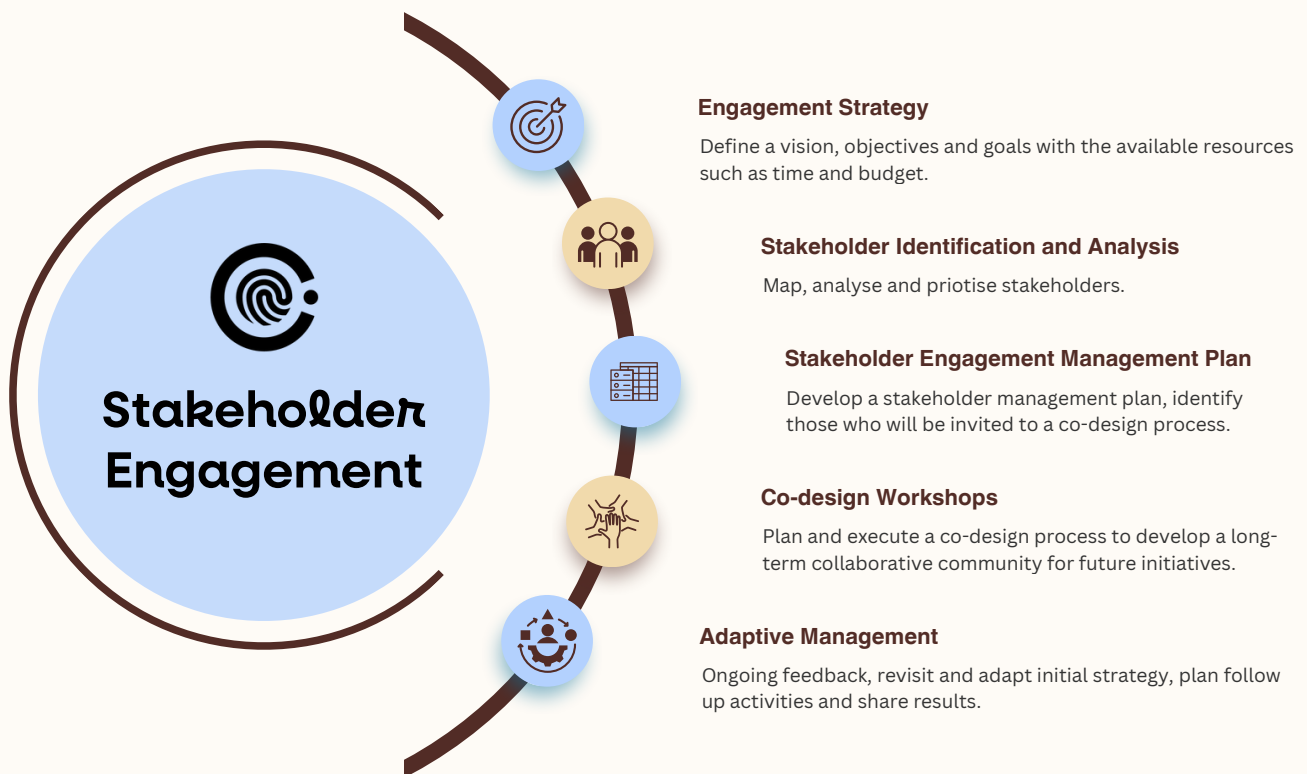
- The co-create handbook for creative professionals

Effective and equitable stakeholder engagement needs to go beyond simply communicating to stakeholders what will happen. Co-design is a mechanism that ensures stakeholder engagement is genuine, equitable and effective. It is a method that treats everyone as equal collaborators and incorporates them into both the design and the implementation of the project. Where traditional stakeholder engagement focuses on the communication pathways to each group of partners, co-design builds a community based on empathy and participatory methods, using expertise, knowledge and creativity to build solutions that address the concerns of everyone involved.



The Stakeholder Engagement Process

The stakeholder engagement process is a framework for working with your stakeholders. This process takes time and planning to do efficiently. The diagram below outlines the major steps in a model that has been fine-tuned for the CONNECT project and will be tested across the 5 pilot sites.



The Stakeholder Engagement Process

Engagement Strategy

The first step in a stakeholder engagement process is to decide on the strategy, which is a set of activities with a common focus that will work together to achieve specific goals and objectives. To determine these, it is important to first determine your vision, objectives, and goals for engaging with stakeholders.

- **Vision:** An ultimate state of success. Kept short, general and inspirational.
- **Goals:** A statement detailing a desired impact of a project
- **Objectives:** A statement detailing the desired outcome of a project

When determining these goals and objectives, it is very important to be realistic and make them SMART (as listed below). Your strategy can have multiple objectives and goals that break down the project into achievable work packages.

EXAMPLE

Vision

A long-term collaboration between diverse stakeholders that are all invested in working together to improve the quality and sustainability of outdoor sport in our Protected Area.

Goal

At the kick-off event, the stakeholders develop a sense of togetherness and commit to working over the course of the next year to develop joint actions.

Objective

After the first year, the collaboration results in 3 project proposals with implementation plans that intend for maximum stakeholder involvement, such as regenerative tourism.

Specific

Measurable

Achievable

Relevant

Time-bound

The Stakeholder Engagement Process

Stakeholder Identification and Analysis

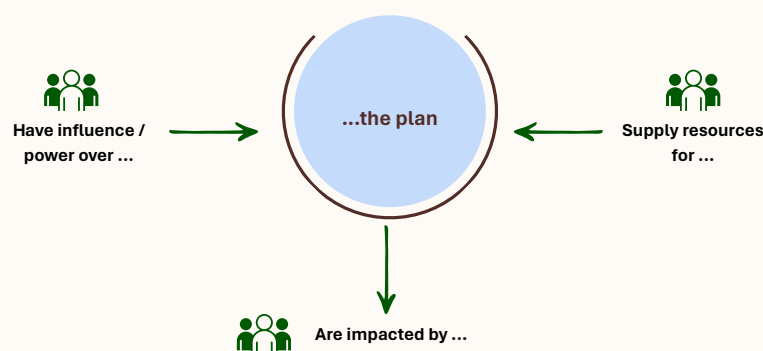
This section is where you discover the stakeholders within your local context and check for hard-to-reach stakeholders for inclusivity. Once identified, you will analyse the role that they play through the use of mapping tools. To help you along, the partners of the CONNECT project have completed the process with a generic situation that could help you determine your own situation.

Identification

For outdoor sport in protected areas, our stakeholders are interested parties from the outdoor sport and recreation sector, those from the protected area and nature conservation sector, as well as possible key collaborators from other sectors. The CONNECT Partners recommend identifying organisations and individuals from the following areas at both a local, regional and national scale.

- Protected Area Sector
- Outdoor Sports and Recreation Sector
- Tourism Sector
- Media Sector
- Political Sector
- Diversity, Equity and Inclusion (DEI) Groups

Not every organisation and individual in those sectors might be a stakeholder. Assess your local context and see which groups have influence over, supply resources for, or are impacted by outdoor sports activities in the protected area.



In Annex 1 you can find a list of generic stakeholders that have been identified by the CONNECT project partners. Use the descriptions to help you to identify the interested parties that you may consider inviting to your stakeholder engagement process. At this stage, don't remove any possibilities from your list. Narrowing it down will be the next step.

The Stakeholder Engagement Process

Stakeholder Identification and Analysis

Analysis & Mapping

The second step is to assess the impact of any plan on the various stakeholders. At this stage, this is purely hypothetical, however, this step should be repeated multiple times whenever a new project or initiative arises.

There are many ways of mapping stakeholders in varying levels of complexity: Salience Model, Stakeholder Knowledge Base Chart, Power/Predictability Matrix, Stakeholder Relationship Mapping, Stakeholder Value Network, Power/Interest Grid. For the purposes of this guide, we have selected two simple and easy methods which consider the three most relevant aspects: Impact, Influence and Interest.

Impact

For the impact, you need to consider how any possible collaborations between the outdoor sport and the protected area sectors could impact each potential stakeholder. This is best done with a small team with diverse experience. If you already have a good relationship with local stakeholders or another forum, you can ask them directly how they think they will be impacted by your goals and objectives or possible outcomes and whether they would be interested in collaborating on it.

In Annex 2 you can see the results of this analysis as completed by the CONNECT project partners, in which they evaluated the generic groups on a simple 1 to 5 scale using the survey tool Mentimeter. While in their case it was a neutral to positive scale, it is also possible to phrase the question of impact so that it can showcase both a positive and a negative impact. This would be more relevant when assessing collaborators for a specific on-the-ground action.

Influence and Interest

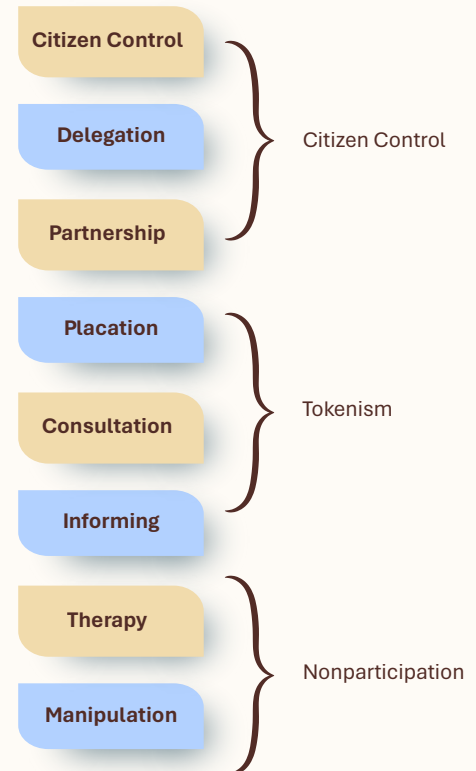
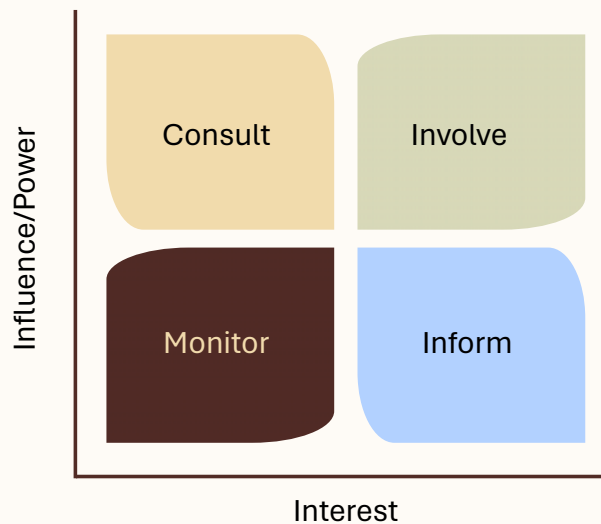
This activity uses a 2x2 matrix with “Interest” on the horizontal axis and “Influence/Power” on the vertical axis. The space is subdivided into “high” and “low,” creating 4 quadrants. Using a digital tool (e.g. online whiteboard or Mentimeter) or doing this physically with paper, stickers, or markers, each stakeholder can be marked on the space.

EXAMPLE: *for a project that builds a new mountain biking trail, a trail building company would score “high” in interest as they have the expertise and “high” in the “Influence/Power” because if they get the contract, they will have a big say in how the project will get done.*

The Stakeholder Engagement Process

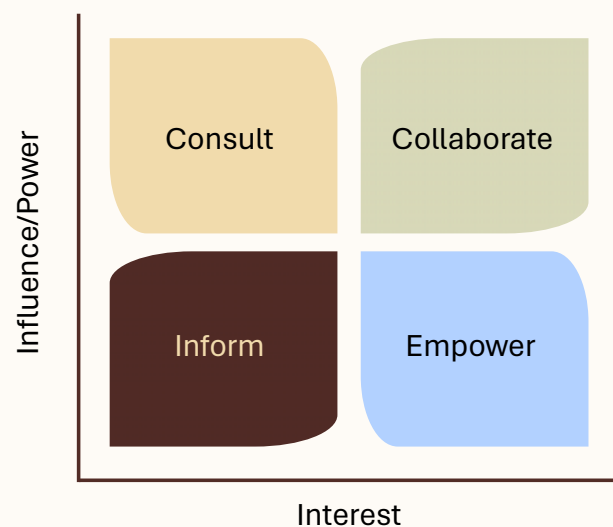
Stakeholder Identification and Analysis

Traditional stakeholder engagement Power/Interest Grids divide the four quadrants into “Monitor-Inform-Consult-Involve” categories but when looking at a ladder of engagement (see Arnsteins Ladder below) you can see that the category “involve” can be quite broad and that participation can still be tokenism.



Arnsteins Lader (1969)
Degrees of Citizen Participation

The principles of co-design aim to enable more participation through active facilitation and equity. This can be incorporated into the stakeholder analysis by using additional categories of “Empower” and “Collaborate” as seen below. These allow the distribution of existing power dynamics and strive for more inclusive and holistic ways of working.



The Stakeholder Engagement Process

Stakeholder Identification and Analysis

Below is a table with a description of each of the quadrants in both the old and the new model for a stakeholder engagement analysis. The CONNECT partners analysed their generic groups per sector and the results can be seen in Annex 3.

Level of Engagement	Quadrant	Description
Monitor	↓Interest ↓ Power	These stakeholders should be considered, but do not need to be involved. They can be kept on lists, and if their position changes with regard to specific projects, then they can be included.
Inform	↑Interest ↓ Power	These stakeholders should be informed of the projects. This can be through regular newsletters, emails, signboards or through media. No clear input or involvement is expected.
Consult	↓Interest ↑ Power	Consulting these stakeholders means getting feedback on alternatives, reviewing potential courses of action or giving input on decisions being made.
Involve	↑Interest ↑ Power	Involved stakeholders are actively working together with you. Their concerns and hopes are understood and included in any proposals.
Empower*	↑Interest ↓ Power	These stakeholders are interested and invested in the project, and with capacity building and inclusion, they can step up to become collaborators.
Collaborate	↑Interest ↑ Power	These stakeholders are partners at each stage of a project. They are equally involved in the decision-making and jointly develop solutions.

* In some cases, “Empower” can even be a step beyond “Collaborate,” where the decision-making power is completely given over to the stakeholders and they are in complete control of the outcome. For the purposes of this toolkit, we are not aiming for outsourcing outdoor sports and recreation projects but establishing a mutual partnership based on trust, understanding and collective implementation.

The Stakeholder Engagement Process

Stakeholder Engagement Management Plan

In the previous section we looked at identifying the influence, interest and impact of various stakeholders and categorise them according to engagement type. The next step would be to create a plan for each type of engagement, determining the exact methods, frequency and details of engagement. This is especially relevant for the group that lands in the “Inform” category, while other categories may need more on-demand communication.

The easiest way to do this is to create a spreadsheet with the following information:

- Stakeholder organisation
- Short description of the organisation
- Point of contact (name & role)
- Contact details (email & phone)
- Short description of their interest
- Type of contact
- Frequency of contact
- Notes on communications (notes of any contact, meetings, calls etc.)

Below is a recommendation for each category in the context of planning a kick-off event for your collaboration on outdoor sports and recreation in protected areas. The list of organisation types are based on the Power/Interest Grids and the impact survey completed by the CONNECT project partners as seen in Annex 2 and 3.

Level of Engagement	Description
Inform	These groups would have the least dedicated time and effort. It is important to find the best point of contact and to determine how best to send information and the frequency needed (e.g. a monthly newsletter, direct mail once a quarter, a phone call once a year etc.).
	<i>Outdoor Sports Insurance Companies</i> <i>Sports Equipment Sales and Rental Companies</i> <i>Local Transport Service Providers</i> <i>Local or Regional Media</i>

The Stakeholder Engagement Process

Stakeholder Engagement Management Plan

Level of Engagement	Description
Consult	These groups of stakeholders hold important decision-making power or have important knowledge that could be useful. Dedicate time and space for a quality consultation process where they share their feedback or knowledge. Approach directly, with purpose, and when needed.
	<i>Landowners Environmental Experts Local/Regional Politicians Local Ethnic/Cultural Groups</i>
Empower	These stakeholders are highly invested and would potentially be interested in participating in a co-design process. Plan your strategy on how to invite them and ensure their full and equal participation, as it may vary from group to group.
	<i>Environmental NGOs Digital Map Services Outdoor Guide Services Trail Building Companies Unorganised Individuals Local Hospitality Providers Publishers of Outdoor Information Healthcare Providers Local Schools and Youth Organisations Local Disability Groups Local Senior Citizen Groups</i>
Collaborate	These stakeholders are the core partners you are looking for. Put significant effort into reaching the right people within each group and facilitating their full and equal participation.
	<i>Protected Area Management Authorities Landscape Managers National Outdoor Sport and Recreation Associations Local Outdoor Sport and Recreation Groups Local Tourism Office Destination Marketing Organisations Local Municipality</i>

The Stakeholder Engagement Process

The Co-design Process

Engaging with your stakeholders can take many forms, such as interviews, focus groups, surveys, town hall meetings, and more. The goal of this guide is to help you establish a collaborative space where a community of trust is built together with stakeholders, and the co-design process was chosen as the best method to achieve this kind of engagement.

“Co-design means developing processes for understanding, developing and supporting mutual learning between multiple participants in collective decision making and collective design.”

- The co-create handbook for creative professionals, pg 8

Principles of Co-design

A good co-design process includes the following principles implemented with equal weight:

The co-design principles of the Northern Ireland Environment Link

Timeliness & timescales

Include stakeholders early in the process and to work with clearly defined, realistic and agreed-upon timescales.

Equality & inclusivity

Invite groups who are highly impacted by any results, and to incorporate all voices equally, despite differences in power outside of the co-design process.

Participatory

Use participatory tools to reduce barriers to participate fully and create spaces for knowledge sharing, creative thinking, and idea generation.

Relationships

Create a safe space and trust between participants through activities, open dialogue and active listening.

Transparency

Be open with all information, changes, and ongoing processes in a timely manner, ensuring communication reaches all participants.

Outcome based

Be clear in the goal and setting expectations. All activities should be oriented at working towards a clear outcome.

Flexible & Iterative

Allow time and space for discussions to ensure needs are met, but also create regular checkpoints for feedback to be received and incorporated.

Evidence Based

Provide clear background information to all participants in a timely and transparent manner for effective decision-making.

Sustainability

Be ecologically, socially and economically sustainable throughout the process, keeping energy and interest levels high for long-term commitment.

The Stakeholder Engagement Process

The Co-design Process

Benefits:

- Stakeholders are given an equal opportunity to have their voices heard.
- Full participation allows stakeholder concerns to be fully integrated, resulting in a bigger buy-in to the final solution.
- There is more time and space for reflection and discussion, which leads to stronger trust and knowledge sharing.
- Responsibilities can be shared between different stakeholders, which increases the commitment and motivation of all participants.
- It creates a sense of community and accomplishment if the final solution is inclusive and democratic.

Challenges:

- The process is resource- and time-intensive on behalf of the organisers and the participants.
- Facilitating collaborative co-design workshops requires skilled staff, especially ones who can manage large groups of diverse stakeholders.
- Effective and continuous communication is needed before and after the main activities.
- Ensuring inclusivity can be challenging in some contexts (e.g., using accessible locations for meetings, hiring interpreters, or paying for childcare during meetings).
- It is socially complex to build trust relationships between stakeholders with diverse personalities, cultures and opinions.

The Facilitator Role

A key to success for a good co-design process is to have a facilitator who is a neutral party and uses non-formal methods to have structured discussions that move beyond common disagreements, build trust, and create space for the intended outcome.

A facilitator has 4 main functions:

- To foster participation by all and to ensure it is balanced.
- To create a common understanding of the challenge.
- To lead towards a win-win solution.
- To ensure solutions are based on shared responsibilities.

This guide is paired with a facilitation course available on the European Nature Academy which will be developed by the CONNECT project partners during the project.

The Stakeholder Engagement Process

The Co-design Process

Divergent Ideation to Convergent Decision

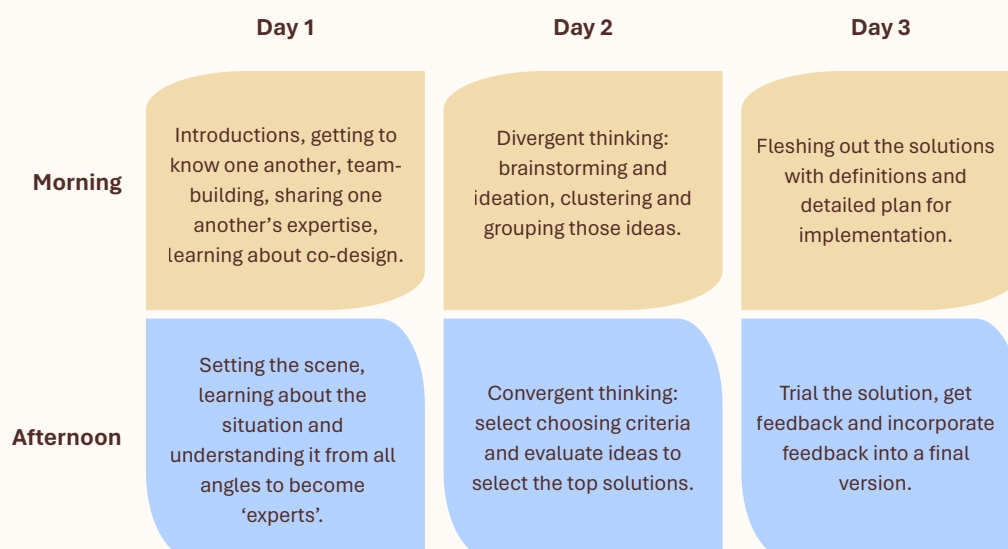
While there are many different co-design frameworks out there, a simple tried and tested method is the Divergent Ideation to Convergent Decision Framework. Below are a series of stages based on this framework.

1. Introductions
2. Set the scene and understand one another's perspectives
3. Create and explore solutions
4. Prioritise and select ideas to take forward
5. Develop an action plan that meets the needs of all stakeholders
6. Set up milestones and checkpoints for feedback and evaluation
7. Implement the action plan

Event timing

The framework above can be implemented at different time scales. For example, the kick-off event could take multiple days with follow-up events over weeks and months, whereas a smaller group tackling a small task could go through this process over the course of an afternoon.

An example of a 3-day programme for a kick-off event with stakeholders adapted from the [CO-CREATE handbook for creative professionals](#).



The Stakeholder Engagement Process

The Co-design Process

Preparation tools

The better prepared the co-design workshop is, the more comfortable and productive the process will be for the participants. Read through the checklist below as a guide while preparing your own event.

Workshop plan	This will outline the objectives of each session, the activities, the time plan, roles and responsibilities, and materials needed for each exercise. It is kept internal and used by the facilitator to guide the programme. See Annex 4 for a template.
Training materials	These are visual aids like presentations, hand-outs etc.
Facilitation methods and related tools	The non-formal learning methods used in each session should be outlined in your workshop plan and requires thought into the space and tool requirements.
Environment & logistic setup	Consider the location, the level of comfort in the space, the accessibility needs of the participants, catering, transport, digital infrastructure (Wifi or phone signal).
Registration & consent	Use a registration process to collect information on the needs and background of the participants. Consider having a sign-in sheet and a consent form for any media collected throughout the event.
Evaluation survey	Prepare an evaluation survey to determine whether expectations were met and possible improvements for future events or processes.

The Stakeholder Engagement Process

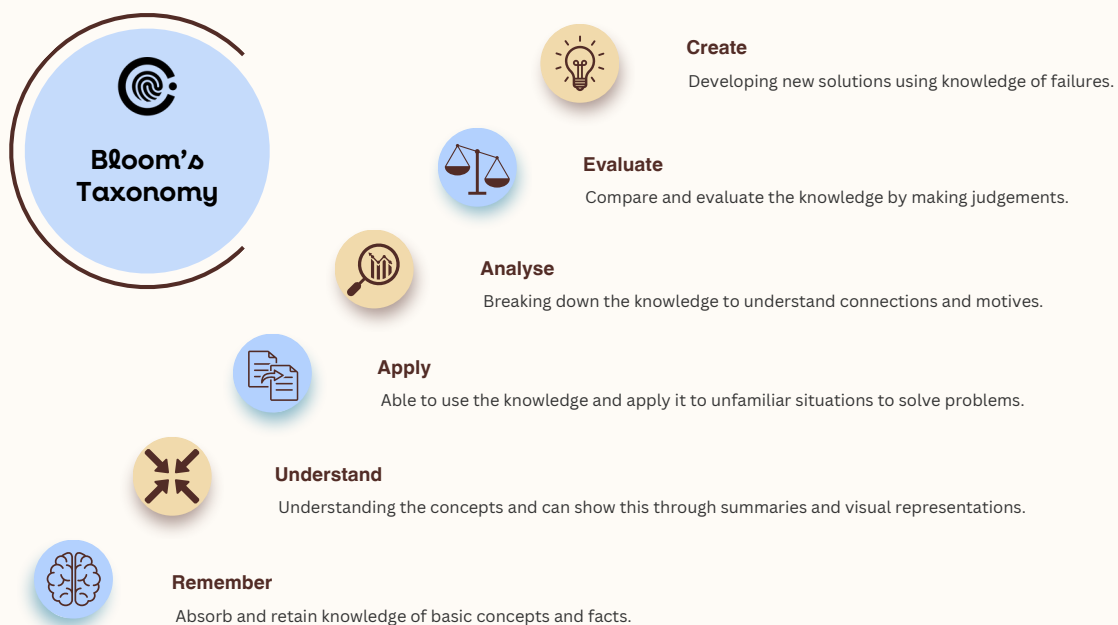
The Co-design Process

Non-formal methods

Facilitating participatory sessions requires creativity to create space for full participation for all, especially in large, diverse stakeholder groups. There are many different workshop styles and participatory methods, such as storytelling, energizers, games, role-playing, world café, etc. In Annex 5 you can find a short summary of different non-formal activities with examples as well as further references.

Learning Objectives

When designing each session, it is important to have a clear vision. One way is to consider what outcome you would like from the session and what you want the participants to have achieved. In education, a common tool for developing lesson plan objectives is called Bloom's taxonomy, which highlights different levels of active learning. There are many helpful resources online that include verb lists linked to the different stages. Using these verbs and aiming for higher levels in your objective will allow you to develop a highly engaging session.



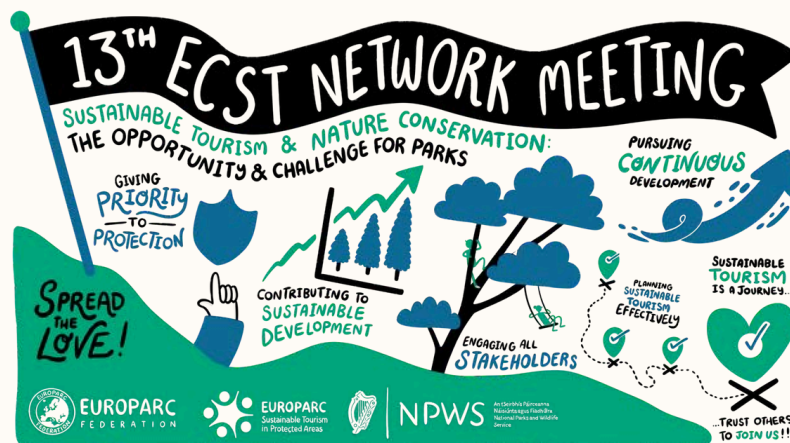
The Stakeholder Engagement Process

The Co-design Process

Harvesting

Another point to consider when designing your sessions is how the facilitator will collect the information shared during the session. This is called “harvesting” and traditionally it was seen as just note-taking, but can be integrated into the activities. For example, all ideas shared can be first written on sticky notes and added to a wall. A valuable tool is to assign note takers for group discussions and give them flip chart sheets to diagram their ideas for presentation to the larger group. After the session, the facilitator collects (or photographs) these as references for an outcome document for further work. In a digital setting, interactive whiteboards (e.g. Zoom, Canva, Miro) and survey tools (Mentimeter, Ahaslides, etc.) can be used, but consider the digital skills of the participants and allow room for them to become comfortable with whichever tool is used.

It is always possible to include an expert for the purposes of harvesting. In both digital and physical settings, additional facilitators or group leaders can play a role in putting thoughts to paper. There is also an art form called “visual change making” which maps the key points in easy-to-understand diagrams and notes. A professional can be hired to convert the main takeaways into a visual output.



An example of visual change making by artist Rae Goddard from the European Charter for Sustainable Tourism Meeting in Ireland, 2024

Additional tips






Some small suggestions would be to remember to have a sign in sheet. This is important for record keeping but also sometimes for funders or organisations. An example of a registration sheet can be found in Annex 6.

Another consideration is getting consent for photos and videos taken throughout the event. This can be included in a registration form. Check with your country’s laws to see what needs to be included and whether a digital tick is sufficient or if an ink signature is required. In Annex 7 you can find an example of a formal media consent that can be signed on-site and stored in a safe place.

The Stakeholder Engagement Process

Adaptive Management

Adaptive management is deliberately incorporating learning into the project process to reduce uncertainty and increase efficiency. The following questions should be regularly assessed at regular periods along the way.

-  Are we doing what we said we would do?
 - Monitor the progress of implemented activities
-  Are we seeing the results we wanted?
 - Check objectives, their indicators and any intermediate results
-  Are we sure of our assumptions?
 - Check stakeholder motivations and whether it matches project incentives
-  Has the situation on the ground changed?
 - Check in with stakeholders, and consider making a situational model
-  What have we learned and who should we tell?
 - Make sure to record and communicate any learnings

Within the framework of this stakeholder engagement process, create space for evaluation, feedback and assessment. Together they can help organisers adapt to the current needs of participants, create space for them to share their experiences and for improvements to be incorporated as soon as possible.

Evaluation

Definition: A broad judgment of how well the workshop, participants, or activities met their intended goals.

Target: the stakeholder engagement process and its management

Focus: Overall quality, effectiveness, or value.

Example: At the end of a workshop, the participants have an opportunity to review the event and share their thoughts on the effectiveness and value of the time spent together. This is important information for future events going forward as well as to review the overall success of the event.

The Stakeholder Engagement Process

Adaptive Management

Feedback

Definition: Specific, constructive information given to someone about their performance or contribution, aimed at improvement.

Target: this could be between partners, especially in a bigger, long-term project or between a coordinator and the participants

Focus: Immediate, actionable suggestions rather than judgment.

Example: If delivering a multi-day course, consider having a daily feedback session which could provide suggestions to the timetable that can be incorporated immediately e.g. earlier lunch break, staying longer at the venue to socialise etc. In a long-term process, create space for feedback for processes and activities.

Assessment

Definition: A process of measuring knowledge, skills, or attitudes, often against predefined criteria.

Target: the participants of your co-design workshop

Focus: Gathering evidence of learning or competence, especially to see if the learning objectives of each session were met.

Example: In this context, this assessment will often be based on observations so create space as the organiser to sit down and write a short assessment into your workshop. Other forms with a larger learning component could be assessed by a short quiz, role-play evaluation, or observation checklist.

You can find a general template of the questions to include in an event evaluation form in Annex 8.

Challenges and Considerations

Building trust

It is crucial to build trust between potential partners. This trust will be the basis for all future collaboration, motivation to assist, input, and knowledge sharing. Without adequate trust, the stakeholders will be sceptical and not commit to the process, increasing the chance of failure.

Safe Space

As a facilitator, it is important to create a safe space for the participants, as it strengthens deliberative democracy by reducing the barriers to participation. It can also overcome structures of inequalities by challenging biases and discrimination.

As a facilitator, it is important to think about the power imbalances in the room and strategies to equalise them. This can be done by challenging one's own biases (there are online tests for implicit bias), expanding the understanding of other viewpoints, acknowledging and embracing that some moments will be vulnerable and may cause people to feel uncomfortable.

Before a meeting, this can be done by:

- designing clearly structured exercises.
- ensuring the physical space is welcoming (temperature, room setup, water/snacks).
- specifically inviting diverse groups to the event and addressing any of their concerns (e.g. choosing an accessible location)
- giving clear and transparent information in a timely manner ahead of the event (e.g. programme, location, contact details for local host, accessibility, etc.).
- Planning for proper and regular breaks in the programme.
- having a safe space team/representative, a safe space protocol, and having protocol posters in clearly visible areas.

Having a framework of solidarity principles, such as those on the left from the [Feminist Moderation course by WECF](#) and going through it at the start can be highly beneficial. It builds mutual trust and understanding. It stresses human rights and has a zero tolerance for exclusion. For more about creating a safe space, please view Annex 9.

Be Present

I will not multi-task, I value the space set up and will practice active listening and not interrupt when others are speaking.

Engage fully

I am here, because I want to be here, and I have valuable things to add.

Make space

And take space. I will take a step to the side if I'm talking more than others.

Expect the best of people

If something is unclear, I will ask people what they mean.

Attack the issue

I will focus on tackling the main problem and not the individual. I will respect everyone's perspectives and experiences.

No discrimination

I will not discriminate on, including but not limited to; gender, age, race, (dis)ability, sexuality, class, ethnicity, education, religion. I will be aware of my own privileges

Challenges and Considerations

Building trust

Outdoor activity

As all collaborators are interested in outdoor sport and nature conservation, the CONNECT project recommends incorporating outdoor activities into the stakeholder engagement process. It can:

- be an easy way to learn about the nature and local context
- be a fun activity that creates bonding moments
- incorporate movement and creativity in-between workshop-heavy sessions
- create space to 1on1 discussions to further develop empathy and understanding

There are many exercises in the [SEE Toolkit](#) for perusal; alternatively, local partners can be involved in leading these activities.



1

GAME OF VALUES

⌚ ⌚ ⌚ ⌚ ⌚ ⌚

Description

What is it about? It is an interactive game to reflect on the values of our outdoor sport experience and the importance of nature or social components.

Characteristics: It's a 30-to-45 minutes game that can be played in all sport disciplines which special material is needed.

How to play? Participants are grouped into sub-groups of 3-6 persons. All cards are laid out openly. The goal of the game is to find out what is really important for participants outdoor sport experience.

After each roll of the dice, the group must decide together which cards they sort out according to the number rolled. The cards that get sorted out are being pinned to a flipchart or laid aside. The order in which the cards get sorted out must remain visible. The dice are rolled until only three cards are left.

The small groups then present their results to each other and exchange about their values and decision-making.

What allows to work? Awareness, values and responsibility.

What do people think?

It was a good thinking experience!



The activity was

- enjoyable
- easy to do
- inspiring

Participating in this activity increase my level of environmental

- awareness
- knowledge
- attitudes and responsibility

The Sustainability and Environmental Education in Outdoor Sport (SEE Project) aimed to increase the protection of natural landscapes through responsible outdoor sport behaviour. The toolkit developed through the project contains many tried and tested education activities in an easy to use format for any guides or professionals from the outdoor sport sector.

www.see-project.eu

Challenges and Considerations

Communication

Throughout the previous sections, there are tips to communicate with specific interested parties. However, here we will discuss the importance of communication after your initial kick-off event. This will be important for keeping the momentum going between meetings and events.

Try to include the design for a basic communication plan as part the outcome developed in the kick-off event. This should include where relevant:

- Who is the main contact person for which area of work?
- What platforms would participants like to use for further engagement?
- When should the next meeting or follow-up take place?
- What are further opportunities for feedback, concerns or questions?
- What is the timeline for updates?
- What should be internal and what should be publicly communicated?

Consider that there may not be 1 ideal communication platform for all stakeholders and develop multiple strategies (depending on capacity) to keep the harder-to-reach stakeholders included.

Barriers to Engagement

Consider the common barriers to engagement and ensure that they are reduced as much as possible.

Lack of clarity in purpose

The purpose should be clearly determined at the beginning and clearly communicated throughout the process. Any future plans and projects developed together should also have a defined purpose with a vision, goals and objectives which are developed collaboratively. It is also important to share the successes and the impact of the stakeholder engagement with all to highlight the value of their time and input.

Failure to consider stakeholder capacity

This can be tricky when involving diverse stakeholders, where some are paid representatives while others are volunteering their time. Maximise meaningful participation, especially when inviting all to an in-person event. Consider using evenings for engagement with volunteers and be aware of peak tourist season and staff availability. It is also important to speak in the local languages to fully engage those in the local setting.

Challenges and Considerations

Barriers to Engagement

Insufficient skills or resources

In the beginning, clearly decide on the capacity and roles available within the organising team. It is important to both provide opportunities for growth, but also not to overburden staff with new tasks and no support. Consider involving professional facilitators or having a buddy system with more experienced staff to develop a high-quality programme while increasing staff skills.

Exclusionary engagement approaches

Foster inclusivity and encourage participation from diverse stakeholders. Make sure you build a space that is culturally responsive, accessible, and respectful of collaborators' diverse needs and perspectives.

Engagement fatigue

Stakeholders can become disenfranchised with multiple “consultations” without seeing their input lead to concrete actions. Make sure to learn about previous initiatives and potential failures and implement measures to overcome those. Have a session on expectations and be clear on what is possible and what is not within your capacity. Additionally, offer frequent feedback sessions to foster trust.

Failure to evaluate

This leads to a lack of clarity on the effectiveness and a loss of potential improvements for the future. By incorporating evaluation processes, you can build on the wealth of skills, experience, and knowledge within your stakeholders and incorporate them along the way in an adaptive manner.



Photo credit: CONNECT Project Kick-off

Challenges and Considerations

Capacity Building

While this guide walks you through most of the steps of building your very own cooperation platform, there is only so much that can be done without having a facilitator lead workshops for the co-design process. If you don't have a staff member with the skills, it is possible to hire a facilitator to assist you.

If you would like to develop facilitation skills for yourself or consider upskilling a colleague or volunteer, there are many paths to success:

- Learning from others: attend non-formal workshops and make notes of the activity types and activities to build up your own recipe book.
- Learning by doing: step up and start with leading small activities and build up from there, for example, leading an energiser in a team meeting can help you practice bringing energy and motivation in a safe setting.
- Buddy-systems: support your colleagues in leading workshops at conferences and other events until you are familiar with the planning process and reverse it with them supporting you as you lead.
- Online courses: there is an increasing demand for skilled facilitators and many courses on general platforms such as Udemy, Coursera, or YouTube.
- In-person workshops: there are world wide networks (e.g. art of hosting) who have local workshops in almost all countries. Look at their offers and consider asking your employer to support your attendance.

This guide will also be paired up with a short facilitation course in the European Nature Academy that will help any beginner facilitator build a foundation. It will also be attuned to the CONNECT project and the specific scenario of building connections between the nature conservation and outdoor sport and recreation sectors.



www.europeannatureacademy.com

Challenges and Considerations

Dealing with Conflict

While there are entire textbooks for this topic, we will try and condense it without too much generalisation. There are two main categories of conflict that need to be considered in a stakeholder engagement process such as this one: situational conflict and interpersonal conflict

Interpersonal Conflict

This refers to an on-site clash between two or more individuals, often arising from a difference in communication styles and personalities. If you already know the individuals ahead of the event, it is possible to preempt possible conflicts and clashes between individuals. However, the benefit of being open and transparent about the co-design process is that generally all participants come with an open mind and willingness to work together. Reiterating this and going through the solidarity principles at the start of the workshop can set the scene and bring all into the right frame of mind. Some suggest having them written out and visible in the room as a reminder. If discussions become heated, the moderator should assess and step in to calm things down by asking the group to take a breather or asking others in the group for their perspectives. If a participant crosses the lines established in the solidarity principles, the moderator can follow the steps for a three strike policy to address the behaviour. See an example of a progressive discipline plan in Annex 9.



Photo credit: EUROPARC 4 Pillars 4 Youth+ Seminar

Challenges and Considerations

Dealing with Conflict

Situational Conflict

Consider ahead of this project whether there are any historical or current conflicts between stakeholders in your area of interest. This will impact which stakeholders will be interested in a collaboration and might require you to consider specific initiatives to resolve the conflict and steer it away from a dysfunctional conflict to a functional conflict where the various players are involved in dialogues and are invested in understanding the problems to finding solutions.

There are various causes of conflicts. Below you can see a list based on research by [Moura and Teixeira \(2010\)](#), quoted from the Biodiversa+ Partnership's [guide for stakeholder engagement](#).

Cognitive Conflicts

result from differing assessments of data or facts that result in involved parties reaching different conclusions. Insufficient data and facts may have been made available, and such conflicts can often be resolved through additional clarification of facts, or further studies to obtain more reliable data.

Normative Conflicts

result from a divergence of views about values, types of behaviour and norms. Root causes of these conflicts are usually ethical or moral principles that are not negotiable.

Conflicts of Objectives or Interests

often apply to benefits sharing, resource allocation or re-distribution, and financing costs. These conflicts are often solved through conflict management techniques.

Conflicts of Relationships

stem from the personality or behaviour of stakeholder representatives and can often be resolved through negotiation or mediation via a third party.

Conflicts over processes

occur when parties adopt different approaches to address the same problem.

Normative over objectives, needs or interest

arise when one party believes that their interests, needs or objectives are at odds with those held by other parties.

Structural conflicts

often arise due to the way in which society is structured in terms of cultural, social, legal and economic arrangements, and the relative position and power of stakeholders within the social structure.

Challenges and Considerations

Dealing with Conflict

In order to discover whether there are conflicts that may become relevant to your own work, a suggestion is to send out a survey during the registration process. In it you should ask questions related to the following points:

- Perspectives and opinions on potential areas of conflict
- Reasons for holding those opinions such as personal experiences
- Background knowledge of the local context
- Perception of their own and other stakeholders power
- How active they want to be within the stakeholder process
- Any ideas or solutions they are passionate and interested to pursue

Based on the results of such questions, you are able to categorise them within the following matrix that categorises stakeholders. The template was adapted from [Poolman et al. \(2009\)](#).

	High dedication to project goals		Lower dedication to project goals	
	Critical to success	Non-critical	Critical	Non-critical
Similar perceptions on use of project results	Stakeholders most likely to participate and become partners	Stakeholders most likely to participate and may possibly become partners	Valuable potential partners who are difficult to engage	Stakeholders that do not need to become involved
Opposite perspectives on use of project results	Potential blockers of certain changes	Potential critics of certain changes	Potential 'blockers' who will not become immediately active	Stakeholders who do not require initial attention

When you know ahead of time about a conflict area, you can build addressing this into the co-design process. It is important to be transparent about this when inviting the partners as it is important to have all the relevant actors present for fruitful mediation. In Annex 10 you can find a simple process for analysing conflict that can be incorporated into the co-design workshop. Alternatively, if you have more time and it is a large area of conflict that will make or break the project, consider exploring the workshop plans shared in the Good practice toolkit for facilitation and mediation of environmental conflict by the Environmental Mediation Initiative.

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ANNEX 1

Stakeholder Lists

Protected Area Sector: This sector is made up of stakeholders whose main interest and priority is the conservation of nature and natural resource management.

<i>Stakeholder Group</i>	<i>Description</i>
Protected Area Management Authority	This could be an organisation, agency, NGO or municipality. Within this group, identify the key individuals and managers who work with tourism, outdoor sports, community engagement, environmental education or even enforcement or regulations.
Landowners & their unions	In some cases, the land or seas under nature conservation is privately owned. In this case, identify the key individuals, organisations or trusts who own or have decision-making power over what happens on the land or sea.
Landscape Managers	In cases where the maintenance of the land is outsourced by the protected area management authority, it also involves the staff who actively manage and restore the landscapes used by outdoor sports users (in some countries these are referred to as rangers).
Environmental Experts	In addition to those mentioned above, these can also be from outside a management authority such as in academia, research or private organisations. Examples would be professors with specialised areas of study that are particular to the landscapes impacted by outdoor sport.
Environmental NGOs	These stakeholders represent communities with diverse backgrounds, but all are interested in local nature conservation and may help with community support for any initiatives or actions.

ANNEX 1

Stakeholder Lists

Outdoor Sport and Recreation Sector: This sector includes groups and individuals, private and commercial interests. Their priorities include the outdoor sport and recreation experience in the protected area.

<i>Stakeholder Group</i>	<i>Description</i>
National outdoor sport and recreation associations	Many sportspeople join national groups that represent their interests and engage on their behalf. National groups also may have paid staff who would have the time and interest to join a stakeholder engagement process. Identify the sports on offer in your protected area and determine if there are national associations for these sport disciplines.
Local outdoor sport and recreation groups	Local groups could either be chapters of national groups or they could be grassroots organisations. These may or may not have paid staff or be a collection of volunteers, which would impact how much time or when they have time to engage in activities. This group would be very in touch with the local context and know the needs of the local outdoor sport and recreation actors.
Unorganized individuals	Not all areas have self-organised groups or an organised community. There may still be individuals who are willing to spend energy on engaging in a process together with other stakeholders.
Sport equipment sales and rental	These are businesses that have an interest in ensuring the sustainability of outdoor sport and recreation, reducing any negative impacts and ensuring a good customer experience.
Outdoor guide services	Outdoor sports guides depend directly by the quality of the outdoor sports possible in the protected area and reversely also have an impact on how others impact the area. Identify those who are active in the area.

ANNEX 1

Stakeholder Lists

<i>Stakeholder Group</i>	<i>Description</i>
Digital map services	These are increasingly popular and can be a big factor in users deciding which routes to take as well as sources of data on who and how routes are used. Identify the most popular ones used and whether they have routes within the protected area.
Outdoor sport insurance companies	These businesses may have knowledge on safety regulations or guidelines that can, if built into new projects, can improve the user experience in the case of accidents. Identify if there are popular insurances that cover specific sport types.
Trail building companies	These companies or organisations have knowledge and experience. If your area is open to developing new trails or renovating older trails, consider including these organisations.

Political Sector: these stakeholders are political groups, individuals, or municipalities interested in environmental and sport themes. Their priorities may vary, but they may have a big impact on the goals of your strategy.

<i>Stakeholder Group</i>	<i>Description</i>
Local or regional politicians	These may be both politicians in power (whose political priorities may be for or against your own goals) as well as political leaders from other parties whose priorities align with your own goals.
Local municipality	Consider identifying the key decision-makers for environmental and sport themes.

ANNEX 1

Stakeholder Lists

Tourism Sector: these stakeholders are interested in improving the tourist experience which can mean increasing the quality and quantity of offers for tourists. Their main interest is the commercial aspect of tourism and the experience of all tourists, not just the outdoor sport and recreation actors.

<i>Stakeholder Group</i>	<i>Description</i>
Local hospitality providers	These include businesses offering overnight stays and food or drink opportunities. Identify those that host a significant portion of outdoor sports and recreation actors, e.g. those along cycling routes or ski resorts.
Local tourism office	The public tourism office offers important information for new visitors to the area and can play an important role in promoting or explaining certain options or regulations around outdoor sport and recreation in the area.
Local transport service providers	Local transport providers, similar to the digital map services, guide where the flow of people is directed and also have the data on density and flow over time. Consider if there are special offers linked to certain sports such as a holiday bus that allows bicycles or a shuttle service for SUP users.

ANNEX 1

Stakeholder Lists

Media Sector: these stakeholders are interested in communicating and sharing information and could be vital partners for any activities. They form an important link between the projects and the wider community.

<i>Stakeholder Group</i>	<i>Description</i>
Local or regional media	These include traditional media such as newspapers, television and radio. In some cases, you may also have a local influencer who is well-known and also shares local news on social media.
Publishers of outdoor information	Any guidebooks or maps should be kept up to date. These may be print media or digital. Consider identifying the organisations worth any additional effort by evaluating their possible impact.
Destination Marketing Organisations	In some areas, there are marketing campaigns focusing on destinations that include outdoor sports and recreation within the protected area. Identify the organisation responsible for this promotion.

Diversity, Equity and Inclusion (DEI) Groups: these stakeholders may not hold the power to make or break any projects, but their experiences are key to making any proposed changes more accessible for their communities and should be included in a fair and accessible way.

<i>Stakeholder Group</i>	<i>Description</i>
Local senior citizen organisations	With aging populations in Europe, pensioners are fast becoming one of the biggest tourist demographic in both local and international tourism. There are many offers of pensioner discounts and new opportunities previously inaccessible will become more accessible with innovation such as e-bikes. Consider engaging with active groups with possible links to local old-age homes or therapeutic care facilities.

ANNEX 1

Stakeholder Lists

Stakeholder Group	Description
Local disability groups	People with disabilities have various barriers to engaging in outdoor sport and recreation. Their input into any future projects will increase opportunities for accessibility and ensure they meet the needs of the community. Identify if there are any sports groups for people with disabilities or any individuals who may be able to represent the experiences of many.
Local ethnic/culture groups	Similarly, minority groups may have specific barriers to engaging in outdoor sport and recreation in a protected area. Identify if there are any groups that have a goal to make outdoor sport and recreation more accessible for their community.
Local schools and youth organisations	Schools or youth organisations could be engaging in outdoor sport and recreation within your protected area as part of their programmes. Additionally, they could have educational activities around learning about nature conservation and regenerative tourism that could be helpful to any future projects.
Healthcare providers	This may be relevant in your local context if there are healthcare providers who are doing “green prescribing,” where outdoor sport or recreation could be part of a healthcare package.

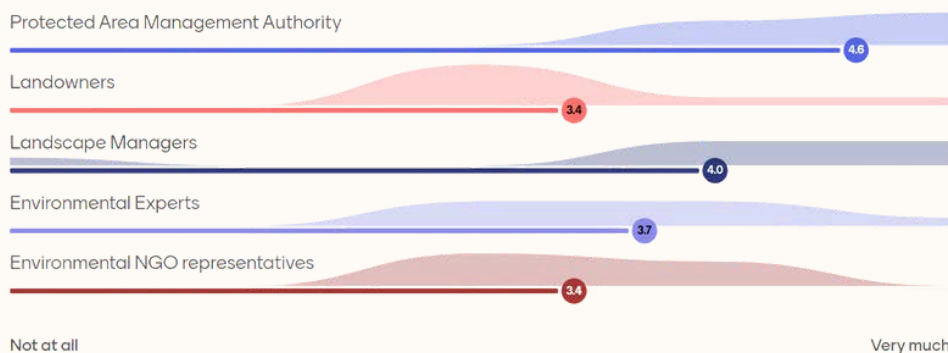
ANNEX 2

CONNECT Project Impact Analysis

Protected area sector

Mentimeter

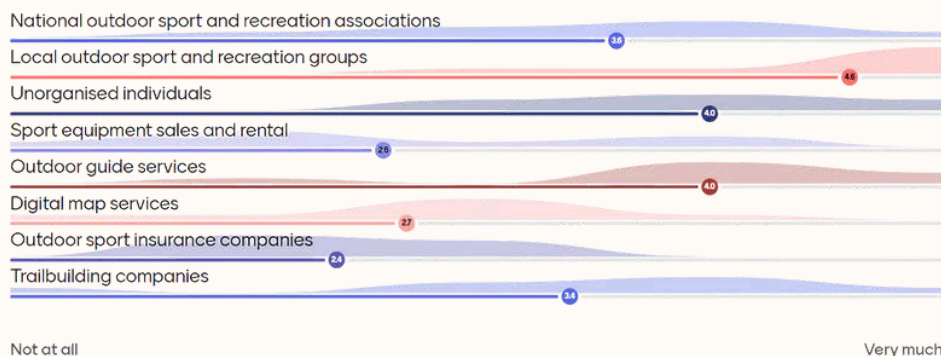
How much will the following stakeholders benefit from the cooperation?



Outdoor sport and recreation sector

Mentimeter

How much will the following stakeholders benefit from the cooperation?



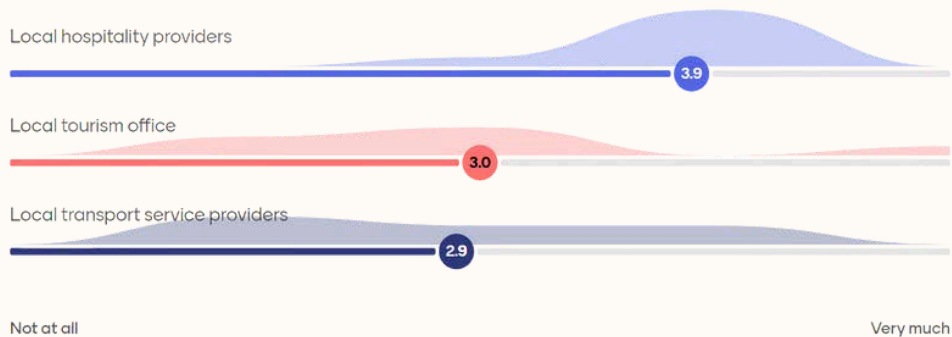
ANNEX 2

CONNECT Project Impact Analysis

Tourism sector

Mentimeter

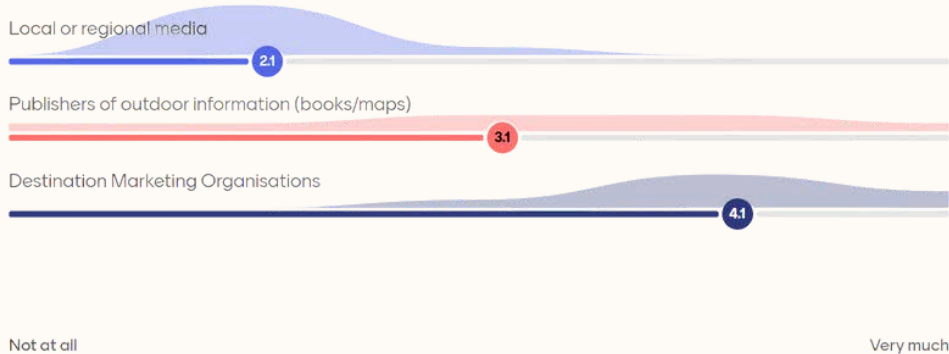
How much will the following stakeholders benefit from the cooperation?



Media sector

Mentimeter

How much will the following stakeholders benefit from the cooperation?



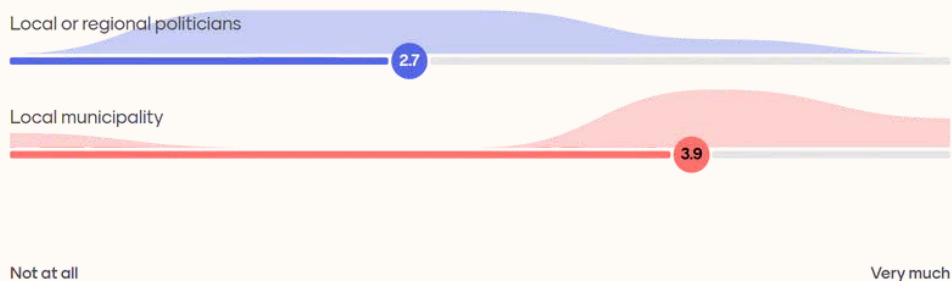
ANNEX 2

CONNECT Project Impact Analysis

Political sector

Mentimeter

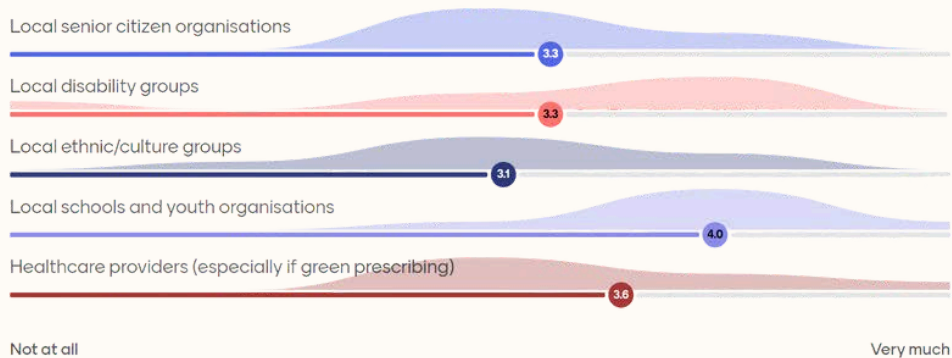
How much will the following stakeholders benefit from the cooperation?



Diversity, Equity and Inclusion (DEI) groups

Mentimeter

How much will the following stakeholders benefit from the cooperation?



The question was purposely biased to the positive aspect as our goal is to find win-win solutions for all stakeholders through collaboration. For a more flexible survey, this can also be a two-sided question (using a negative–neutral–positive scale), but this would be more relevant when you have a particular action or activity planned rather than at this early stage of building a long-term cooperation space.

ANNEX 3

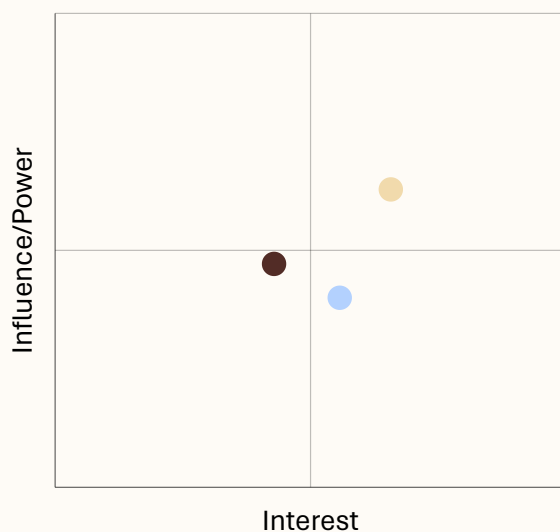
CONNECT Project Stakeholder Mapping

The idea was to showcase a hypothetical case, but it generated quite a bit of discussion with the following key conclusions for reflection:

- The level of interest might vary if there is conflict.
 - If there is conflict = high interest.
 - If there is no conflict = low interest.
- There is also a difference in interest in participation and contributing and interest in the outcomes and dissemination.
- Influence could vary widely in local contexts and on the nation and culture.
- It is important to determine a common goal. For this, it may be important to make contact first to see what the level of interest is before assuming it.
- The benefits for the DEI groups can only be felt if they are included and their needs are met.
 - Occasionally, some groups need to be encouraged to participate (especially if participation has its own obstacles).
 - These may be considered regardless of what quadrant they may fall in for reasons of inclusivity.

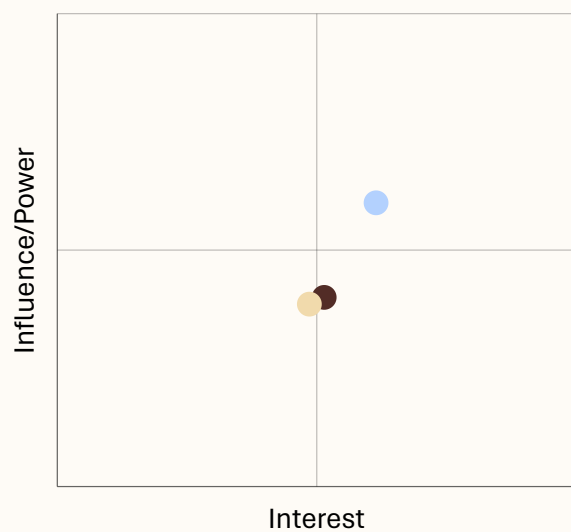
Media sector

- Local or regional media
- Publishers of outdoor informati...
- Destination Marketing Organisa...



Tourism sector

- Local hospitality providers
- Local tourism office
- Local transport service providers

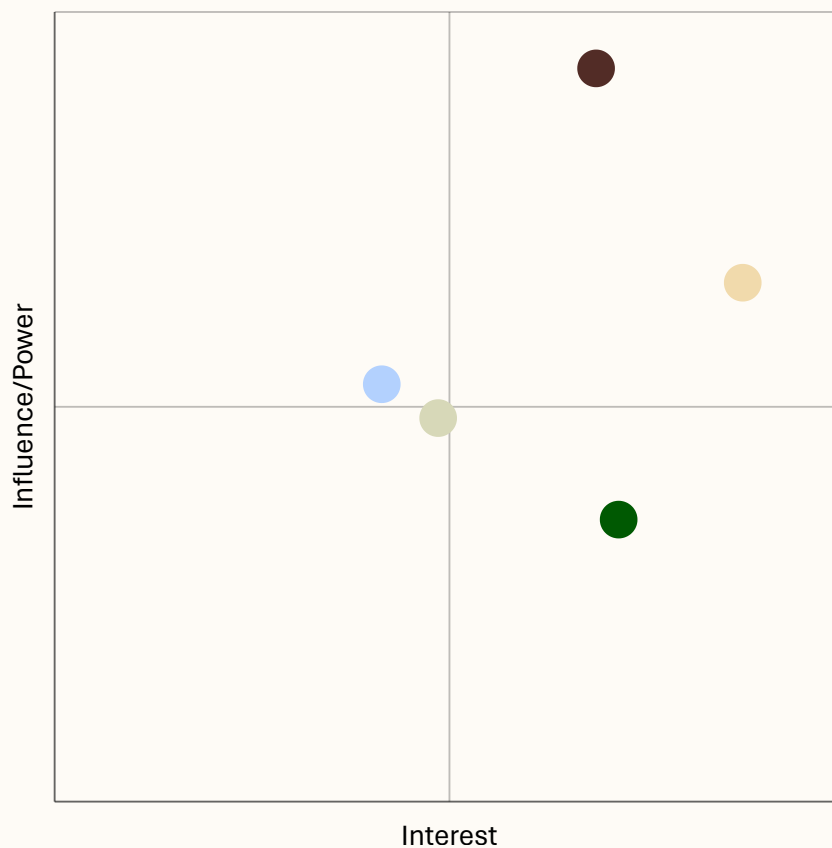


ANNEX 3

CONNECT Project Stakeholder Mapping

Protected area sector

- Protected Area Management Authority
- Landowners
- Landscape Managers
- Environmental Experts
- Environmental NGO representatives

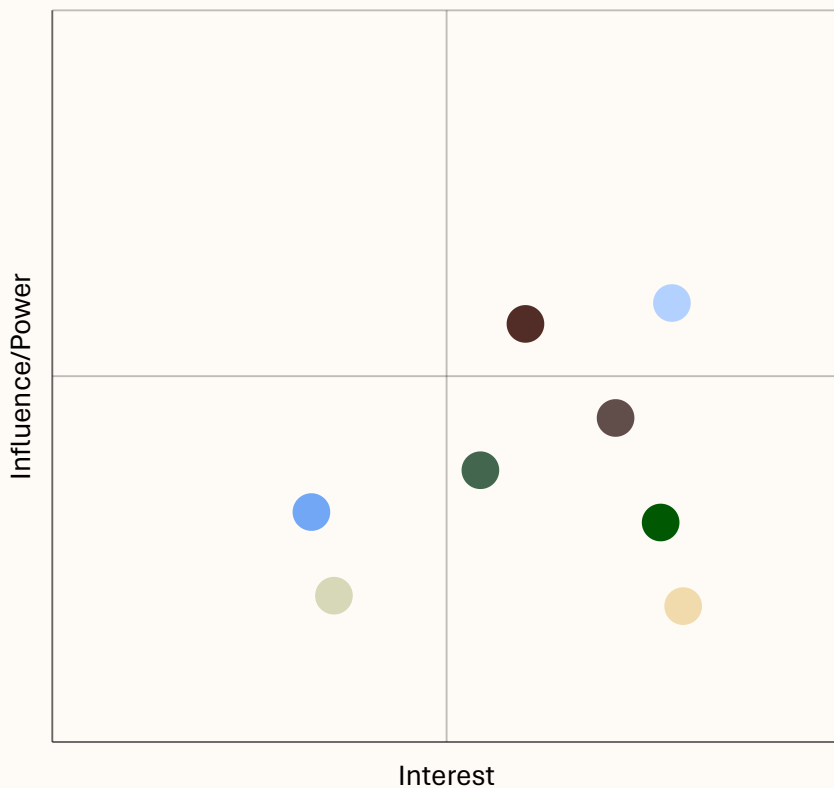


ANNEX 3

CONNECT Project Stakeholder Mapping

Outdoor sport and recreation sector

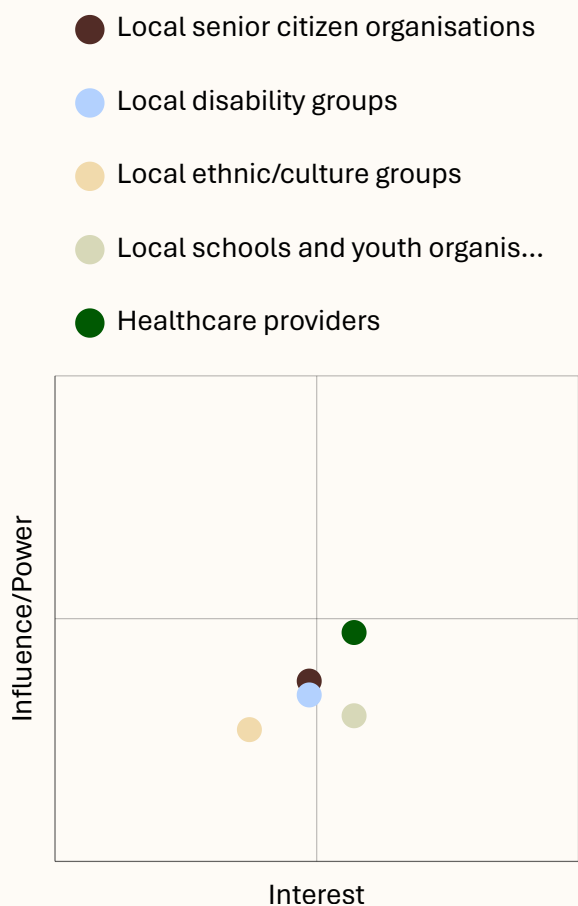
- National outdoor sport and recreation associations
- Local outdoor sport and recreation groups
- Unorganized individuals
- Sport equipment sales and rental
- Outdoor guide services
- Digital map services
- Outdoor sport insurance companies
- Trail building companies



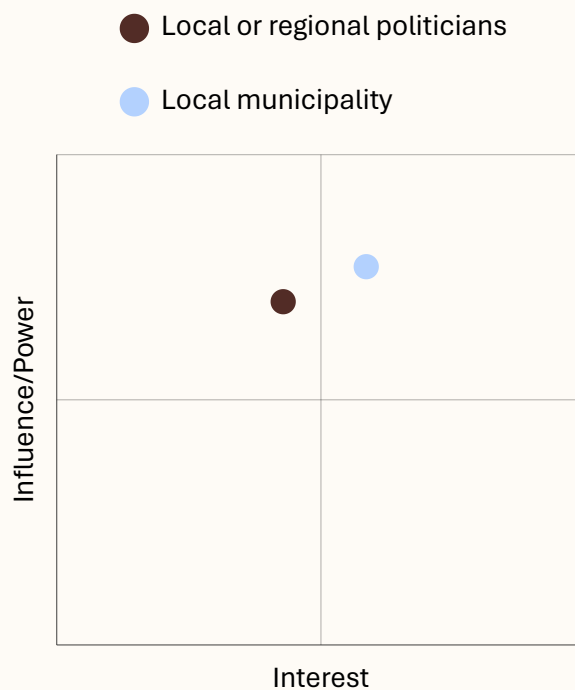
ANNEX 3

CONNECT Project Stakeholder Mapping

Diversity, Equity and Inclusion (DEI) groups



Political sector



These graphs were initially made using Mentimeter which allows you to download the results as an excel sheet with all original data and summaries. This allowed us to recreate the tables in Canva to edit them for best presentation. Using digital tools even in an in-person setting can be very useful for harvesting and recreating for reports.

ANNEX 4

Workshop Plan

This is a common template used by EUROPARC in a document form. It can also be used in a sheet format in free tools like Google Sheets. There are also additional tools that can assist with this such as SessionLab.

Event Name				
Date, Time, Location				
Audience				
Learning Objective(s)				
Time	Duration	Facilitator	Activity with description	Resources/Tools /Assessment
13:50	10 mins	Joe Soap	<i>Room setup:</i> <ul style="list-style-type: none"> • Hang up code of conduct • Let fresh air in • Set up chairs in small groups of 5 for the next activity • Set up laptop and connect to the projector 	Keys to room Laptop Sticky tape Banners to hand up

ANNEX 5

Non-formal workshop methods

Icebreakers

These activities are simple games ranging from fun to professional, where the participants get to know each other. It includes simple games to learn and memorise names to share experiences. Additionally, it can also be unusual games which promote teamwork, creativity and humour to create a fun shared experience where all step out of their comfort zone to engage with one another. These activities are good at the beginning of the events to start the trust and relationship building between participants.

Examples:

- Form a queue in alphabetical order by first name in complete silence.
- Catch a ball and say your name, throw it, and name the intended catcher.
- Introductions with specific anecdotes (inspiration, memory, dream etc.).
- Find a list of 5 things in common, and increase group sizes steadily.

Energisers

These can be similar to the icebreakers, and could sometimes be both, but has a slightly different objective. Energisers aim to create joy and get blood moving through movement and fun. They are helpful when returning to workshops after mealtimes or between exercises which required vulnerability, were controversial, or required a lot of thinking.

Examples:

- Human knot: grab random arms and then undo the knot.
- Musical chairs: play music and when the music stops, sit in a seat (one seat to a few always).
- Simon says: follow orders that start with “Simon says” but not those without.
- Pillow race: sit in a circle with alternating seats on the same team. The pillows start at opposite ends and race in the same direction, trying to overtake one another as the teammates pass it frantically from person to person.

ANNEX 5

Non-formal workshop methods

Groupwork

The aim of participatory activities is to create space for all to share their thoughts and experiences, despite limited time. To achieve this, many workshop settings suggest working on exercises, discussions, or stages of creativity in smaller groups or even pairs. Remember to have one person share the main points of the small group discussions with the whole group to complete the knowledge transfer.

Examples:

- World Café: Small group brainstorming (3-4 people) with one person presenting key points to the main group.
- Stations: tables set up with different questions, and small groups move along the stations, contributing to a communal flipchart for brainstorming.
- Pair up: for deeper experience and knowledge sharing.
- Role-play: small groups where each person gets a key to their persona, which they have to portray in a set scenario.

Reflection

It is important to create space for thinking. This is especially important for more introverted people who take the time before sharing ideas or experiences. Build this space into exercises by allowing people a few moments of thinking before having them share. At the end of a day, session or experience, create space for reflection on the impact of the exercise.

Examples:

- Voting: allow individual evaluation of ideas by using stickers or marks on the ideas board. This allows time for thought. Ideally, give the participants a limited number of votes to allow for prioritisation.
- Reflection diary: for multi-day events, prepare a small notebook with questions to reflect on each day. It allows ideas and thoughts to be captured and taken home without being forgotten.
- Group reflection: share the most worthy things learnt in the sessions, as well as constructive feedback for any future sessions.

For more detail into non-formal methods, explore the [MSP tool guide](#) by the Wageningen University with over 60 participatory tools for working with multi-stakeholder partnerships.

ANNEX 6

Registration Form

Date		Event	
Venue		Country	
Name (Please print)	Organisation (Please print)	DATE	DATE
e.g. Joe Soap	Green Mountain National Park	<i>Signature</i>	<i>Signature</i>

ANNEX 7

Media Consent Template

Without expectation of compensation or other remuneration, now or in the future, I hereby give my free consent to [INSERT HOST ORGANISATIONS], and their affiliates and agents, to use my image and likeness and/or any interview statements from me in its publications, advertising or other media activities in print or digital form (including the Internet). This consent includes, but is not limited to:

- a) Permission to interview, film, photograph, tape or otherwise make a video reproduction of me and/or record my voice;
- b) Permission to use my name;
- c) Permission to use any media produced or submitted by me;
- d) Permission to use quotes from the interview(s) (or excerpts of such quotes), the film, photograph(s), tape(s) or reproduction(s) of me, and/or recording of my voice, in part or in whole, in its publications, in newspapers, magazines and other print media, on television, radio and electronic media (including the Internet), in theatrical media and/or in mailings for educational and awareness.

This consent is given in perpetuity, and does not require prior approval by me. I understand that I may withdraw this consent anytime and upon withdrawal, they shall cease publishing any material which includes the media contained in this agreement.

Name: _____

Contact: _____

Place and Date: _____

Signature: _____

ANNEX 8

Evaluation Form Template

There are many different survey tools that can be used for evaluation. If you want on-site evaluation, make sure to plan it into the timing of the event otherwise people will forget. An alternative is to email them the survey after the event.

Some tips:

- Allow it to be anonymous. This allows open and honest communication.
- Consider each question to see if it needs a “not applicable” option (if some participants did not attend certain events, then make sure they have an option).
- Consider using Likert Scales with an odd number and equal degrees to the positive and negative side for example:

How satisfied were you with the interactive session on the Friday morning?

	1	2	3	4	5	
Very Dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Satisfied

Your survey should include:

- An introduction referring back to the event
- A section on registration
 - Rate the process/information received prior the event/fees or costs
 - Open question for any other comments or improvement suggestions
- A section on the technical aspects
 - Rate any specific tools used
 - Open question for any other comments or improvement suggestions
- A section on the content
 - Rate each individual session
 - Open question for any other comments or improvement suggestions
- An overall section
 - What were your top 3 takeaways from the event
 - Rate the overall organisation of the event
 - How did you hear about the event
 - Would you like to continue to participate in future events
 - Open question for any other comments or improvement suggestions
- A thank you

ANNEX 9

Progressive Discipline

During an event, creating a safe space where everyone is respectful and can be open and vulnerable can have great value in building community and developing holistic results. However, people can forget or get worked up. As a moderator or facilitator, these events can be addressed and de-escalated or steps need to be taken to keep the space safe for the group.

During the event this can be encouraged by:

- using statements like “This is a safe space for dialogue, please suspend judgement”.
- present the solidarity principles and create space for new ones to be added by the group
- Highlight the safe space team/representative.
- The facilitator should clearly say that they will try to give all people equal airtime and kindly nudge those who are more vocal and those who are quieter.
- Highlight “red lines,” which are boundaries that are not to be crossed. These include unacceptable actions such as discrimination, hate speech, and sexual harassment.

Actions to take if red lines are crossed or if someone approaches the safe space team:

- Mediation tactics can be implemented in a kind and respectful manner:
 - Calling in: make a space for dialogue if you feel there is a safe space for a 1on1, as this can help prevent the person from getting defensive and bring them to understanding
 - Calling out: publicly addressing the action and referring back to the solidarity principles, but being careful of “call out culture” for personal vindication
 - If calling in doesn’t result in change, then try calling out. If no change, move to the warning system
- Have a warning system:
 - First step = warning to the perpetrator and reassuring any targeted person that their voice and participation are valued
 - Second step = warning and exclude if the perpetrator doesn’t stop
 - Third step = immediately exclude the perpetrator
- Consider legal actions depending on severity. Assist the targeted person and inform them of their rights under the law, and assist in any reporting needed.

ANNEX 10

Summarised process for assessing conflict

The following process was summarised from Poolman et. al (2009) by the Biodiversa+ Platform in their guide for stakeholder engagement and is a series of questions to help you assess the conflict and its mitigation.

Identifying the conflict

What conflicts currently exist?

What conflicts may arise in the future?

What are the possible reasons for the conflict?

Once the conflict has been identified

How did the conflict arise?

- What issues are of significant concern?
- For how long has the conflict been going on?

Is there sufficient information available on the issues (why/why not)?

Who is involved with the conflict?

- What are their interests in the conflict?
- What kind of power do the different actors have?
- What are the historical relationships between conflicting parties?
- Are the groups able to work together (why/why not)?
- How might it be possible to get groups to collaborate?

Possibilities for resolving or reducing conflict

What kind of agreements could be tolerated by conflicting parties?

Can conflict be resolved within the group without external assistance?

Will parties from outside the conflicting groups be tolerated?

- How could an outside party become involved in conflict resolution?
- Who would be a suitable outside party?

How will resolutions be made sustainable?

- Would a written agreement be sufficient?
- What has been considered binding in previous conflict resolutions?
- What happens if agreements are not honoured?
- Are there other optional solutions available?