



Credit

# The Restoration Partnership Development Toolkit: self-guided training manual

## Volume 1





Credit

This training manual has been developed by **Annette Green** (University of Cambridge), **Janet Fisher** (University of Edinburgh), and **Chris Sandbrook** (University of Cambridge).

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# Summary

## Overview: toolkit and manual

Please see the overview video (2mins, 30 seconds), on the [Restoration Partnership Development \(RPD\) Toolkit](#) website, to understand the core ideas behind this initiative, and to see whether it might be appropriate for your use.

## Using this manual

This manual is for anyone who wants to find out more about using the RPD toolkit for better understanding the perspectives of stakeholders in restoration landscapes. This manual has been written primarily with restoration practitioners or project leaders in mind.

## What is this toolkit for?

The toolkit has been designed to help restoration practitioners or project leaders better understand the perspectives of the different stakeholders in the landscapes they are working in. Our piloting and previous work has shown that it is informative for project implementers to understand the range of perspectives on a landscape, and that social data on perspectives can then be used to discuss and debate those perspectives. This contributes to making restoration initiatives better and fairer.

The toolkit contains everything a practitioner or project leader needs to a) design and deliver a survey for understanding stakeholder perspectives, and b) design and deliver stakeholder workshops for discussing and deliberating those perspectives.

## Is this toolkit for me?

The toolkit is currently designed for use in large-scale or landscape ecosystem **restoration projects** in the UK.

This toolkit could be useful **at any stage in a project where it would be useful to gather data on stakeholder perspectives** on key issues pertaining to restoration and land management in your target landscape. This would most likely be at the early stages of a project.

The toolkit can be used for understanding perspectives of stakeholders **within organisations** (for example project employees, employees of partner organisations, board members etc.), or stakeholders **in the wider project landscape** (e.g. farmers or other land managers, statutory bodies, local representatives, businesses, community members, charities or NGOs, utilities organisations etc.)

The toolkit may be particularly useful for restoration projects in **contentious landscapes**, or where there has been disagreement in the past between different stakeholder groups. This is because the toolkit

helps **identify areas of agreement and areas of disagreement** amongst your stakeholders, and provides guidance on how to discuss those areas of agreement and disagreement productively. This, in turn, will indicate areas where it may be easier or more difficult for your stakeholders to collaborate or find common ground.

Note: for reasons discussed below, **this toolkit is not ideally suited to support the polling of a representative sample of the general public**, in restoration landscapes, but takes a focus on key stakeholders in order to facilitate a more engaged dialogue among them.

### What is in the toolkit?

The toolkit is free, and comprises the following elements:

- This guidance manual
- Three interlinked (online accessible) apps
  - Survey generator app for designing a Likert statement-based survey, where participants indicate their level of agreement with a set of statements on restoration, using a five-point Likert scale
  - Survey app where the stakeholders in your target landscape complete the survey you designed with the generator
  - Survey analysis app, for analysing and interpreting survey results
- Support videos, about how to use the apps, are linked from the [main RPD site](#).
- Additional documents including surveys used in landscapes in which the work was piloted, and some template slides which can be used in workshops.

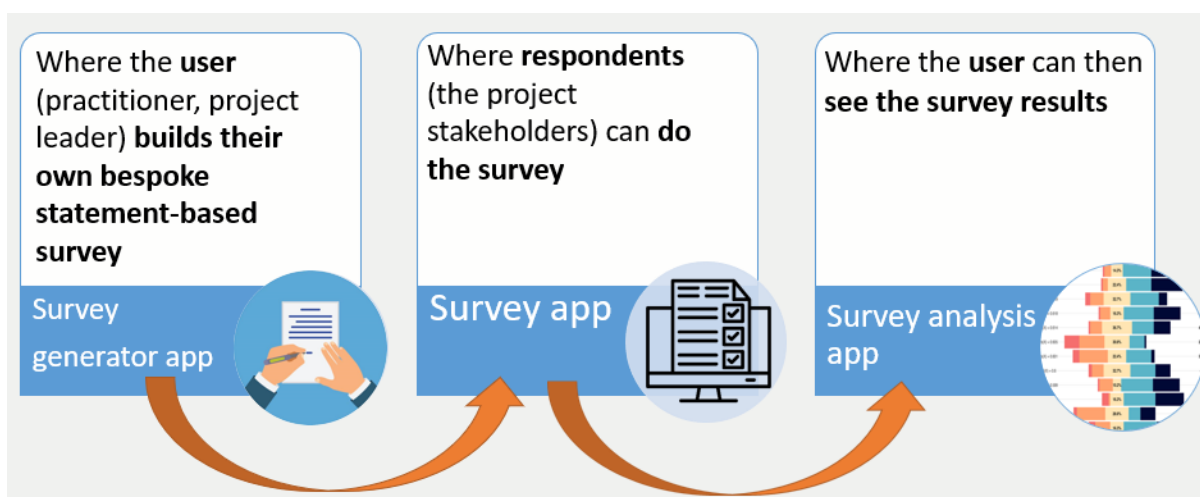


Figure 1: Overview of the three apps used to build the statement-based survey, deliver the survey to your participants, and view and analyse survey results

## How do I use the toolkit?

The information you need to design the survey, deliver it to your stakeholders, and analyse and interpret survey data using the three interlinked apps is contained within this manual.

This includes guidance on

- Building a useful survey for your landscape
- Identifying and reaching your stakeholders
- Understanding survey results
- Convening deliberative workshops where your stakeholders can discuss survey results

Table 1, below, shows the different phases of use of the toolkit, and gives reference to manual sections where this is covered and/or the appropriate app to work with.

Phase	Process	App	Manual sections
Preparation	Determine whether this toolkit would be useful to your project	n/a	<a href="#">Summary</a>
Phase 1: Design survey	Set up your bespoke Likert-based survey	Survey generator	<a href="#">Phase 1: Building the survey in the survey generator app</a>
Phase 2: Deliver survey	Determine your sampling strategy	n/a	<a href="#">Phase 2: Use the survey generator app to share the survey with your stakeholders</a>
	Share finalised survey with stakeholders	Survey	
Phase 3: Analyse survey results	Analyse and interpret your data	Survey analysis	<a href="#">Phase 3: Accessing and interpreting survey data in survey analysis app</a>
Phase 4: Design and deliver deliberative workshops	Design and deliver deliberative stakeholder workshops based on survey results	n/a	<a href="#">Phase 4: Planning and delivering workshops based on survey data</a>

Table 1: Phases of the Restoration Partnership Development Toolkit

## Who has developed the toolkit?

We are a group of conservation social scientists at the Universities of Edinburgh and Cambridge: Dr Janet Fisher, Dr Annette Green and Prof. Chris Sandbrook. We are part of the collaboration that developed the [Future of Conservation Survey](#), and an associated [Group and Organisation version](#) of that survey. We are also involved with developing the [Great Big Nature Survey](#). This Restoration Partnership Development toolkit has been closely informed by these other initiatives. More broadly, we are interested in applying social science to conservation challenges in order that social considerations can play a bigger part in the governance of conservation.

# Phase 1: Building the survey in the survey generator app

In the first phase, you will use the survey generator to create your own bespoke stakeholder survey. All of the apps we reference in this manual can be used on phones or computers, but we recommend the use of a computer to be able to view the detail of the survey analysis app visuals.

## What will the survey look like?

The final survey will be Likert-item based. It will include Likert statements about land management and restoration, and respondents will indicate their level of agreement with each statement on a five-point scale (from 'strongly disagree' to 'strongly agree'). Figure 2 shows a screenshot of how a statement in the survey will appear to your respondents, once you have built the survey using the survey generator.

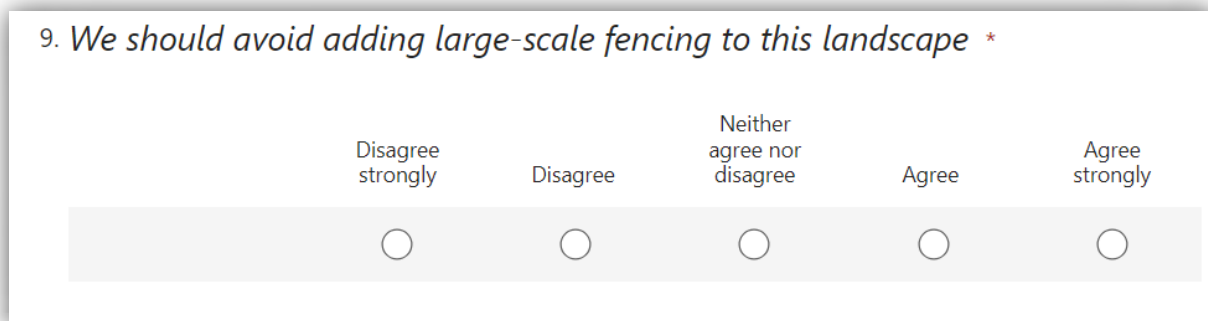


Figure 2: Example survey statement and five-point Likert scale

You can use the survey generator app to choose pre-prepared statements for inclusion in your survey, or you can create your own, or use a mix of both.

## Using the app to build the survey

The survey generator app, where you build your survey, can be accessed online at: [https://rpdt.shinyapps.io/survey\\_generator/](https://rpdt.shinyapps.io/survey_generator/)

There is technical guidance on how to use the app included in the app itself. You build your survey in the app by selecting statements for inclusion in your final survey, and the instructions in the app will guide you through this.

In addition, please see the video to support the survey generator app usage, posted here:

**Important: Please read the section 'Guidance on selecting statements' below before building your survey in the generator.**

## Guidance on selecting statements for use in your survey

In the survey generator, you build a bespoke survey, where you can choose the statements you want to include. You can choose pre-prepared statements for inclusion in your survey, create your own, or use a mix of both. The pre-prepared statements are categorised into different themes. The full list of pre-prepared statements is included in [Appendix 1](#).

There are some things you might want to take into consideration when choosing statements.

- We recommend including 20-30 statements in your survey – many more than this and your respondents will find it difficult to complete the survey, and many fewer than this and your data will not be as useful for understanding the range of perspectives and for planning workshops.
- The maximum number of statements you can select for inclusion in your survey is 38. The minimum number of statements you can include is 8. However, as mentioned above, we recommend using 20-30 statements to make your survey data as useful as possible.
- Remember that you are ultimately going to use the resulting data to structure deliberative workshops (see Box 1), where your stakeholders will have a chance to discuss survey results. When selecting statements, think about the kind of conversations you want to encourage people to have in workshops. For example, you may wish to include a mixture of statements that you anticipate will be less contentious, with some that you think will have the potential to be more contentious.

### Box 1: What are deliberative workshops?

By deliberative workshops, we mean structured group conversations, in a workshop setting, with activities designed to air different views, build mutual understanding of those views, and potentially negotiate compromises between them.

More guidance on how to design and deliver your own deliberative workshops is provided in section 'Phase 4: Convening and delivering workshops based on survey data' on p18.





## Choosing statements from statement banks

The statements available for you to choose from statement banks in the survey generator app have all been piloted in other research projects. They are categorised by theme:

- Animals, birds and vegetation
- Approaches to land management
- Culture, heritage and identity
- Deer management
- Farming and agriculture
- Livelihoods and local economies
- People, planning and decision-making
- What people want from this landscape

In addition, we also have three region/county-specific statement banks, in which the following places are explicitly mentioned:

- Cumbria
- Welsh borders/Marches landscape
- Scottish Highlands

These region/county-specific statements could be used if your work is taking place in the above places, or they could be used in other places with the place name changed, as relevant (see below about modifying statements).

All of the statements are available as an appendix of this report ([Appendix 1](#)), in order that you can view them outside of the app.

## Writing your own statements

There is also an option to write your own statements for inclusion in the survey, up to and including the maximum number of 38.

This option might be useful for users who have something very unique or specific in their restoration project that needs to be addressed in the survey. Examples may include reference to specific species or habitat types that are a significant part of your restoration project or context, or to specific governance or management plans. If there isn't anything unique to your project that springs to mind, you may not need to write your own statements.

Where possible, if you are writing your own statements, we encourage you to base them on the statements already available in the statement banks. Some of them can be very easily adjusted to new and different contexts. For instance:

The statement "In principle, I support the reintroduction of beaver to this landscape" could be adapted to another species e.g. "In principle, I support the reintroduction of golden eagle to this landscape"

The statement "I would like to see more diverse flower species in this landscape" could be made more specific to read "I would like to see more wild orchids in this landscape"

If you do choose to include some of your own statements from scratch, remember:

- Statements should be clear and simple, and NOT phrased as a question
- Statements should not be double-barrelled (i.e. they should contain ONE idea, not two or more)
- Statements should be relevant to ALL stakeholders who will be responding to it, so keep your stakeholder groups in mind when drafting

Examples of good and bad survey statements are provided in Box 2.

### Box 2: Survey statement examples

Some examples of what makes a good or bad statement for the survey:

- ✗ “Young people should be more involved in nature recovery in this area because they are most impacted by future changes to this landscape” [bad – this is a double-barrelled statement]
- ✗ “Would you like young people to be more involved in nature recovery in this area?” [bad – this is a question not a statement!]
- ✗ “I would like to be part of a local youth group for nature recovery” [bad – not relevant to older respondents]
- ✓ “We should include young people in our plans for nature recovery in this area” [good – phrased as a statement; allows all respondents, regardless of age, to voice their perspective on youth involvement in nature recovery]



# Phase 2: Use the survey generator app to share the survey with your stakeholders

## Introduction

This section explains how to use the survey generator app to share the survey you have built with your participants.

## Steps

1. Conduct stakeholder mapping
2. Decide which stakeholder groups you want to be included in your survey responses
3. Share your survey with your respondents
4. Monitor the results as they come in

## Survey sampling: summary

- You do not need a representative sample or a large number of respondents for this survey to be useful.
- It is more important that you gather perspectives from diverse respondents, so that you are more likely to capture different kinds of perspectives on important issues in the survey data.
- This means you need to do stakeholder mapping to work out whose views you want to be captured in your survey data.
- You can then share the survey with individual respondents or gatekeepers using the survey generator app.

## Working out your survey sampling strategy

### Resources for stakeholder mapping

Box 3: Resources for stakeholder mapping

**MindTools:** This site outlines various tools and approaches to stakeholder mapping, including the Power/Interest Grid. It is business-oriented, but the approaches are clearly explained, and useful in environmental contexts too.

**INTRINSIC:** This is a set of resources on rights and social issues in conservation, from a project led by the Cambridge Conservation Initiative. Section 2.5 on p34 of the trainer's manual discusses one approach to stakeholder analysis; the wider manual is also a very useful resource for restoration projects.

**MSP Tools:** This is the webpage for navigating tools and resources from the Multi-Stakeholder Partnership (MSP) Guide from the University of Wageningen's Centre for Development Innovation.

### Stakeholder mapping

Because this survey is designed to help you better understand your stakeholders' perspectives, you first need to determine who your most important stakeholders are.

Stakeholder mapping (also referred to as stakeholder analysis) refers to the process of identifying and prioritising the stakeholders in your project. These stakeholders can be individual people, organisations or groups.

Because restoration projects have implications for how land is used and managed, it might help to think of the kind of people with interest in or influence over land management in your project area. This could include e.g. farmers, town planners, gamekeepers, restoration charities or NGOs, statutory bodies like Natural England, NatureScot or the Environment Agency, heritage organisations like the National Trust, town or parish councils, local government, or protected area authorities. We also provide guidance below about targeting balance in the sample with respect to social characteristics that may differentiate people's views, such as age, ethnicity, gender, mobility. These are just examples – remember to think across different scales depending on the size and structure of your restoration project or the landscape you're working in.

One common approach to stakeholder mapping is categorising stakeholders based on their level of influence on and interest in the project or landscape in question, using a Power/Interest Grid (see resources in Box 3). This is a simple and intuitive tool which can be used alone or with colleagues for quickly identifying and categorising your stakeholders. With a Power/Influence Grid, you can narrow down your target survey sample from your wider stakeholders by focusing your efforts on those with high levels of both influence and interest.

Whichever approach you take in stakeholder mapping, we encourage you to think carefully, perhaps with colleagues, about what your own criteria for inclusion in the survey would be. Which people would be particularly useful to have in the room when discussing the future of this landscape, and which groups have a legitimate stake? This might include people who you disagree with – if they have a high level of interest or influence in your project or landscape, then there is a good case for including them. The section **Phase 4: Planning and delivering workshops based on survey data' (on p18)** outlines an approach to workshop design which minimises the risk of conflict between attendees in a workshop setting.

## How many survey respondents do I need?

The survey does not require a large number of respondents to yield useful results. It is more important that you gather data from different stakeholders who are likely to have different kinds of perspectives from each other.

That is because the survey aspect of RPD has been designed to generate indicative data on where respondents tend to agree on issues, and where they tend to disagree, so that those results can then be discussed in more detail in a workshop setting (Phase 4). In short, for this survey, quality (in terms of interest and influence – described above) is more important than quantity.

Remember that this survey is intended to be used to help you structure conversations in deliberative workshops (see section [Phase 4: Planning and delivering workshops based on survey data on p19 of this manual](#)). Your sample does not need to be representative of the wider population, and you will not be able to make inferences about the wider population based on the data from your survey. You should therefore **aim to capture diversity of perspective in your sample**. This means collecting data from different kinds of people – different ages, genders, professional sectors, or people with different professional backgrounds, or levels of involvement with the project. You should also aim for balance in your sample: by this, we mean that stakeholder groups are all represented and that no one group is over- or under-represented in the survey.

The survey will be anonymous, and you won't collect any personally-identifying data from your respondents: you will have access to information about the professional sector of your respondents, and this is the data you can use to make sure you have *diversity and balance* in your sample.

There is no minimum sample size for this survey. However, the analysis becomes more meaningful when you have 10 or more respondents covering a diverse mix of sectors and/or backgrounds.

## Survey data collection

You should make sure that you are only gathering data from people who are *actually* stakeholders for your project. As such, it may not be appropriate to advertise your survey very widely, otherwise you may get responses from people who don't have any meaningful interest in or influence over your project or the landscape in question.

In general, your approach to sampling should be careful, and probably quite highly targeted. You may wish to share the survey with individual stakeholders, if you have their contact details. Or, you could share it with trusted gatekeepers who can send the survey on to suitable people. Gatekeepers could be secretaries of local organisations, commons chair people, farmer cluster facilitators, employees at national parks or other protected areas, Natural England area teams etc. You can use your existing networks and desktop research to identify potential respondents and/or gatekeepers. Box 4 outlines the sampling strategies from our Wilder Marches and Cumbria case studies.

Additionally, we would strongly encourage you to gather survey responses from individuals from within your restoration project, from both your organisation and from any partner organisations. Capturing the perspectives of these individuals in your data set is important because these people have a high level of influence *and* interest in your restoration project, and not including them in your survey dataset means that their perspectives will not be represented in the deliberative workshops (Phase 4).

#### **Box 4: Sampling strategies in case study projects**

This box summarises two different approaches to sampling taken across our two case study projects. They highlight different strategies, and how to overcome potential sampling issues as they arise.

##### **Cumbria Connect**

For the Cumbria Connect project, we took on responsibility for gathering survey responses ourselves.

We first decided – in discussion with Cumbria Connect staff – that we should focus on capturing data from people who had a high level of influence over how land was managed in this landscape. We identified as particularly important the following stakeholder groups in the Cumbria Connect project area: farmers (on-farm and contractors), heritage and culture (e.g. National Trust, Friends of the Lake District), conservation and restoration (e.g. RSPB, Natural England), and estate management (e.g. United Utilities, Lowther).

We then identified and approached potential survey participants ourselves. We already had an established network of contacts across the key stakeholder groups from research we had done in preparation for developing the tool; we began by calling or emailing individuals to invite them to complete the survey.

We then approached gatekeepers, who we identified either using snowball sampling (i.e. by asking people we were already working with to suggest useful contacts), or by desktop research. We made sure to explain to these gatekeepers that we only wanted the survey to be completed by individuals from the aforementioned key stakeholder groups, and for this reason we did not want the survey to be advertised too widely. In this way, we could be confident that all survey responses would generate relevant data.

##### **Wilder Marches**

For the Wilder Marches survey, we took a ‘light touch’ approach, and handed main responsibility for gathering survey respondents to project staff.

We began by briefing a project manager and landscape advisor on how to approach sampling – i.e. by capturing diversity, and prioritising quality over quantity, as outlined in this section. As with Cumbria Connect, we decided not to target wider stakeholders – like residents or visitors – in this survey. While these wider stakeholder groups will be important to the Wilder Marches project, managers decided at this early stage to focus on people with more direct influence over land management, or who had already been involved in restoration in this landscape in the past.

Gathering survey responses was then led by a member of the Wilder Marches project team who had a very good knowledge of the target stakeholder communities, and how to approach them using her own professional networks and local knowledge.

Survey responses were monitored in real time as they came in. Initially conservation actors were potentially over-represented; however, through deliberate approaches to other stakeholder groups – for instance, reaching more farmers through attendance and surveying at an agricultural show – a more diverse and balanced sample was achieved.

## Monitoring survey responses

You will be able to see how many respondents have completed your survey, and what their survey responses were, in the survey analysis app; please refer to the section [‘Accessing survey results’ on p16](#) for more information on how to do this.

You don’t have to constantly monitor the data as it comes in while the survey is still live. However, it can be useful to check every now and then to see how many responses you have, and whether you have responses from your key stakeholder groups or not. This information can help you work out if you have enough responses or not (see following section).

## How will I know when I have enough survey responses?

There are three things to take into consideration here:

1. You need to be confident you have reached a minimum number of respondents (see section [‘Stakeholder mapping’ on p12](#))
2. You should try to ensure that your survey sample is fairly balanced (by which we mean that there is representation in the sample across all your key stakeholder groups, and no single stakeholder group is too over- or under-represented in your sample). The only demographic information that can be collected in this BETA version of the app is age, sex and professional background (limited to five options). This will be expanded in later versions of the app. Note that you do not need a representative sample or a large number of respondents for this survey to be useful. The reason for this is that the process does not ever require claims to be made about the proportion of respondents who have a particular perspective.
3. If you are planning to use the survey data in deliberative stakeholder workshops, you need to ensure you have enough time to a) understand and interpret your data in the survey analysis app, and b) plan your deliberative workshops. Giving your respondents a deadline to complete the survey, and reminding them of this, will be helpful in achieving your internal deadlines. There is no facility to ‘close’ the survey in the apps, but you could let your (potential) respondents know you won’t be able to work with their data after a certain deadline, and so they should respond before that.

Survey data can be accessed in the survey analysis app, where you will be able to see basic data about your respondents, and to identify issues where your stakeholders tend to agree with each other, and where they tend to disagree with each other. This is covered in [Phase 4: Planning and delivering workshops based on survey data on p19](#).



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# Phase 3: Accessing and interpreting survey data in the survey analysis app

In this section, we explain how, using the survey analysis app, you can access and interpret the results of the survey your stakeholders took in the survey app. Understanding and interpreting the survey results will help you when planning deliberative stakeholder workshops, discussed in [Phase 4: Planning and delivering workshops based on survey data on p18 of this manual](#).

Note also the recorded support video walks you through this step as well.

## Accessing survey results

Survey data can be accessed in the survey analysis app.

You will probably want to access the survey responses while the survey is still live, so that you can check how many people have completed the survey, and whether you have received responses from different kinds of people (see sections [‘Stakeholder mapping’ on p11](#) and [‘How many survey respondents do I need?’ on p13](#)).

## Interpreting survey data

### Recap on sampling strategy

When interpreting this data remember that you (presumably) do NOT have a representative sample, and that you are therefore NOT able to make inferences about the wider stakeholder population in your restoration project. Rather, your sampling strategy was motivated by capturing diversity of perspective, using whatever demographic data most likely indicates diversity of perspective for your stakeholders - such as professional background. As such, the data you’re accessing in the analysis app is showing indicative data on where your stakeholders tend to agree, and where they tend to disagree. You will then discuss the survey data in more detail in workshops. For more information on sampling, see section ‘Sampling strategy’ above.



## Data on survey respondents

The survey analysis app will show you the professional sector of respondents, as an indicator of diversity of perspectives. These results won't show how specific stakeholder groups responded to statements – in fact, it is not possible to disaggregate the results by any demographic factor. You will use the professional sector of respondents to check what kind of stakeholders you have gathered survey responses from so far: to make sure you have collected responses from across all sectoral groups, and that no single sector is over- or under-represented in your sample.

## Statement-by-statement survey results

The survey analysis app will show visualisations where you can see statements and what proportion of your respondents selected which category of agreement. An example result is provided in Figure 3.

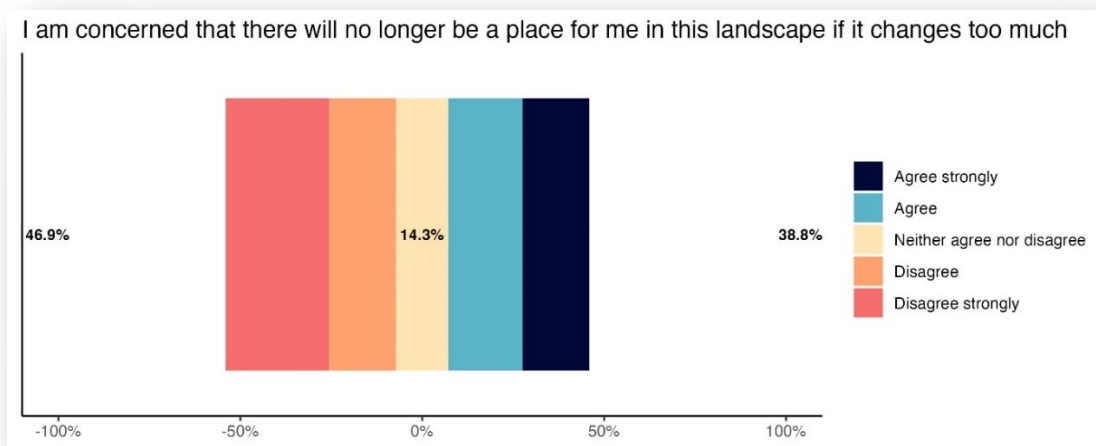


Figure 3: Example result from RPD toolkit survey (Statement 'I am concerned there will no longer be a place for me in this landscape if it changes too much')

Figure 3, above, shows the following information with regards to the statement 'I am concerned that there will no longer be a place for me in this landscape if it changes too much':

- 46.9% of respondents disagree with this statement (combined proportions of those who selected 'Disagree' and 'Disagree strongly' in response to this statement)
- 14.3% of respondents neither agree nor disagree with this statement
- 38.8% of respondents agree with this statement (combined proportions of those who selected 'Agree' and 'Agree strongly' in response to this statement)

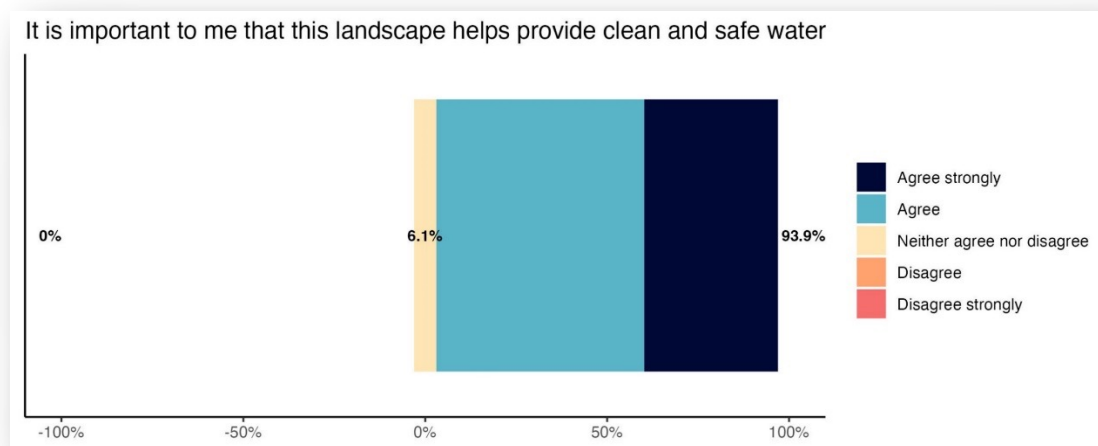


Figure 4: Example result from RPD toolkit survey (Statement 'It is important to me that this landscape helps provide clean and safe water')

Figure 4, above, shows you the following information with regards to the statement 'It is important to me that this landscape helps provide clean and safe water':

- No respondents disagree with this statement
- 6.1% of respondents neither agree nor disagree with this statement
- 93.9% of respondents agree with this statement (combined proportions of those who selected 'Agree and 'Agree strongly' in response to this statement)

### Consensus index scores

The survey analysis app will show you the consensus index scores for each of the statements included in your survey. The consensus index score is calculated as outlined in Tastle and Wierman (2007).<sup>1</sup> The consensus index score is always between 0 and 1: a score closer to 0 suggests a low level of consensus among respondents on that particular statement, while a score closer to 1 suggests a higher level of consensus. In the survey analysis app, the statements from your survey will be presented to you ranked from highest to lowest consensus index score.

The survey analysis app will also highlight to you the **Top eight least contentious statements** (the eight statements with the highest consensus index scores), and **Top eight most contentious statements** (the eight statements with the lowest consensus index scores) and the middle eight contentious statements (arranged around the mean consensus). These statements indicate to you where your stakeholders may be more easily able to find common ground on the issue in the statement, and where it may be harder for them to find common ground. In other words, the consensus index score acts as an indicator for which issues are likely to be most and least contentious in the project or landscape in question. These are likely to be useful data in and of themselves.

The app will prompt you directly on this, but please note that you should screen capture and save the visuals displayed to you in the survey analysis app for later use as prompts in deliberative workshops.

The consensus index scores will also help you decide which statements you would like to be discussed in more detail in the deliberative workshops (Phase 4): this is where you'll get more in-depth qualitative data which will help you to interpret the survey results.

1. Tastle, William J., and Mark J. Wierman. "Consensus and Dissent: A Measure of Ordinal Dispersion." *International Journal of Approximate Reasoning* 45, no. 3 (August 1, 2007): 531–45. <https://doi.org/10.1016/j.ijar.2006.06.024>; see also "Corrigendum to: 'Consensus and Dissent: A Measure of Ordinal Dispersion'" *International Journal of Approximate Reasoning* 51, no. 3 (February 1, 2010): 364. <https://doi.org/10.1016/j.ijar.2010.01.003>

# Phase 4: Planning and delivering workshops based on survey data

At this point, you will have already a) built a bespoke statement-based survey, b) gathered survey data from project stakeholders, and c) begun to analyse the survey results. You are now ready to begin planning deliberative workshop(s) where you invite stakeholders from your project to help you interpret and understand the survey results in more depth.

## Planning deliberative workshops

### Who should be invited to the deliberative workshops?

The process for sampling and reaching the stakeholders you wish to invite to your workshop(s) are largely the same as the processes for identifying participants for the survey itself (see section ['Phase 2: Use the survey generator app to share the survey with your stakeholders' on p11](#)): you have already identified your most important stakeholders, and who you want to be in the room when you are discussing the future of this landscape; as with the survey, you want to make sure that no single group is over- or under-represented among your workshop attendees.

It doesn't matter if all, some, or none of the workshop attendees have done the survey you developed.

We also strongly recommend that, you include people from your organisation, and your project's partner organisations (which might include project management colleagues, board members, trustees or volunteers). This may include people who are involved directly or employed by the project itself. If possible and appropriate, we would also encourage you to attend the workshop as a participant. If you decide to do this, you need to think about the management of power dynamics between your project's stakeholders. Remember that your aims are to set a tone of curiosity and openness among your project stakeholders, to guide productive and honest conversations between participants, to encourage your participants to think from someone else's perspective, and to build (hopefully) positive connections between different people, even if they don't agree on everything. We believe that the benefits of including project staff members, and people from constituent organisations, outweigh the disadvantages. Please see Box 5 for a table outlining the pros and cons of including these influential people in deliberative workshops.

## How many people should be at the workshop?

Other than that, the total number of people you invite depends mainly on the resources you have available (to procure e.g. venue hire, catering, independent facilitation services) and the willingness of your stakeholders to engage with group conversations of this kind.

Very small workshops of 4 or 5 people are more likely to yield in-depth qualitative data, and provide a chance for participants to get to know each other well; however, you won't be able to gather as much data about individual survey statements as you would do with more attendees. Larger workshops of 20+ people are more work to manage, but you will be able to discuss more statements from the survey. More information on workshop activities is provided in the below sections.

### Box 5: Should I invite project staff or other project representatives to my stakeholder workshop?

Some potential pros and cons to including project staff or other representatives are set out in the table below.

Pros and cons to including project staff or other representatives in stakeholder workshops	Notes
<b>PRO:</b> Shows other stakeholders that the project is taking wider stakeholder engagement seriously	This is quite a powerful gesture for project employees and other key representatives to make, and can set the tone for future interactions between stakeholders and the project
<b>PRO:</b> Assuming there is good facilitation, all workshop attendees will be placed on an equal footing	Again, this is symbolically powerful: participants from wider stakeholder groups will learn that their perspective is just as important as anyone else's, at least for the duration of the workshop!
<b>CON:</b> Some stakeholders may feel that they are unable to speak openly and honestly in front of certain people if they were in attendance	This may be mitigated somewhat by making sure some participants are placed in separate groups for small group discussion activities; this will only be possible in workshops with enough participants, however.
<b>CON:</b> Project staff or other project representatives may assume that they need to promote or 'sell' the project or particular parts of it to the assembled participants, or that they should be involved in leading or running the workshops.	You can mitigate against this using clear communication about what is expected from attendees at workshops, and you can make it explicit to your colleagues that they are invited as participants and should not expect to be able to shape workshop proceedings. Good facilitation from an independent facilitator will also help.

## What happens in the workshops

The core of the deliberative workshops is a three-stage set of group discussion activities, based around the results of the anonymous survey. The total time for the workshop should be around three hours: this includes arrivals, introductions, the three stages of group discussion activities (see below), goodbyes, and time for occasional tea breaks. **More detailed information on the practicalities of delivering the workshop are provided in the section 'Delivering deliberative workshop'.**

We have designed the workshop group discussion activities to achieve the following objectives:

- First, the instrumental aim of gathering data that is useful to your project on where your stakeholders agree and disagree with each other, and why.
- Second, the experiential aim of bringing different stakeholder groups together, facilitating them in considering each other's perspectives, and giving people the opportunity to voice their feelings and emotions.

The three-stage set of group discussion activities are as follows:

1. Participants are given time to consider the survey results individually or in pairs, then asked to reflect on which survey results they found particularly surprising, and those which were unsurprising.
2. Participants are invited to discuss the results from pre-selected individual statements in-depth
3. Participants are asked to consider the question: If we are to work better, together, to benefit everyone who cares about this place, what areas should we focus on?

More practical information on how to organise these activities is provided in the section '[Group discussion activities](#)'.

### Box 6: Preserving anonymity and the Chatham House Rule

In order for people to speak as freely as possible in workshops, they should be assured that what they say will not be attributable to them personally.

You should therefore run the workshop as per the Chatham House rule – meaning that the discussions can be discussed and reported outside of the workshop itself, but that the identity of individual speakers cannot be revealed.

At the beginning of the workshop, someone – either you or the independent facilitator – explains the Chatham House rule, and emphasises that everyone in attendance is expected to abide by it.

The format above should work equally well for smaller or larger workshops. However, the number of participants has implications for how discussion data is gathered. For example, if you are running a small workshop with 4-5 participants, you can act as participant-observer, contributing to discussions as well as taking notes on what other people say (although do not attribute the notes you take – see Box 6 on the Chatham House Rule). However, if you have 20+ attendees at your workshop, you will have to split attendees into three or four groups, in which case someone from each group should be assigned as notetaker. If you have employed the services of an independent facilitator (see section ‘Using independent facilitation services’ below), they should be able to manage the logistical side of the workshop overall, e.g. timekeeping, announcing when it’s time for a tea break etc. – this will leave you free to focus on your role as participant observer.

### **Inviting participants**

An example of a workshop invitation email is included in Appendix 2: Example invitation to deliberative workshop.

### **Using independent facilitation services**

We strongly recommend employing the services of an independent facilitator to help run your workshops where possible. Facilitators offer different kinds of services, but usually they can advise you during the planning stages of the workshop (e.g. guidance on number of attendees, workshop timing, when to eat or plan tea breaks), as well as being present to run the workshop themselves. On a practical note, this means you will be more able to focus on observing the workshop, or even better, on participating in it. A facilitator may also be able to provide stationery, a projector, name badges and other important items.

Additionally, an independent facilitator will (or should) have no stake in the restoration project or the landscape in question. Their independence from the project or landscape of interest means that workshop participants will be able to trust that the facilitator will not be trying to influence opinions or convince attendees to agree to something, but rather will be there to curate conversations, keep everyone comfortable, and give attendees a chance to express themselves in a respectful environment.

Finally, having an independent facilitator running workshops is especially effective if project employees are also attending workshops as participants. This makes it as clear as possible to everyone attending that all attendees have equally valid contributions to make, and that no individual’s perspective is more important than another’s. This is an important aspect of managing power dynamics between different stakeholders, and is especially important in landscapes where restoration or changes to land management are contentious issues.

# Delivering deliberative workshops

This section provides practical guidance on delivering and running deliberative workshops.

As noted above, the total time for the workshop should be around three hours: this includes arrivals, introductions, the three stages of activities set up above, goodbyes, and time for occasional tea breaks.

Note that if you have decided to employ the services of an independent facilitator – which we strongly recommend – they will be able to help you with this. They may also offer different opinions on how to run the workshops: this is fine, and it is good to draw on their expertise in the area of managing group conversations. However, we do recommend that you follow the basic structure of the workshop group discussion activities, as set out in the on 'Group discussion activities'.

## Pre-arrivals

You should arrive at the workshop venue early to check that you have access to the venue, to familiarise yourself with the layout (e.g. where the bathrooms are) and to arrange the room how you want it (this will depend on how many people you have attending, but generally grouped tables works well). If you are using an independent facilitator, you can meet them here and they can help you set up.

## Arrivals

Make sure that you are there to greet attendees when they arrive, and that you introduce yourself to people you don't know or haven't met in person. Give them their name badge. It is good to have tea and coffee available from the outset, so that people can busy themselves and chat to each other while waiting for the workshop to start. If you are providing food at the workshop – for example lunch for an afternoon workshop or dinner for an evening workshop – it can be good to have the food available at the arrivals stage, so that attendees can chat informally while they are eating.

## Box 7: Workshop checklist

- Venue (with suitable furniture and tech equipment if necessary)
- Independent facilitator services
- Catering (food, tea, coffee, water?)
- Name badges
- Stationery (flipchart, markers)
- Name badges or labels
- List of groupings for small group discussion activities
- Enough survey result printouts for each attendee (plus spares)
- Large printouts of individual statements for group discussion activities.

## Introductory material and setting the tone

Once the workshop starts, it is important that you set the tone for the activities which will follow. It is best if introductory material is short, and should include the following elements:

- Introduction from the facilitator, so everyone knows who they are and what their role is in the workshop
- Explanation of how to interpret survey data results. This is necessary so participants have an idea of how to read the survey results, and are then able to discuss them in the workshop discussion activities. We recommend NOT presenting the full set of survey results to the participants, or your analysis of them: instead, use and adapt the simple visuals provided on the [RPD website](#) (in a powerpoint file that you can draw from and adapt) for presenting to people about how to explain these data to workshop participants.
- [Optional] Information about the restoration project or landscape under discussion from e.g. a project staff member. If doing this keep it VERY short, factual and basic: do not come across as trying to 'sell' the project to participants.
- Workshop structure and conduct overview: note that the workshop will operate under the Chatham House Rule (explained in Box 6), overview of structure of workshop
- Housekeeping matters: where the fire exits, bathrooms, and tea/coffee facilities are)





## Group discussion activities

As noted above, group discussion activities take place in three stages.

<b>Stage 1</b>	<b>Participants consider the survey results, then share which survey results they found particularly surprising, and which they found unsurprising.</b>
Discussion format	Small groups of 4-7 people
Objective	<i>This activity gives the participants a chance to get used to the survey data, and encourages them to look at each statement in turn. The participants might need a couple of minutes looking at the survey results individually or in pairs before they start addressing the discussion questions.</i>
How to introduce activity to participants	Use projector screen or flipchart to display the following prompts: <ul style="list-style-type: none"> <li>• Which results were as expected?</li> <li>• Which results were surprising?</li> </ul> Ask the participants to discuss this in their groups.
Equipment for participants	Printouts of full survey results (preferably one for each person, on A3 paper; the key figures are screen captures of pages 4-7 (inclusive) of the survey analysis app relating to your data); pens for people who want to make notes on their handouts; flipchart and marker for the assigned scribe(s) (if applicable)
<b>Stage 2</b>	<b>Participants are invited to discuss the results from pre-selected individual statements in-depth.</b>
Objective	<i>This discussion activity is intended to get participants to consider the range of values, opinions and knowledges that might motivate someone to respond to a statement in particular way. For example, the participant personally might agree strongly with a statement; but why might someone else disagree with it? These discussion exercises should also encourage the participants to reflect critically on their own perspectives.</i>
How to introduce activity to participants	For this exercise, you should pre-select statements based on the results of the survey. For each discussion group, you should select <b>one statement from the eight least contentious statements</b> and <b>three statements from the eight most contentious statements</b> . If you have multiple groups, you can choose different statements for each group to discuss, or you can ask all groups to discuss the same statements. The approach you choose depends on whether you would prefer to gather discussion data on as many statements as possible, or to focus on statements that you think are particularly important.

	<p>Use projector screen or flipchart to display the following discussion prompts:</p> <p>For the least contentious statement:</p> <ul style="list-style-type: none"> <li>• What might be the reasons behind the high level of stakeholder consensus with regards to the issue in this statement?</li> <li>• If people tend to agree with one another about the issue in this statement, is there anything preventing us from making positive changes with regards to this issue?</li> </ul> <p>For the most contentious statements:</p> <ul style="list-style-type: none"> <li>• Why do you think people tend to think so differently from each other about the issue in this statement?</li> <li>• What challenges, if any, might arise from people not agreeing with each other about the issue in this statement?</li> </ul> <p>Ask the participants to discuss this in their groups. You or the independent facilitator may wish to keep an eye on discussions so you can introduce new statements to the group one by one, once discussion on one statement has come to a comfortable end. It is likely participants will not stick exactly to the discussion prompts; this is OK, as long as their discussions are more or less on topic.</p>
Equipment for participants	Large printouts of screen grabs from survey analysis app showing individual statements pre-selected for discussion (i.e. one of the least contentious statements and one of the more contentious statements for each discussion group); flipchart and marker for the assigned scribe(s) (if applicable)
Discussion format	Small groups of 4-7 people
<b>Stage 3</b>	<b>Participants are asked to consider the question: If we are to work better, together, to benefit everyone who cares about this place, what areas should we focus on?</b>
Objective	<i>This discussion prompt for a whole group discussion is intended to finish the workshop on a (hopefully) positive and forward-looking note. It also encourages the participants to consider the discussions they have had holistically, thinking about both the areas of agreement and disagreement across stakeholder groups.</i>
How to introduce activity to participants	<p>Use projector screen or flipchart to display the following prompt:</p> <ul style="list-style-type: none"> <li>• If we are to work better, together, to benefit everyone who cares about this place, what areas should we focus on?</li> </ul> <p>Ask the participants to discuss this in their groups.</p>
Equipment for participants	None
Equipment for facilitator	Flipchart and marker, at front of group, for writing up group's contributions
Discussion format	Whole group/plenary discussion

## Wrapping up

Thank the participants for their contributions.

## Post-workshop aftercare

You may wish to write a descriptive report of workshop discussions to share with all participants. Remember that while you can report the discussions themselves, you should not attribute quotations or discussion points to individual participants (see [Box 6 'Preserving anonymity and the Chatham House Rule' on p21](#)).

## Next steps for your project in using the information gathered

You and your colleagues should have sight from the very beginning of the use of the RPD tools as to how they will inform your next steps. This will likely take the form of ideas about: 1) how the substantive information from the survey about what issues garner least and most contention can inform project development, and; 2) how the relationships established or changed through the processes of the deliberative workshops could inform next steps in the partnership building process. This will all be context specific, so we cannot provide formulaic guidance on what it might look like, but simply reiterate that project managers should have sight of this throughout the process. In addition, the prompt within the workshop guidance about 'If we are to work better, together, to benefit everyone who cares about this place, what areas should we focus on?' could provide useful input into thinking about next steps for the project.



Credit

# Appendices

## Appendix 1: All statements included in the survey generator app (grouped by theme)

### Animals, birds and vegetation

- I would like to see more diverse species of wild animal in this landscape
- I would like to see more diverse bird species in this landscape
- In principle, I support the reintroduction of beaver to this landscape
- In principle, I support the reintroduction of lynx to this landscape
- In principle, I support the reintroduction of Scottish wild cat to this landscape
- Reintroducing mammals to this landscape might lead to animal suffering
- I would like to see more diverse flower species in this landscape
- I would like to see more diverse tree species in this landscape
- I prefer this landscape to have open views rather than extensive tree cover
- Natural regeneration of trees is more desirable in this landscape than tree planting
- Increasing tree cover is more important than specifically native tree cover
- A large scale increase in tree cover in this landscape is not compatible with traditional sporting activities
- I prefer a landscape with mainly heather hillsides rather than extensive tree cover
- I would like to see more diverse species of plants in this landscape
- Wildlife and nature should be preserved in their current forms, rather than allowing them to change

### Approaches to land management

- Plantation forests are an important part of this landscape
- A restoration project in this landscape should be an opportunity to learn about managing landscapes across borders
- The commons in this landscape should be managed to deliver clean water, carbon storage and habitats for wildlife species
- This is a single landscape with its own unique cultural and visual identity
- When looking after nature, the knowledge of locals is more valuable than scientific evidence
- Local people know how to look after the nature around them better than scientists do
- Nature does best when it is actively managed by people
- We should simply stand back, not interfere, and let nature take its course in restoring this landscape
- "Wild" nature is more important than nature found in places shaped by people, like farms and parks
- Traditional land uses already make significant contributions to protecting nature within this landscape
- We should restore this landscape to help it recover from the damage caused by past policies
- Nature in this landscape needs to be restored
- We don't have to sacrifice food production to protect nature in this landscape

Any plans for restoration here need to take account of the likely future climatic conditions

Restoration in this landscape is not compatible with the development of wind energy

It is dangerous to put too much emphasis on the economic case for restoration, because if it turns out not to be economic, restoration might be jeopardised

It is morally wrong to put a price on nature

Any plans for restoration in this landscape must be economically competitive if they are to be successful

Nature can be better protected with the support of business

Restoration of this landscape will only be a durable success if it has the support of local businesses

People won't look after nature in this landscape unless they are incentivised to do so

### **Culture, heritage and identity**

I am concerned that there will no longer be a place for me in this landscape if it changes too much

We need to be prepared for this landscape to change if we want to make positive changes for nature here

Aspects of our culture could be jeopardised by restoration

There is a risk that restoration of this landscape reduces how well local people identify with the place

### **Deer management**

Science clearly supports the idea that deer numbers should be reduced for environmental benefits in the uplands

Deer numbers should be reduced in this landscape

Deer numbers should be reduced in this landscape to reduce ecological stress on the land

The Section 7 order in this landscape is justifiable because of deer impacts

Further reductions in deer densities will lead to job losses in sport stalking

Carbon credits could provide income to support stalking jobs

I support the removal of the closed season for stags

NatureScot needs to use its enforcement powers more in relation to deer management

The deer management sector is well represented by its representative organisations

The price of stag stalking should be higher

Increasing reliance on contract stalkers threatens the fabric of rural Highland communities

Reducing deer herd sizes will benefit their welfare

### **Farming and agriculture**

Livestock grazing should play a major role in nature restoration in this landscape

Farming should contribute to nature restoration in this landscape

Farms in this landscape can be part of the solution for tackling biodiversity loss

Farms in this landscape can be part of the solution for tackling climate change

Sheep numbers should be reduced in this landscape to reduce ecological stress on the land

It would not be fair to livestock farmers to reintroduce predators to this landscape

We should develop and promote the unique food produce that this landscape has to offer

Traditional hill farming should be preserved in this landscape

## **Livelihoods and local economies**

Restoration in this landscape must not compromise the ability of local people to live and work here

Restoration-based livelihoods cannot replace the rural livelihoods already established in this area

I believe that farming provides more livelihood opportunities than restoration ever could

Traditional land uses already offer better livelihoods for local communities than restoration could offer

There is potential to develop tourism opportunities in this landscape

Restoration in this area could give ecotourism a boost

The scope for nature-based businesses in this landscape will be increased by restoration

It is important that some timber extraction for revenue can continue in this landscape

Work done to look after nature should make money rather than cost money

## **People, planning and decision-making**

I want local communities to be able to influence any planned land use changes in this landscape

It is important that communities are able to influence any planned land use changes in this landscape

Most people here can have little influence over land use decisions as most land is privately owned

Unequal power between different interest groups is an important factor influencing land use here

The support of local people is vital to the long term success of restoring this landscape

Any plans for restoration of this landscape must maintain people's access to the land

Investments in restoration should be accompanied by projects for direct community benefit

Local people should have a say in looking after nature

The best way to look after nature is to involve local people

Looking after nature is only fair if local people are involved

Efforts to look after nature should aim to improve the wellbeing of all people

Looking after nature is important whether or not it improves people's lives

Local knowledge is more useful than science when looking after nature

There is no choice but to work with business to look after nature

## **What people want from this landscape**

I care more about what this landscape does than what it looks like

We should avoid adding large-scale fencing to this landscape

It is important to me that this landscape looks neat and tidy

In this landscape, we should maintain the kind of views that visitors expect to see

I like the idea that restoration would make this landscape feel wilder

This landscape should be managed to reduce flood risk downstream

It is important to me that this landscape helps provide clean and safe water

This landscape can and should make a contribution to domestic food security

Land managers in this landscape should be paid for providing benefits from their land including carbon capture and storage, biodiversity protection, and flood control

Improving river bank habitats in this area should be a high priority

Protecting and restoring peat in this area should be a high priority

Restoration projects in this landscape should prioritise connecting ancient woodlands with other sites important for conservation

The commons in this landscape need to deliver more public benefits, like clean water, carbon storage and habitats for wildlife species

We need to be prepared to let go of some traditional land uses to be able to think creatively and imaginatively about the future of this landscape

## **Cumbria**

Traditional hill farming in Cumbria should be preserved

The commons in Cumbria need to deliver more public benefits, like clean water, carbon storage and habitats for wildlife species

We should develop and promote the unique produce that Cumbria has to offer

We need to be prepared to let go of some traditional land uses to be able to think creatively and imaginatively about Cumbria's future

Welsh borders/Marches landscape

Restoration projects in the Marches landscape should prioritise connecting ancient woodlands with other sites important for conservation

Plantation forests are an important part of the Marches landscape

A restoration project in the Marches landscape should be an opportunity to learn about managing landscapes across borders

We should develop and promote the unique food produce that the Marches landscape has to offer

The commons in the Marches landscape should be managed to deliver clean water, carbon storage and habitats for wildlife species

The Marches is a single landscape with its own unique cultural and visual identity

## **Scottish Highlands**

Any restoration of this landscape must be done in partnership with sporting interests and not compromise their activities

The culture of Highland stalking is threatened by current changes in uplands management

Estates in this landscape producing carbon credits should share some of that money with local communities

It is desirable to develop higher value premium hunting and shooting opportunities within this landscape

If some landowners are able to prove that restoration is working for them, many other landowners will undertake restoration

Efforts to promote restoration are constrained by too much caution on the part of government

Estates in this landscape need to deliver more environmental benefits for society, such as carbon storage and habitats for wildlife

Estates should create wider opportunities for people to do recreational stalking

It would be better to pre-empt possible government regulation by proactively changing approaches to land management, than to end up behind the regulation

## Appendix 2: Example invitation to deliberative workshop

Dear [name],

[Personal intro where possible]

As you may know, I have recently been doing some social research on the perspectives of stakeholders in the [project name] on land management in this area. We are now seeking participants for some workshops we are running at [insert locations] on [insert dates].

The UK is going through a time of immense change with regards to landscape management for the benefit of both people and nature. We believe that different kinds of people could work together and help each other navigate these changes, in mutually beneficial working relationships. But we also understand that people have all different kinds of hopes, fears, wants and needs for the landscape where they live and work. We want to a) understand what those diverse perspectives are, and b) encourage restoration partnerships to account for that range of perspectives when developing strategies and activities for their restoration projects.

We would like to invite you to attend the following workshop:

[Time, date, location]

A buffet-style evening meal, and tea and coffee, will be provided.

There will be [insert estimated range of participants] at each workshop. Attendees will include [different stakeholder groups – mention briefly]. A professional facilitator – from outside the area and with no personal interest in this landscape – will run the workshops to make sure that everyone has a chance to participate in whatever way they feel comfortable with.

At the workshop, we will present data from a survey we have recently conducted exploring perspectives on restoration in [this landscape]. The professional facilitator will then guide a group conversation, to discuss interesting or surprising survey results, and to identify common goals (if there are any).

You do not need to have completed the survey in order to participate in the workshop.

The aim of this workshop is to discuss and understand different points of view about [the landscape or area in question] – what people feel, what is important to them, and why. All viewpoints are valid. The professional facilitator is trained in ensuring everyone's voice is heard and that conversations are helpful and productive, and people will have a chance to contribute without having to stand up and speak to everyone.

By the end of the evening we will have:

- Refreshed our understanding of the [project name if applicable]
- Shared the results of the recent survey on perspectives on [the landscape or area in question]
- Talked about the reasons why certain statements generated higher levels of agreement or disagreement
- Had the chance to have a cuppa, a bite to eat, and a catch up with people who all have a passion for [this area].

If you are able to attend, please let me know via email, or you can call, text or WhatsApp me on [number].





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LANDSCAPES  
& SEASCAPES  
PROGRAMME

Cambridge  
Conservation  
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