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| **Outline of a workshop plan (steps 3A - 3C)** | | | |
| **Agenda / Topics** | **Guiding Questions** | **Methodology & Approaches** | **Challenges & remarks** |
| **Introduction:** Getting to know each other, the project and the main ideas | * A presentation round where all members of the assessment team and participants introduce themselves. Presenting the project objectives. * Explain the objectives and the process of the workshop. Show people that we take them seriously and want their input. * A round of Q&A. Let people ask questions! Let them speak - and be sensitive to their own understanding of the situation and the role of the project. Avoid misunderstandings from the start! | | * Be careful not to be too technical; a few examples of good practice cases can help. * Make clear that what we want to achieve is supposed to help them, but do not create too high expectations. |
| **Exercise 1:**   * Identifying relevant local issues * Understanding and prioritising the benefits of nature (ES) * Identifying where and how they originate | * Which are the most important nature-related problems/issues you see for the … site? * Why is nature in and around your community important? Who benefits from healthy ecosystems? * Where (spatially) do the benefits originate? Where do they go? | * Use working groups to come up with important local issues. In the plenary, these issues are then shared and the moderator helps to summarise, so that in the end 7-10 issues remain. * For understanding the benefits of nature you can split groups according to spatial boundaries (e.g. ecosystems, land use types, or sub-districts). Participants can write or draw on paper cards to build a group result, where the most relevant benefits of nature (i.e., ecosystem services) are gathered on one big sheet of paper with a map of the area. Prioritising ES works well by voting | * Be careful to focus only on nature-related problems. * Are people open and honest about issues? |
| **Exercise 2:** Understanding how stakeholders relate to ecosystem services | Describe the attitude of specific (groups of) people to the benefits of nature in this area.   * Who acts as a steward of nature? Who helps provide the benefits? * Who benefits from ES and in what way? * Who harms nature? | * Group work, discussion. * For each important ES, determine who is steward (+), who benefits (☺) and who degrades (-). * Graphically illustrate the relationship between groups of people and the ecosystem services (e.g. on the board with the map of the area). | * Be careful with the term ‘degrader’. Make clear that this is not about judging people or activities as bad, but about understanding the situation and how things can be improved. |
| **Exercise 3:**  Identifying opportunities for improving the situation | How can we increase benefits from ES (and thereby contribute to solving the local issues)?   * How to support stewardship? * Can beneficiaries contribute to protecting nature? * How to stop damage? * What other potential is there for people to benefit more from nature and natural resources? (e.g. new nature products) | * In groups, participants can be asked to think of two or three actions or strategies. First write them on cards and then share them with the rest of the group. The group can then discuss which 5-7 actions they find most interesting and relevant for enhancing the provision of ecosystem services. Those actions will then be shared with the plenary. * Brainstorming: use cards to collect ideas. Share the outcome with the rest of the group and discuss. | * Be aware that different stakeholders will have different degrees of willingness to change * Make it clear that this is only brainstorming and that the goal is to be innovative and inspiring – and also that not all these changes will occur. * Avoid false expectations about what the project will be able to do. |
| **Conclusion** | * Present summarised results. * Clarify the next steps, prepare a ‘take-home-message’ for the participants * Announce the next steps (incl. next workshop). | | * Take care that people feel included in follow-up processes. * Allow for questions. |