

MSc thesis

*Facilitating social learning to  
increase levels of local involvement:  
the case of Associação Transumância  
e Natureza in Portugal*

Annemiek Leuvenink



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# MSc Thesis

## *Facilitating social learning to increase levels of local involvement: the case of Associação Transumância e Natureza in Portugal*



August 27<sup>th</sup>, 2013

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MSc program | MSc Applied Communication Science

Specialisation | Global Change and Environment

Thesis code | COM80433 | Communication & Innovation Studies

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Photos: Front page: Côa River Reserve Faia Brava | Current page: Egyptian vulture | by A. Leuvenink



## Summary

In parts of Europe a process of depopulation is taking place. The population in rural areas are aging and young people are leaving for employment to the bigger cities. Public services such as schools and health care in rural areas are vanishing more and more. Besides these socio-economic effects, there are also effects on the landscape. Afforestation takes place and wild animals appear to populate the areas more. There has been a large wildlife comeback of an average increase of animal populations of 43% in Europe in the last 30-40 years. Rewilding Europe sees an opportunity in the land abandonment for nature and wildlife to come back and explores new ways for people to earn a fair living from 'the wild'. Rewilding Europe is an initiative that wants to 'make Europe a wilder place' by rewilding one million hectares of land in Europe by 2020. Rewilding Europe currently has five pilot areas and cooperates with local nature conservation organisations. One of them is Associação Transumância e Natureza (ATN), a Portuguese non-governmental nature conservation organisation that gained the responsibility and accountability over the implementation of the Rewilding Europe initiative in their reserve Faia Brava. ATN manages the Portuguese area of the pilot area Western-Iberia (in the West of Spain and East of Portugal). This research is executed in cooperation with ATN.

An increase in nature tourism can offer opportunities for cooperation between the local community and ATN, to be able to offer the tourists a bigger diversity of activities and more highlights in the region. Before this cooperation can be established, ATN needs to start involving the local community. There are different reasons for why ATN would want to build a better relationship with the local community, for example to diminish current conflicts, to create awareness for ATN's activities and to make connections with local people and local businesses. A basic assumption of this research is that an increase of local levels of involvement can benefit both the local community as well as ATN by discovering opportunities for cooperation which can contribute to improvement of the local social-economic situation. In this research an attempt is made to increase the different levels of involvement of different community groups (defined as 'the ones that agree', 'the ones that disagree', 'the ones that do not know' and 'the ones that do not care') by organizing an interactive, participatory process. This participatory process took place in the form of two workshops, which were aimed to facilitate social learning processes among the participants. Social learning is a process in which people share their perspectives and experiences to create common understandings of a situation and to develop strategies for collective action to improve that situation. The objective of this research was therefore: to contribute to academic and practical knowledge on how ATN can increase the levels of involvement of the different community groups by facilitating social learning. The guiding research question was: to what extent did the workshops, as designed by the action researcher and executed by ATN, facilitate social learning and to what extent did this increase the levels of involvement of the community groups in the most sustainable way? The most sustainable way refers to the most efficient way – in the sense of time and effort - for ATN to achieve a lasting change.

This research followed the premise of an action research and attempted to contribute to problem solving by simultaneous research and action. The research instrument of this research, the interventions, consisted of a series of two workshops which were in Portuguese and facilitated by a neutral facilitator and three assistant facilitators, who were all employees/interns at ATN. During the research process four different phases were distinguished. (1) the *intention* of the workshops; (what decisions were made during the design of the

workshops by the action researcher and ATN?), (2) the *observation* during the workshops; (to what extent did the workshops went according the designed plan?), (3) the *evaluation* of the processes during the workshops (to what extent did social learning processes take place?), and (4) the *reflection* of the processes (to what extent did the design of the workshops facilitate social learning processes? And to what extent did the workshops increase levels of local involvement?). The data was collected by applying different data collection strategies that can be divided in two categories: (a) the workshops themselves (half-structured interviews with the facilitators and participants, questionnaires by participants, and personal observations during the workshops), and (b) the decision making ATN (personal observations during formal and non-formal meetings at ATN, email correspondence with colleagues at ATN and transcripts of interviews of another master thesis).

The goal of the first workshop was to let participants share their desired futures, to combine those futures and come to a mutual understanding about the overlapping themes that were most present among all these stories. These themes were then used in the second workshop to develop more practical ideas for how to make these reality. After some rounds of sharing ideas, the best idea of each theme was shaped by means of a business model and presented in the group. The final step was to facilitate networking and to provide an opportunity for participants to show their commitment. At the end of the second workshop four ideas were developed: to combine regulated hunting with nature conservation, to make an inventory of the abandoned houses to enhance sales, to make a hotel village in Cidadelhe, and to start an association that can help regional producers with pre- and after production activities. Even though the workshops appeared successful at first glance due to the commitment that was made, the analysis by means of a model of the social learning processes showed different conclusions. The processes of 'sharing different perspectives', 'dissonance', 'reframing', 'mutual understanding' and 'commitment' were analysed. The workshops did facilitate some of these social learning processes, but actually the design of the workshops had focused more on the facilitation of the condition of social learning (sharing different perspectives) and the enabling factors (creating a trustful environment, social capital, ownership and a heterogeneous group), and lacked the specific facilitation of the social learning processes themselves. The most important arguments to conclude that the extent to which social learning was facilitated was low, was that the workshops were not designed to and did not lead to collective action, but focused on personal action and the reframing of personal frames, which were both hardly measured. However, the workshops did lead to commitment, but these participants were all already strongly involved in ATN. Therefore it had to be concluded that the different levels of involvement were not increased, or just slightly.

These conclusions led to the recommendations to ATN to develop a more clear communication strategy that targets at clearly defined groups and a specific goal for each. Also, it is strongly recommended to start negotiating with local people and to set an agenda with the community for another workshop. ATN should become aware of the conflict-frame they might unnecessarily hold towards Cidadelhe. Also it is advised to organize information meetings since all participants were interested in that and many misperceptions exist. Furthermore it is recommended to keep building networks, since all ideas that were developed had to do with connecting people. The most important lesson learned is for ATN to spend more time and energy in finding people that want to be active, instead of spending time and energy in making people become active.

## Foreword

The bus driver of the minivan took the curves of the mountain road as if he had done it a hundred times before. Wine yards past by as well as small authentic villages scattered in the landscape. Dogs were laying on the streets, sleepy in the evening sun. Old people were sitting on benches, chatting and curiously watching the passengers in the minivan. The sun shed her golden glow over the hilly landscape, decorated with small fields with almond and olive trees and grapes. White pigeon houses spread over the landscape lighted up. Going here was the best decision in years, I thought.

Reality kicked in, when fifty minutes later I arrived at my final destination, *Figueira de Castelo Rodrigo*. Alice Gama, from Associação Transumância e Natureza (ATN), had insisted to pick me up, so I waited there. And I called her, and called again. Luckily, there was another Wageningen University student Lesley, who was also doing her thesis at ATN. She came to pick me up, together with João Ruano, an intern at ATN who I would work with. They explained me that he was asked to pick me up, but this message had not reached me. João picked up my backpack and with the three of us, we walked uphill, passing barking dogs, houses with enormous flowers, and an empty public pool, on the way to our - and my new - home. This example gives an implication of how my research in Portugal went. Even though things were planned and seemed sure, things went differently, but in the end, it all worked out just fine.

This thesis had not originated during the first meeting in Portugal at the 1st of April 2013. In fact, it had started one year earlier when I heard about the possibility to undertake a research about the Rewilding Europe initiative from Arjaan Pellis from the Cultural Geography chair group. I was fascinated about the idealistic goals Rewilding Europe had set; to make Europe *a wilder place*. I wrote a research proposal in the spring of '12, but to make a long story short, this did not work out. Six months later, when I was spending a holiday in Lisbon, I felt strongly that I wanted to go back again. This was not my first time living in Portugal – I had done an internship in Porto before - and that time I already felt in love with the country and its culture. When I was back in the Netherlands - I do not exactly recall why but - I checked the website from the Cultural Geography chair group and there it was: the possibility to apply for an Intensive Erasmus Programme in Western Iberia, in cooperation with Rewilding Europe and ATN. Then a snowball effect happened; I applied, I got selected, I went, I met people from ATN, I discovered a way to possibly combine my research with that of intern João, and I arranged a meeting with my supervisor René van der Duim and ATN to talk about my research possibilities for them and the rest... well the rest can be read in this report.

Now, five months later, the research report is finished. It was a relatively short, but beautiful journey that has impacted my plans for the future. I felt so alive in Portugal, that I am certain that I will go back and try to learn the language well. I had a great time living in that region, in the North-East of Portugal. I came to appreciate this remote and typical village that Figueira de Castelo Rodrigo is. I had the opportunity to experience the culture because I only had Portuguese colleagues, and gained the chance to practice and learn Portuguese a bit better. Being a student researcher at ATN means being an intern, so I had the opportunity to help marking walking paths in the nature reserve, help reconstructing a road, going on fire vigilance during sunset and feed the vultures. ATN's nature reserve Faia Brava is an extraordinary place that, to me, in the evenings looks like a sunset in Africa. Besides all these 'ups', there were some 'downs' of course, from which one was that being

so dependent on other my Portuguese colleagues to arrange things for my research was difficult. I was very dependent on them for the practical organization of the workshops, but I learned that I could even be more assertive than I thought I was.

This journey has not only been a cultural journey, it was an scientific journey for me as well. I was always a bit scared of doing a thesis. It is such a long process, how to stay motivated all the time? But during this thesis I realized, that this thesis – the location, the theories, the arrangement of deadlines – was more perfect for me than I could have ever imagined. The location - well that is clear now. The theories were very interesting for me because I am an idealistic person. So becoming an action researcher was probably one of the best forms of research for me, due to the combination of practice and theory and the focus on actual change. Furthermore, the social learning theory I applied has parts that I purposely apply in my own life as well. I consciously try to do things that are slightly outside my comfort zone, because I know that then I will learn more, and my comfort zone will grow. At last, the deadlines - because my brother and his wife expected their son in July, I wanted to be back in the Netherlands on time, and because I wanted to graduate before September, I had very strong and unchangeable deadlines. Like many others, I perform best under pressure and during this final year I have learned to respect that and to make use of that. Finishing this thesis in five months, while it took me four years to complete my master, is a big victory for me. I learned that if I want something, it is possible. Furthermore, I have learned that it is extremely important that you believe you can do it, because at days I doubted this, I was not worth anything, but on the days that I did believe this, it gave me the motivation that I needed to continue. Also creating a routine and new habits were easier than I thought. I learned that not having too much pity for yourself is also important. I truly believe these insights will help me accomplish other things in my life as well.

This master thesis would not have been possible to start, execute and finish without the help of many people. I would like to thank my supervisors Rico Lie and René van der Duim for their guidance and trust. Both supervisors were always very considerate for me and very constructive in their feedback. I always left our meetings with new gained confidence and a better idea about how to continue my research. I thank my parents for providing me the opportunity to study – and to enjoy student life in all forms - this long, and to push or comfort me when I needed it. I thank Ralph, my newborn nephew to plan his birth so well so that I had a really good deadline. I want to thank my friends Thomas, Chandni, Baukje, Ingrid and Roel for being there for me during my thesis especially, to laugh with me, to sometimes show me a mirror and to listen to my stories. I want to thank Arjaan Pellis for selecting me for the Erasmus IP and helping me believe I could do this, if I wanted to. And above all, I thank the entire team of ATN I worked with; António Monteiro, Henk Smit, Henrique Pereira dos Santos, Alice Gama, João Quadrado, Bárbara Pais, Nadine Oliveira, Silvia Lorga, Nadja Medvešek, Eduardo Realinho, and Ricardo Nabais for the opportunity they gave me and all their time and energy they put in organizing *our* workshops and for making me feel part of the team. I thank Lesley Walet for making use of her data and her help and good company during the first weeks and when I was back in the Netherlands. At last, I am grateful to having met João Ruano Rodrigues for indirectly making it possible for me to do my thesis at ATN, but more importantly for providing activities in the slightly boring town that Figueira de Castelo Rodrigo otherwise would have been. It would have been a different experience without every one of you. *I thank you all for making this thesis such a great and positive experience.*

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*“A wilderness, in contrast with those areas where man and his own works dominate the landscape, is hereby recognized as an area where the earth and community of life are untrammelled by man, where man himself is a visitor who does not remain.”*

*Definition of ‘wilderness’ by Howard Zanisher (1964) in ‘The Wilderniss Act’, which created the legal definition of wilderness in the United States.*

## 1. Introduction

In parts of Europe a process of depopulation is taking place. In areas where agriculture is decreasing, young people move from rural areas to urban areas, due to less productivity, rising world markets and hard labour. This land abandonment has rather problematic consequences for the people that remain. With a declining population, in Portugal, the local delivery of public services such as schools and health care becomes increasingly unfeasible, for both economic and political reasons (Pereira E., Queiroz, Pereira, H. and Vicente, 2005). The diminishing access to public services together with the lack of employment opportunities increase the emigration of young people, which reinforces the abandonment trend and its social consequences (Pereira et al., 2005). Besides the socio-economic effects, there are also many effects on the landscape. On agricultural fields that are abandoned, succession takes place and the areas can get afforested, which means for the Mediterranean more fuel to burn in bush fires. Besides that, afforestation endangers the open and half-open landscapes upon which a large part of Europe's biodiversity is dependant. Due to the abandonment by humans, wild animals appear to populate the areas more. There has been a large wildlife comeback of an average increase of animal populations of 43% in Europe in the last 30-40 years (Rewilding Europe, 2012). It is estimated that there will be a further total decline of agriculture, grasslands and semi-natural habitats of more than 30 million hectares by 2030 (Rewilding Europe, 2012, based on information from the Institute for European Environmental Policy). Combining these two, Rewilding Europe sees an opportunity in the land abandonment by people for nature and wildlife to come back.

### *Rewilding Europe*

*“Mountain cliffs alive with ibex and chamois, with vultures, eagles, and other raptors soaring in the thermal uplifts.”*<sup>1</sup> This sentence is part of the narratives that Rewilding Europe uses to help imagine how a wilder Europe could look like. Rewilding Europe is an initiative that wants to ‘make Europe a wilder place’ by rewilding one million hectares of land in Europe by 2020. The reasoning behind it is that in many rural areas in Europe populations are aging and decreasing, and local economies are weakening (Rewilding Europe, 2012). Rewilding Europe wants to turn these problems into opportunities and sees chances for nature conservation in these abandoned areas, which can potentially stimulate the local economies by earning money from nature. Ecotourism could provide opportunities. Rewilding Europe is registered as a Dutch non-profit organisation and launched in June 2011. It was initiated by WWF-Netherlands, ARK Foundation, Wild Wonders of Europe and Conservation Capital<sup>2</sup>, and is working with many other partners both at an European and a local level. Up to 2013, there are five selected pilot areas<sup>3</sup>: Velebit Mountains (Croatia), Danube Delta (Romania), Southern Carpathians (Romania), Eastern Carpathians (Slovakia and Poland), and Western Iberia (Portugal and Spain).

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<sup>1</sup> Rewilding Europe Brochure, 2012:11

<sup>2</sup> The foundation has created a commercial company (Rewilding Europe Ltd), which is fully owned by the foundation.

<sup>3</sup> In October 2013, during the WILD10 conference in Salamanca, five more areas will be announced.

## Western-Iberia

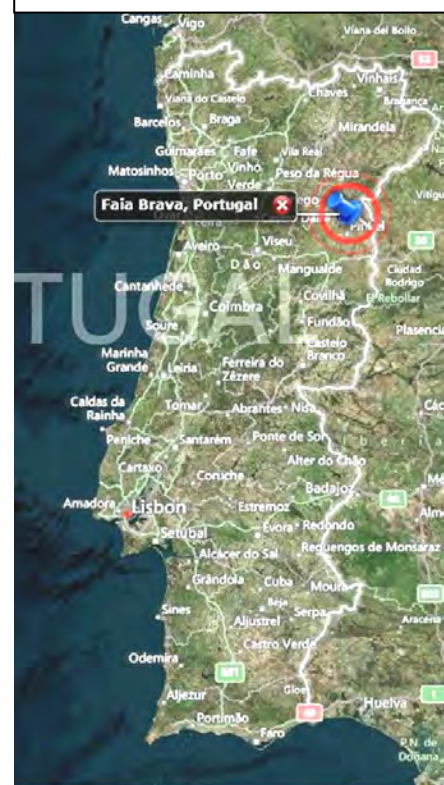
The area in Western-Iberia covers the country borders of North-East Portugal and South-West Spain and covers 1.3 million hectares in the form of Natura 2000 areas (website Rewilding Europe<sup>4</sup>). It contains the mountain ranges of the Spanish Dehesas and Portuguese Montados and is a mixture of natural and semi-natural habitats. Among others, vultures, eagles, the Iberian lynx, otters and pond turtles live in parts of the area. There are four core areas: Campanarios de Azaba (owned by Fundación Naturaleza Y Hombre) and Riscos del Águeda (community owned property, managed by Fundación Naturaleza Y Hombre) in Spain, Tajo Internacional in Portugal and the Faia Brava reserve (owned by Associação Transumância e Natureza) in Portugal.

## Associação Transumância e Natureza

Associação Transumância e Natureza (ATN) is the Portuguese non-governmental nature conservation organisation that gained the responsibility and accountability over the implementation of the Rewilding Europe initiative in the Portuguese part of Western-Iberia (see the map in figure 1<sup>5</sup>). ATN works together closely with their Spanish colleagues from Fundación Naturaleza Y Hombre (FNYH) (personal communication, Henk Smit, 23-01-2013). It is important to emphasize that the local NGOs are responsible and accountable at the local level for the implementation of the plans. They are responsible for building good working relationships with local stakeholders, establishing and formalizing local partnerships, close cooperation with local authorities and governments, planning, financial management, local communication and outreach, reporting and providing inputs to Rewilding Europe at the central level (Rewilding Europe, 2012).

ATN<sup>6</sup> is established in the year 2000 and is the only organization in Portugal that is the owner of a nature area: The Faia Brava Reserve. The Faia Brava Reserve is about 17 km from the office of ATN, which is located in Figueira de Castelo Rodrigo. The organization of ATN consists of a team of about nine employees, a board of four persons and temporal interns. Her mission is “to conserve, value, study and promote the natural heritage of Northeast Portugal, through sustainability and community participation, by managing and protecting natural areas. ATN's aims to achieve species and habitat

Figure 1: The location of the Faia Brava Reserve in Portugal



<sup>4</sup> <http://www.rewildingeurope.com/areas/western-iberia/local-situation/>

<sup>5</sup> Map retrieved from: <http://www.eea.europa.eu/themes/biodiversity/interactive/natura2000gis>

<sup>6</sup> The name comes from an international foundation (Transhumance and Nature Foundation), that was one of its founders. The name refers to the extinct activity of transhumance, an old tradition of shepherds, who guided the sheep herd via long routes, in order to find places with more vegetation.

conservation in natural areas, to guarantee economical sustainability of nature conservation projects, to contribute to economic and social dynamism of the region (website ATN<sup>7</sup>). ATN manages the Faia Brava Reserve which is a 800 hectares big nature area located at both river side of the Côa river. 300 hectares within the reserve are fenced and provides room for the Maronesa cows and Garrano horses. It is an important habitat for cliff-breeding birds, like the Egyptian vulture and Griffon vulture. The Faia Brava Reserve is protected under the Bird Directive (see figure 2).

ATN does not only execute nature management activities, but has a campsite in the Reserve, called Samboia, where tourists can stay overnight. Furthermore ATN offers visitors day trips, bird watching and a special opportunity for photographers in a vultures hide (some meters away from the vulture feeding station). Furthermore ATN sells regional products (like honey, olive oil and jams) under the label 'Faia Brava'. A part of these returns go to buying new land, so that customers can contribute to nature conservation by buying these products.

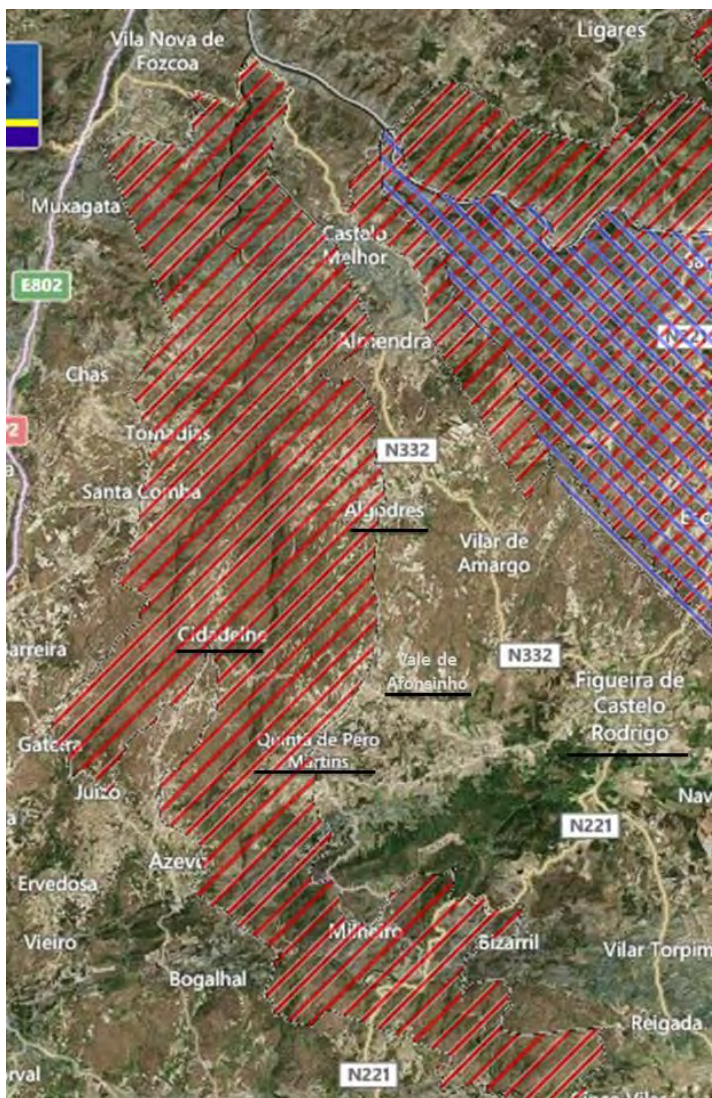


Figure 2: Map of the Côa Valley

The red stripes mark the area protected under the Bird Directive. Faia Brava is located within this red area, with Cidadelhe at its left border and Algodres on the right.

<sup>7</sup> <http://atnatureza.org/index.php/atn>

<sup>8</sup> Map retrieved from: <http://www.eea.europa.eu/themes/biodiversity/interactive/natura2000gis>

Conservation Capital, one of the initiating organizations of Rewilding Europe and the financial partner (who links the private sector business and investment finance with global biodiversity conservation<sup>9</sup>), is currently looking for a travel agency that wants to exploit safari style tents in the Faia Brava Reserve for ATN (personal communication, João Quadrado, ATN). According to Rewilding Europe, “safari lodge operators are now beginning to look at Europe, not only as a market source but more and more as a wildlife travel destination in itself” (Rewilding Europe, 2012:7). One might expect there is not enough wildlife to watch at an ‘European safari’, compared to an African safari, however part of Rewilding Europe’s plans is the reintroduction of keystone species. It is plausible that tourism is easily thought of as an option for nature conservation and benefits for the local region, since in nature conservation areas recreational visits are often the only permitted human activity<sup>10</sup>. This makes tourism, and ecotourism especially, a credible opportunity for combining stimulating local economies and nature conservation. Moreover, Rewilding Europe is interested in discovering and actively looking for other opportunities too. “Various other nature-based business opportunities are emerging, such as commercial breeding centres for endangered wildlife species, and food products associated with wild nature” (Rewilding Europe, 2012:20). Also new finance mechanisms are evolving like payment schemes for carbon sequestration and ecosystem services<sup>11</sup>. Therefore Rewilding Europe aims to help to create innovative nature-based businesses.

Rewilding Europe’s objective is to make Europe a wilder place with much more space for wildlife, wilderness and natural processes, to ‘bring back the variety of life for us all to enjoy’ and to explore new ways for people to earn a fair living from the wild. Respectively, the main pillars are: nature conservation based on the concept of rewilding, recreation/tourism for people to enjoy the wild nature, and wilderness entrepreneurship which should produce new economic benefits for local people in the nature areas. Brown, McMorran and Price (2011) have defined rewilding as “a strategy for the conservation of complete, self-sustaining ecosystems, primarily involving the protection and, where necessary, reintroduction, of populations of keystone species in large, connected reserve networks” (p.288). Keystone species are species that have a large effect on their environment, relative to its abundance, and are often large, wide-ranging predators (Brown et al., 2011). Rewilding Europe has some other ambitious goals too. Even though these goals will be out of the scope of this research, it is valuable to mention them, to understand the magnitude of the set-up of the Rewilding Europe initiative (Rewilding Europe, 2012:10): ‘a new accepted conservation

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<sup>9</sup> <http://www.rewildingeurope.com/partners/initiating-partners/>

<sup>10</sup> See also the quote four pages before: “A wilderness, in contrast with those areas where man and his own works dominate the landscape, is hereby recognized as an area where the earth and community of life are untrammelled by man, where man himself is a visitor who does not remain.” (Zanisher (1964), wilderness definition in The Wilderniss Act)

<sup>11</sup> ‘Ecosystem services’ are defined in the Millennium Ecosystem Assessment (2005) as “the benefits people derive from ecosystems. Besides provisioning services or goods like food, wood and other raw materials, plants, animals, fungi and micro-organisms provide essential regulating services such as pollination of crops, prevention of soil erosion and water purification, and a vast array of cultural services, like recreation and a sense of place.” Retrieved from [http://www.iucn.org/about/union/commissions/cem/cem\\_work/cem\\_services/](http://www.iucn.org/about/union/commissions/cem/cem_work/cem_services/)



management vision for Europe based on wild nature and natural processes', and 'a new pride of European citizens in Europe's wilderness'. See also this quote:

### ***“Making Europe a wilder place”***

*“Rewilding Europe presents a vision in which wild nature is recognized as an indispensable part of Europe’s natural and cultural heritage and a necessary building block for a modern, prosperous and healthy society. We aim towards a new approach to nature conservation in Europe, where the concept of wild nature and natural processes is accepted as one of the main management principles. Rewilding Europe therefore seeks to inspire a broad movement to shape a new, wilder version of our continent.”*

Rewilding Europe has a set of 'Guiding Principles' which consists of three pillars; 'Planet', 'People' and 'Prosperity'. 'Planet' is also referred to as 'ecological sustainability', 'people' as 'social sustainability' and 'prosperity' as 'economic sustainability'. In the 'people' part (social sustainability), they state that each nature area should be embedded within the social, cultural and historical 'fabric' of its respective region. An important aspect is that Rewilding Europe states she works to 'enable people to continue living on their lands'. This means that people will never be asked to leave their living areas. Rewilding Europe has designed a zoning plan with three zones: a core wilderness areas, a transition area and a buffer zone. In each zone, different human activities are allowed, varying from 'no consumption uses' in the core area, to 'sustainable harvesting of some products' in the transition area, to 'sustainable harvesting and crop protection against herbivores and livestock protection against predators' in the buffer zone. It seems paradoxical that on one hand Rewilding Europe wants to take the opportunity of the depopulation of people in Europe, while on the other hand they work on 'enabling people to continue living on their lands' and to provide the ones yet still living in the areas 'to explore new ways for people to earn a fair living from the wild'. Furthermore, Rewilding Europe does not explain *how* they will involve the local people in creating economic opportunities.

#### *Rewilding Europe-plans on local level*

Rewilding Europe is working together with local NGOs to ensure implementation of their plans. However, before the implementation of any plan can take place, local people have to be informed first and eventually involved in the planning because the local people are part of the plans to stimulate the local economies. In ATN's working area, in and around their Faia Brava reserve, many local people do not really know what and who ATN is (personal communication: Alice Gama and João Quadrado, ATN). ATN exists for over ten years and has only organized a kind of workshop two, three years ago (personal communication, João Quadrado, ATN). ATN has not started communicating about their changes in nature management because people do not even really know what ATN is doing. Furthermore, many local people, mainly the ones living in the small villages around the reserve still rely on agricultural activities, have a different view on the use of land and see no value in nature conservation. "You have a land, you have to produce something. That's the main point of view" (Henrique Pereira dos Santos, director ATN, interview by Lesley Walet, 2013). Because of this lack of

understanding of what ATN is and does, and because of the different world views<sup>12</sup>, it can be expected that it would be difficult to communicate this big ‘Making Europe a wilder place’-message to local people. The innovative nature-based businesses described by Rewilding Europe that have to provide income for the local people look quite far away now, in this particular situation. In theory it sounds promising, but will it also work in practice? And are there local people that see the same opportunities in this big Rewilding Europe initiative for the area around the Faia Brava Reserve?

### ***“O FC Porto é tão importante para a cidade do Porto, como a ATN é para Figueira de Castelo Rodrigo”***

*João Ruano Rodrigues, 2013 (intern at ATN)*

*Translation: “FC Porto is as important for the city of Porto, as ATN is for Figueira de Castelo Rodrigo”, referring to that like the football club FC Porto, ATN is bringing a lot of tourists and more movement and therefore income to the town.*

## Problem description

ATN is established in the year 2000. In these thirteen years, they have not actively tried to involve the local community, even though it is part of their mission, which is ‘to conserve, value, know and promote the patrimony of the Northeast of Portugal, in a sustainable way and *with the participation of the community*, through the management and protection of natural areas.’<sup>13</sup> Moreover, one of their three objectives is ‘to contribute to the economic and social dynamics of the region.’<sup>14</sup> Therefore, local involvement should be quite high on the agenda of ATN.

ATN has had some issues with some local people who live in the villages adjacent to the reserve. As can be seen in figure 3, quite some human activity is found around the reserve. The creation of a nature reserve brings along some restrictions to the people living around the area, so it is not uncommon that conflicts arise (personal communication, Alexandra Lima, Duoro International Park, 06/2013). Some of the restrictions that the creation of the Faia Brava Reserve had caused, are that people are not allowed to make fires in the reserve, not to collect oak from oak stems, nor can shepherds take their sheep into the fenced area (but shepherds are allowed in the other 500 hectares of the reserve) (João Quadrado, by email 24-07-2013)<sup>15</sup>. The problems some local people have towards ATN and the reserve are due to some misperceptions and

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<sup>12</sup> “A world view is a coherent collection of concepts and theorems that must allow us to construct a global image of the world, and in this way to understand as many elements of our experience as possible.” (Aerts et al., 2007:8)

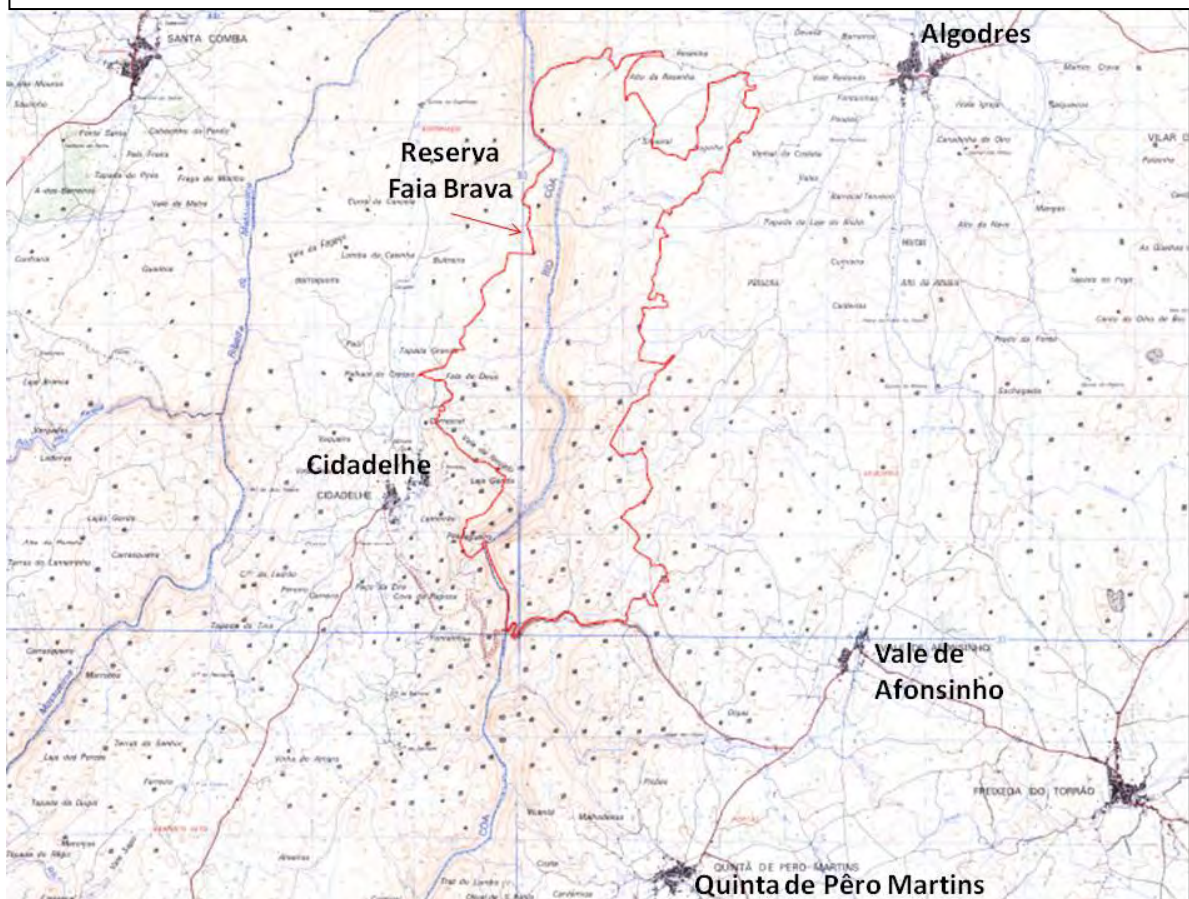
<sup>13</sup> Translated from Portuguese: “Missão: conservar, valorizar, conhecer e divulgar o património natural do Nordeste de Portugal, pela via da sustentabilidade e com a participação da comunidade, através da gestão e da protecção de áreas naturais.” (www.atnatureza.org – Quem somos)

<sup>14</sup> Translated from Portuguese: “Contribuir para o dinamismo económico e social da região.” (www.atnatureza.org – Quem somos)

<sup>15</sup> Since the nature area is created by buying abandoned land, there is no case of agricultural land that is still in use in the reserve, although there are some exceptions. There are some islands of agricultural lands in the reserve which could not have bought by ATN.

differences in world views. Most problems exist between ATN and the village Cidadelhe, which has the smallest and oldest population of all these villages (40 inhabitants according to data in 2011, see appendix XIII Numbers of inhabitants per village). One example of a misunderstanding is that some people think ATN is releasing vultures in the nature area. This is untrue, the vultures were already in the area before ATN created the reserve. It is in fact one of the reasons why the reserve was created there, to preserve the vultures. Another misperception is that people ask ATN when they are bringing the wolves. There is a stable wolf population of about thirty animals close by the reserve (once spotted just five kilometers near the reserve). It is therefore expected that the wolf will appear in the reserve soon, naturally (personal communication, João Quadrado, 06/2013). These misperceptions specifically, have contributed to a fear (for these wild animals) and confusion (towards ATN) among the local community.

Figure 3: Map with the borders of Faia Brava Reserve in red, and the four villages most adjacent to the reserve. (Scale: from Vale de Afonsinho to Quintã de Pêro Martins is 3 km.)



Some problems have a different nature and according to employees of ATN have caused a distrustful relation with certain people because of what has happened in the past. There has been some confusion when during the creation of the reserve, the founder of ATN, was buying land to start Faia Brava while at the same time his governmental organization (ICNF; Instituto da Conservação da Natureza e das Florestas<sup>16</sup>) started to have

<sup>16</sup> The ICNF is the authority that evaluates applications for protected areas in Portugal.

some presence in the same area (interview António Monteiro, founder ATN, by Lesley Walet, 2013). The ICNF was taking measures because of the Bird Directive, which Faia Brava is part of (see figure 2), but people confused the organizations. Additionally there were some conflicting interests concerning some lands (ATN wanted to protect it, others wanted to build a rock extraction site or built a road). Furthermore there was an incident with a shepherd making fires in the reserve, and ATN took this person to the court and won.

### *Local involvement*

Hence, ATN is in a situation in which there are different opinion groups in the local community<sup>17</sup> towards ATN: ‘the ones who agree’ with the goals of ATN to conserve nature, ‘the ones who are unaware’ of what ATN is and does, ‘the ones who do not care’ because they just have no interest in nature conservation, and ‘the ones who are against them’, the ones with ATN has had conflict with, or because of their opposing world views. There are different reasons for why ATN would want to build a better relationship with each of these groups. For example, it would make sense to put time and energy in preventing further conflicts and to diminish current conflicts with the ones that are ‘against’. This would be helpful for example to make it easier for ATN to buy land, to expand Faia Brava. Also, it would be logic to want to reduce the misperceptions and misunderstandings that exist, since they are causing unnecessary issues (for both ATN and the local people). Becoming more known among the local people could help increase the public participation in the local activities that ATN organizes (like walks, thematic visits and volunteer days). Furthermore, if these people know about ATN and some tourists would ask locals ‘is there anything we can do here?’ then they can refer to ATN, and ATN would receive free advertising. It would be valuable for ATN to get to know the people who are in favour of them, to find out possibilities for cooperation in the future or to find more active people in the region that want to contribute to ATN’s activities for example by volunteering. Making connections with local people and local businesses can provide ATN also with extra touristic activities which they can offer their visitors. ATN and the Faia Brava Reserve attract and bring people to the region (national and foreign visitors and tourists, school children, students and researchers), and this provides local economic opportunities in the tourism sector. This is the economic opportunity that Rewilding Europe is referring to; that nature tourism can provide economic opportunities for the local community. ATN is already doing so. They are working together with some rural hotels and local producers. Thus, an increased involvement of local people in ATN can have many benefits for ATN, but can also be beneficial for the local community.

In literature the term ‘participation’ is more often used than ‘involvement’, mainly when describing the participation of local people into policy processes. However, the terms ‘to involve’ and ‘to participate’ are often mixed. Likewise, Leeuwis & Van der Ban (2004) state that the literal definition of participation is: “Literally, for someone to ‘participate’ means to ‘take part in’ or ‘to be involved in’”(p.249). Because of these similarities in reasoning, insights are drawn from literature on participation to better define how ‘local involvement’ is used in this research.

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<sup>17</sup> ‘The community’ refers to the people living in the villages adjacent to the reserve and Figueira de Castelo Rodrigo, where the office is located.

Leeuwis & Van der Ban (2004:249-250) state that there are five different levels to pursue in participatory processes: receiving information, passive information giving, consultation, collaboration and self-mobilisation. In table 1 follow explanations of these involvement levels, and indications of the target groups for which these would be most applicable.

*Table 1: The five levels of involvement to pursue in this research, and their explanations, inspired by the communication strategies for participatory processes by Leeuwis & Van der Ban (2004) (in the third and fourth columns) and the target groups/community groups for which these communication strategies would be most applicable for in the final column.*

<i>Level of involvement</i>	<i>Explanation</i>	<i>Communication strategy</i>	<i>Explanation (descriptions by Leeuwis &amp; Van der Ban, 2004: 249-250)</i>	<i>Most applicable for the community groups that:</i>
Negative involvement	No awareness for or interest in what ATN is or does (possibly because of different world view or misperceptions)	Receiving information	Participants are informed what a project will do after it has been decided by others	- are unaware - do not care
Minor involvement	Curiosity to hear what ATN is or does (for either positive or negative reasons)	Passive information giving	Participants can respond to questions and issues that interventionists deem relevant for making decisions about projects	- are unaware - do not care - are against
Inactive involvement	An at least minor awareness of or interest in what ATN is and does (but still passive)	Consultation	Participants are asked about their views and opinions openly and without restrictions, but the interventionists unilaterally decide what they will do with the information.	- are against - agree
Positive involvement	An understanding of why and how ATN adds value to nature conservation and willingness to support actively	Collaboration	Participants are partners in a project and jointly decide about issues with project staff	- agree
Strong involvement	An appreciation for what ATN is and does, and participation in activities that contribute to ATN in any form (by cooperation, volunteering or participation in activities, etc)	Self-mobilisation	Participants initiate, work on and decide on projects independently, with interventionists in a supportive role only	- agree

From this table can be understood, that when ATN aims to involve all four target groups by increasing all their specific levels of involvement, ATN needs to use different communication strategies. It seems that 'passive information giving' would be an easy choice, because three community groups can - in theory - be addressed. However, it is assumed that this would not be the best strategy to deal with the ones that 'are against', because 'consultation' would lead to a higher involvement level and would be more applicable to

them. At the same time, 'consultation' is not empowering enough for the 'ones that agree', to which 'collaboration' and 'self-mobilisation' processes are also possible. The table does not provide answers to which level of involvement is best for which target group - this depends also on the situation under study - but does provide insights in which levels of involvement could be possibly reached for each community group. The highest form of local involvement to pursue for each community group should be aimed for in order to pursue the most outcomes, like a better understanding, thus less conflicts, more participation in activities and chances for cooperation. However, it is important to keep in mind that there is no 'best' level of participation, even though it is often suggested that it is possible and desirable to apply a fully participatory approach (Leeuwis & Van der Ban, 2004). Leeuwis & Van der Ban (2004) explain that 'maximum participation' is often not desirable because e.g. in negotiation processes sometimes groups need to be left out, and because change usually does not occur without leadership, which can create tensions with the regard to 'equal' participation.

The above described levels of involvement indicate that local involvement cannot be acquired by just passive information giving. Sol, Beers and Wals (2012) explain that creating changes "does not occur through the mere combination of existing knowledge, but requires on-going interaction between multiple actors willing and able to lay their own values and interests on the table". Relationships have to be built, trust has to be created, and actions have to be taken. A process can be called participatory when 'influencing and sharing' of 'initiatives, decisions and resources' occur (Leeuwis & Van der Ban, 2004). Thus, a process cannot be called 'participatory' when influencing and sharing of initiatives, decisions and resources does not occur. According to Leeuwis & Van der Ban (2004:55-56) the arguments for a participatory approach are: "to gain access to all sorts of relevant knowledge, insights and experiences that local people have", "to gain access to relevant networks, resources and people", and "because it is theoretically inconceivable that people will change without some degree of mental, emotional and/or physical involvement". Interaction, then, is needed to generate the required involvement and ownership. Besides these arguments to apply a participatory approach, there is also a normative ground, which is that it is seen as a democratic right for people to be involved in shaping their own future. Even though 'receiving information' and 'passive information giving' are mentioned among the 'participatory processes' in the table (and by Leeuwis & Van der Ban, 2004), they are not truly participative because they do not need the requirements of 'influencing and sharing' of 'initiatives, decisions and resources'. Thus for applying a participatory process, consultation, collaboration and/or self-mobilisation should be applied.

During an interactive participatory process, learning - by both parties - can occur towards a better understanding of both parties. This learning can be enforced when the learning process is facilitated. When local people can be engaged in an interactive process and the stories of both parties can slowly develop overlapping perspectives on relevant problems, goals and boundaries and move towards identifying desirable, feasible and acceptable options for change, then debate and learning are proposed as the main path towards achieving this (Leeuwis & Aarts, 2011). By many, this process is referred to as 'social learning'.

To summarise, land abandonment has created opportunities for wildlife to come back, which in turn offers an opportunity for nature tourism. Tourism can then offer opportunities for the local community and ATN to cooperate to be able to offer the tourists a bigger diversity of activities and highlights in the region. Before this cooperation can be established, ATN needs to start *involving* the local community. In this research an attempt is made to increase the different levels of involvement of the community groups by organizing an interactive, participatory process that facilitated a social learning process between ATN and the different community groups.

## Research objective and guiding research question

The objective of this research is therefore:

*To contribute to academic and practical knowledge on how ATN can increase the levels of involvement of the different community groups by facilitating social learning*

This research aims to contribute to *academic knowledge* by providing scientific insights to the theories used on social learning and local involvement in particular. An action research approach is taken, which offers the opportunity to combine theory with practice and contribute to actual change. Therefore the findings will also contribute to *practical knowledge* for the use of ATN. The *different community groups* are, as mentioned before, defined as ‘the ones who agree’, ‘the ones who are unaware’, ‘the ones that do not care’, and ‘the ones against’. The *levels of involvement* are defined as either ‘negative’, ‘minor’, ‘inactive’, ‘positive’ or ‘strong’ (see table 1 for descriptions). The objective of this research is *not* to find out how ATN can arrive at the highest level of involvement (thus strong involvement) for all community groups, but it aims to pursue the highest level of involvement possible of each community group. It aims to find out whether the participatory processes in which social learning can take place (which are consultation, collaboration and/or self-mobilization as explained before) can lead to a higher level of involvement for the groups that are involved. Social learning was aimed to be facilitated because learning is regarded as path to lead to desirable, feasible and acceptable options for change. Social learning was facilitated by means of an interactive participatory process of two sessions in the form of workshops. The participants were expected to participate in both workshops and the processes in the second workshop continued the processes of the first workshop so that a longer intervention period was created. The research process is three-fold, it involves:

- (1) *the design* of the workshops that facilitate a social learning process to enhance levels of local involvement;
- (2) *the evaluation* of to what extent social learning and an increase of levels of local involvement has taken place, and;
- (3) *the reflection* afterwards on whether the attempt to facilitate social learning was the most sustainable way for ATN in their pursue to increase levels of local involvement.

The most sustainable way refers to the most efficient way – in the sense of time and effort - for ATN to achieve a lasting change. For example, ATN can organize ten meetings with ten local persons, but if one big

meeting with for example fifty local persons can lead to the same outcomes, then this would be more efficient. Nevertheless, this example is quite unexpected since change processes take time, thus expecting it is more efficient to organize one meeting can be detrimental if a 'lasting change' is the objective thus both variables (efficiency and a lasting change) have to be taken into account.

During the research process, a broader perspective had been taken by the researcher at the same time, with the objective to analyse what decisions ATN has made when this participatory approach was recommended. These research objectives have led to the following guiding research question:

*To what extent did the workshops, as designed by the action researcher and executed by ATN, facilitate social learning and to what extent did this increase the levels of involvement of the community groups in the most sustainable way?*

A basic assumption of this research is that an increase of local levels of involvement can benefit both the local community as well as ATN by discovering opportunities for cooperation which can contribute to improvement of the local social-economic situation.



*"It's a good moment to do that, to say 'let's try that'. It was never tried before, why not try to do it in a small piece of land. That's why I'm a big fan, it's good moment to go wild, to get the wild habitats, to get a wild strategy. But it is very complicated, so we have to start maybe to think big but act with our feet on the ground."*

*António Monteiro, founder of ATN and president of the board*

*Interview by Lesley Walet, 13-05-2013, Figueira de Castelo Rodrigo*

## 2. Theoretical framework

The framework on which this research is built and which has provided the researcher a pair of (sun)glasses to look through while setting up this research, is the theory of social learning. The workshops that are organized are communicative interventions aimed at stimulating change, and according to Leeuwis & Van der Ban (2004) change and innovation are best inspired and organised on the basis of theories of social learning and negotiation. Social learning can be defined as: “a process in which people share their perspectives and experiences to create common understandings of a situation and to develop strategies for collective action to improve the situation” (Schusler, 2003, in: Cundill & Rodela 2012:8). Social learning processes and outcomes are often confused in literature (Reed et al. 2010), which is why the characteristics, process and outcomes of social learning theory are separated in this chapter to prevent confusion. First, an elaboration is given on the background of social learning theory, which helps to understand where the variety of definitions and confusion is coming from and where consensus lies. All the concepts that are described in this chapter are used to design the interventions in such a way that they facilitate the social learning process, and later on in this research, as a research method, are used as indicators to evaluate the extent of social learning that has taken place during the interventions (the workshops).

### Introduction

Social learning is a process in which people are stimulated to share their implicit assumptions and different perspectives on an issue, in order to create room for new perspectives (Wals et al., 2009), which can create, under certain conditions, new knowledge, reframing, trust and commitment for collective action. An important criteria is that there is a trustful environment, in which people feel free to share their opinion and where no ideas will be disrespected by others in the group. Social learning is a process that can occur naturally in group processes, but which can strategically be deployed in processes of change (Wals et al., 2009) and can be intensified when people with different perceptions come together and engage with each other (Muro & Jeffrey, 2008). Cundill & Rodela (2012:8) share Schusler et al.'s (2003) definition of social learning as ‘a process in which people share their perspectives and experiences to create common understandings of a situation and to develop strategies for collective action to improve the situation’. This definition implies that it is assumed that learning takes place through the sharing of perspectives and experiences, and that the outcomes can be common understanding and strategies for collective action (Cundill & Rodela, 2012). Because social learning can result in commitment, enabling collective action and/or behavioural change, it is nowadays almost regarded as a normative goal in natural resource management (Muro & Jeffrey, 2008; Reed et al., 2010; Cundill & Rodela, 2012).

### Social learning theories

Many fields of study have incorporated social learning (like participative planning in water and river basin management, forest management and environmental impact assessments) (Muro & Jeffrey, 2008). The use of social learning as a concept has increased substantially both in research as in practice (Rodela et al., 2012). This has caused many different definitions and uses, but there seems to be consensus that social learning

requires ‘the communication and interaction of different actors in a participatory setting’ (*idem*). Literature has not agreed upon a definition yet and due to the variety of conceptualisations and definitions, it is rather difficult for practitioners to facilitate social learning (Reed et al. 2010).

## Definition

The explanations and descriptions of the concept of social learning that are used in this research are from the fields of learning for sustainability (Wals, 2009; Wals et al., 2009; Sol et al., 2012) and social learning in natural resource management (Muro & Jeffrey, 2008; Cundill & Rodela, 2012; Reed et al. 2010). The definition of social learning that is used during this research is derived from a combination of definitions by Wals et al. (2007) and Schusler, Decker & Pferrer (2003):

*Social learning is a process in which people are stimulated to share their implicit assumptions and different perspectives on an issue, in order to create room for new perspectives, which can create, under certain conditions, new knowledge, reframing, trust and commitment for collective action.*

## Consensuses

Due to the different uses of definitions Cundill & Rodela (2012) have assessed the extent of emerging consensuses. Their results suggest that there is an emergent consensus that social learning can be described as a process that ‘takes place through deliberative interactions amongst multiple stakeholders’. During these interactions, it is argued that ‘participants learn to work together and build relationships that allow for collective action’. On the other hand, they found that social learning was described by others as ‘occurring through deliberate experimentation and reflective practice’; during iterative cycles of action, monitoring and reflection, participants come to learn how to cope with uncertainty when managing complex systems. This is a longer and more reflexive process than the previously mentioned one. Both of these lines of thinking, Cundill & Rodela (2012) state, are referred to in literature as social learning. This research builds upon the first line of definition; that of interactions between multiple stakeholders, and building relationships that allow for collective action. This is in line with our definition of social learning (see above) and because - practically spoken - within the time period of this research there was not enough time for ‘deliberate experimentation and reflective practice’ because the researcher was only two months on location (in Portugal) to organize and collect data to analyse the interventions.

## Learning theories

Social learning theory has its roots in different learning theories. One of the first works about social learning, and the most comprehensive one, is the one of Bandura (1962, in Muro & Jeffrey, 2008). Bandura’s theory of social learning emphasizes the importance of observing and modelling the behaviours, attitudes and emotional reactions of others (Bandura, 1977: in Muro & Jeffrey, 2008). “Through feedback and reciprocity, reality is perceived through the interaction between the environment and one’s cognitions” (Bandura, 1986: in Muro & Jeffrey, 2008). Later on, Bandura’s theory was dismissed and regarded as too narrow. Many researchers in the field of natural resource management and public participation base their understanding of social learning processes on cognitive theories that explain the interaction between the mind, the environment and action

(Leeuwis and Pyburn 2002, Rölöing 2002: in Muro & Jeffrey, 2008). Others have drawn understanding from another ‘category’ of theories of learning: transformative learning, such as double and triple loop learning. Bateson distinguished three orders of learning and change, corresponding with increases in learning capacity (Sterling, 2009). These three orders have been adopted by Argyris and Schon (1996) (single and double loop learning), and by Ison and Russel (2000) (first and second order change) (*idem*). A key point is that learning can either serve to keep a system stable, or enable it to change to a new state in relation to its environment. Single loop/order learning is ‘maintenance’ learning – adjustments or adaptations are made to ensure stability and only corrects errors by changing routine behaviour (Argyris and Schön, 1978: in Sterling, 2009). The last level, triple loop learning, leads to a complete change of worldview (the concept of worldviews will be further elaborated on later on in this chapter). “It is a shift of consciousness that dramatically and permanently alters our way of being in the world” (Sterling, 2009). Double loop learning, the most important one for social learning processes, corrects errors by examining the underlying values and policies (Muro & Jeffrey, 2008). Sol et al. (2012) pose that double-loop learning is ‘akin to reframing’, because they both include the notion of radical changes in underlying beliefs and values. Going from first to second loop learning involves resistance. It poses challenges to existing beliefs and ideas, reconstruction of meaning, discomfort and difficulty but also sometimes excitement (Sterling, 2009). This is equal to the described processes of ‘dissonance’ in social learning. The concepts of ‘dissonance’ and ‘reframing’ will be further elaborated on later on. But first, the most important characteristics of the social learning process will be described.

## Social learning characteristics

There are some process features that enable social learning. From literature, here are the most important characteristics of social learning:

- it is about learning *with* each other (Muro & Jeffrey, 2008)
- we learn more in heterogeneous groups (Wals et al., 2009)
- it is about creating social capital (Wals et al., 2009)
- it is about creating ‘ownership’ (Wals et al., 2009)

### Learning *with* each other

The theories about social learning in natural resource management literature have changed in terms of learning *from* each other into the emphasis on learning *with* each other. When collective action is described as ‘the action of a group of people who share an interest and who take common action in pursuit of that shared interest’ (Muro & Jeffrey, 2008:332), then social learning cannot only be seen as a prerequisite for individual behavioral change, but also for collective action. Learning from each other emphasizes that learning happens in the group, between and within individuals.

### Heterogeneous group

A heterogeneous group of people is needed to make use of the different ways in which people view the world. The diversity can be found in different values, perspectives, knowledge and experiences, both from inside and outside the group or organization (Wals et al., 2009). The diversity enables a broader and more integrated understanding about the issues at stake, and a greater capacity for joint action and learning (Gaventa and

Cornwall, 2001; in Sol et al. 2012). In a healthy learning system, opposites and differences do not block learning, but trigger reflection (Wals et al., 2009).

## Social capital

Social learning processes do not have pre-determined goals and are aimed at soft results (read: more difficult to measure), such as the 'chemistry', the energy and the creativity that can come about when a heterogeneous group of people meet one another (Wals et al., 2009, Wals, 2009). This 'chemistry' is also referred to as 'social capital' in literature and is considered a precondition for social-ecological systems to respond to change. Also, in a safe and trustful environment people will more easily open up to one another and would be less frightened of being held accountable for alternative views (idem). Putnam (1995, p. 664; in Muro & Jeffrey, 2008) describes social capital as 'features of social life – networks, norms and trust – that enable participants to act together more effectively to pursue shared objectives'. Social capital is therefore self-reinforcing and cumulative, because connections and trust are built through community-based initiatives, which, in turn facilitate further collaboration (Muro and Jeffrey, 2008).

Woolcock & Narayan (1999:3) refer to social capital as 'the norms and networks that enable people to act collectively'. They state that "it's not what you know, it's who you know". The basic idea of social capital is that one's family, friends, and acquaintances create an important benefit, one that can be 'called upon in a crisis, enjoyed for its own sake, and/or leveraged for material gain' (idem:4). What is true for individuals, moreover, also counts for groups. On the contrary, the absence of social ties can have an equally strong impact. But social capital is not solely positive. It can be negative in case of e.g. having 'bad friends' or in a situation where there is a web of corruption. Because then it is also the close-ties that keep the network together.

Woolcock & Narayan (1999) stress that in social capital the sources need to be distinguished from the consequences derived from them. They explain that attributing only desirable outcomes to social capital, ignores the possibility that these outcomes may be being acquired at another group's expense, or that given outcomes may be suboptimal. Furthermore their definition of social capital recognizes that important features of social capital, such as trust and reciprocity, are developed in an iterative process (Woolcock & Narayan, 1999). People will be confident to invest in collective activities, when they know that others will also do so (reciprocity) (Pretty, 2003). Pretty (2003) agrees that reciprocity and trust are important features of social capital and trust fuels cooperation. But trust takes time to build and is easily broken. Pretty (2003) states "when a society is pervaded by distrust or conflict, cooperative arrangements are unlikely to emerge". Reciprocity can increase trust and can then contribute to the development of a longer-term commitment between people (Pretty, 2003). Connectedness is a third important feature of social capital. Pretty (2003) argues that three types of connectedness (bonding, bridging, and linking) have been identified as important for the networks within, between, and beyond communities respectively. Bonding social capital describes the links between people with similar objectives. Bridging describes the capacity of groups to make links with others that may have different views. Linking describes the ability of groups to engage with external agencies, either to influence their policies or to draw on useful resources (Pretty, 2003).

## Ownership

Social learning is also about creating ownership with respect to both the learning process as well as the solutions that are found (Wals et al., 2009). When ownership can be created during the social learning process this increases the chance of commitment by participants to undertake (joint) action.

## Social learning processes

The findings of Sol et al. (2012) indicate that trust, commitment and reframing are very important and interrelated aspects during the interaction in the process of social learning. They state that trust, commitment and reframing are continuously produced and reproduced through the (inter)actions of the individual actors. Their analysis suggests that trust, commitment and reframing can be seen as emergent properties of social learning, but they admit that they cannot confirm that trust, commitment and reframing are the *only* emergent properties in question; “but they do surface in a growing body of literature about social learning” (Sol et al., 2012:7). That is why the aspect dissonance (a process of discomfort) is added in this research. Dissonance is mentioned in literature not frequently, and mainly by Arjen Wals (e.g. in Wals et al., 2009 and Wals, 2010). Draugelyte (2012<sup>18</sup>) concluded that dissonance lacks coherent theoretical model and empirical research in social learning processes. Nevertheless, Wals (2010) states that it is generally recognized that dissonance can be a key trigger for learning, but that little is known about the idea of ‘optimal dissonance’. The aspect dissonance as another step in the social learning process is incorporated in this research, because according to the researcher, this aspect makes sense to explain a process of change, because a change needs to be triggered by *something*, which is in social learning processes caused by this unpleasant feeling that makes us to rethink our frames, called dissonance. Therefore, reframing, trust, dissonance, and commitment are regarded as important aspects of social learning in this research.

## Reframing

Reframing is a necessary step in the process of social learning. “People can be stuck in their own frames – the ideas and ways of seeing things and ways of interpretation - and may fail to see how those frames colour their judgment and interaction” (Wals, 2009:498). A frame can be defined as ‘a taken for granted assumptional structure, mostly based on values and judgements’ (Schön and Rein, 1994: in Sol et al. 2012:3). An important first step is becoming aware of one’s own frames. Only then reframing can take place. When reframing (untangling relationships, becoming aware of one’s own hidden assumptions) happens in a collaborative setting, where dissonance is properly managed, participants become exposed to the deconstructed frames of others, begin to rethink their old ideas and are challenged to jointly create new ones (Wals, 2009). Wals states that maybe the essence and success of social learning lies in people’s ability to deconstruct their personal frames, so that the frames within the group become more overlapping and shared, which can create ‘chemistry’ because of the feeling of being empowered to work together to solve the issue at stake.

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<sup>18</sup> Draugelyte, E. (2012). Master thesis ‘Dissonance in Social Learning, Towards Maintenance of Natural Resources in the Kouga Catchment, South Africa’. Draugelyte assumed that dissonance triggered a social learning process and tested three levels of dissonance: low, high and optimal. She concluded that coming from a high to optimal dissonance was most important to be facilitated.

## Trust

Nevertheless, having different frames can also be detrimental to the process when people are not able to deal with the differences. In such a situation, trust can make the difference. Trust is an enabling factor that makes it easier to be vulnerable towards acts of others. Here, trust is defined as ‘the expectation that others will act in a way that is agreeable for you without the possibility of you intervening’ (based on Peeman, 2009: in Sol et al., 2012:3). Also facilitation can assist in making people feel more secure, and less afraid to make mistakes or have different views, when the facilitator mediates between the different frames and interests actors have. In this way facilitation can foster the development of trusting relations (Sol et al. 2012). Trust also plays a role when the participants have to make the final step in the social learning process: that of declaring commitment. Only when a participant trusts the situation, the motives of the organization(s) involved, and the fellow participants, he/she would be willing to commit to undertake further actions. Also, in a safe and trustful environment people will more easily open up to one another and would be less frightened of being held accountable for alternative views (Wals et al., 2009). Furthermore, trust was mentioned as a feature of social capital. Thus, trust is an important enabling factor in different stages of the social learning process.

## Dissonance

As described before, going from first to second loop learning involves resistance. It poses challenges to existing beliefs and ideas, reconstruction of meaning, discomfort and difficulty but also sometimes excitement (Sterling, 2007). This process of discomfort is needed in the social learning process (idem), which is referred to as ‘dissonance’. Wals (2009) explains that the ‘trick’ to trigger learning is to learn on the edge of people’s individual comfort zones with regards to dissonance. There is no learning without dissonance, but there is also no learning with too much dissonance. This is why Wals (2010) speaks of an ‘optimal dissonance’ level. If a process takes place too far outside of this zone, dissonance will not be constructive and will block learning. On the other hand, if the process takes place well within peoples’ comfort zones, as is the case when like-minded people come together, then no learning will take place neither. It is important to find a balance, the ‘optimal’ level. An important role of a facilitator is to create space for alternative views. A trustful environment will then further facilitate that people are willing to listen to alternative views, undergo the dissonance, and in the end deconstruct the frame that they had (reframing). In this way, trust, reframing and dissonance are interrelated and continuously produced and reproduced.

## Commitment

Commitment is the final step in the social learning process and can thus be an outcome. It is not actual action, but the *willingness* to take action. Strong interests and values with regard to the issue at stake, can result in a high *willingness* to contribute, both in thought and in action (Sol et al., 2012). Commitment refers to how and the extent to which participants and their organisational backgrounds are willing to spend their resources on the goals of the project. Commitment can concern passion, motivation, but also resources like time and money. As mentioned before, social capital, trust and ownership can all contribute to commitment.

*Social learning is not a guarantee for a sustainable change. But we can increase the probability of a sustainable outcome by influencing the circumstances and the context by facilitation.*

*(Adapted from Wals et al, 2007:12)*

## Social learning outcomes

The outcome of social learning processes can never be fixed ahead of time and to some this is very disappointing (Wals et al., 2007). Wals et al. explain that it is 'difficult and even undesirable to formulate intended outcomes beforehand'. This is mainly because one of the features of social learning is that the process determines the desired goals and results, and these can change during the process when new insights emerge. Another reason why it is undesirable to formulate intended outcomes, is that social learning processes are characterized by a high degree of dynamics and uncertainty (Wals et al, 2007). It is possible to develop change indicators, but not being able to observe progress on the basis of indicators does not always mean that no progress has been made, considering social learning processes lead to 'soft results', like mutual understanding, respect, co-operation, social capital, empathy, involvement, or a sense of community which are difficult to measurable, but therefore not less important. Einstein had once said: "Not everything that can be measured counts, and not everything that counts can be measured". The soft results might appear at first glance to have little to do with solving the issue, but may be essential in the long run (Wals et al., 2009). Changes take place all of the time during a social learning process: people get to know one another better, are more able to put themselves in other people's shoes, gain a better idea of the direction in which they want to go, and develop ownership of the process (Wals et al., 2009). "What we should actually do is make the hard results softer and the soft results harder. It is important to highlight the short-term results and small-scale successes to give people a sense of accomplishment and renewed energy" (Wals et al., 2009:23).

The desired outcomes of the social learning process as designed in this research are directed towards the increase of levels of involvement of the different community groups in ATN. These levels desired outcomes are (derived from table 1):

- an increased awareness of what ATN is and does;
- an increased interest in what ATN is and does;
- an increased understanding of why and how ATN adds value to nature conservation;
- an increased willingness to support actively; and
- an increased participation in activities that contribute to ATN in any form (by cooperation, volunteering or participation in activities, etc).

The literature study has shown that mutual understanding, respect, a sense of community and empathy are also probable 'soft' social learning outcomes. However, these are aspects for which no indicators were made during the research analysis. For which indicators *were* made to design and analyse the social learning process is described next.



## Social learning indicators used in this research

Many characteristics, processes and outcomes of social learning have been mentioned thus far in this literature study. The characteristics, processes and outcomes of social learning where the workshops were designed for to facilitate, are described in table 2. These mentioned characteristics, processes and outcomes are also used as indicators to evaluate to what extent social learning had taken place.

*Table 2: The social learning processes, characteristics and outcomes the workshops aimed to facilitate, and which also formed the indicators of to what extent social learning has taken place.*

Social learning processes	Sharing different perspectives Dissonance Reframing Mutual understanding
Social learning characteristics (enabling factors)	Trustful environment Heterogeneous group Social capital Ownership
Outcomes	New knowledge Commitment

Even though a social learning process is not a linear process, a schematic outlook (figure 4) is made to make it easier to understand the processes and to make it easier to design the facilitation of the social learning processes during the workshops.

*Figure 4: Schematic outlook of the intended social learning processes*



## Theories that inspired the design of the interventions

One of the features of social learning is that the process determines the desired goals and results, and these can change during the process when new insights emerge. However, Leeuwis & Van der Ban (2004:247-248) explain why this does not mean that social learning does not need to be facilitated, on the contrary. “Facilitating a change and innovation process requires the weaving together of different strategies and activities flexibly and contextually. (...) It is important to think carefully and systematically about individual activities, and place them in the context of a broader process.”

How the interventions – the workshops - were designed, was not only influenced by the decisions made by ATN (which will be described in chapter 4. Intend), but also additional theories have been used to provide ideas for the design of the workshop as well as to justify the design. One theory that has been used to facilitate certain parts of the social learning process (which will be described later on), is appreciative inquiry. Appreciative inquiry is a mode of action research to overcome the problem-oriented view of the world that many action research has (action research which will be explained in chapter 3. Research methodology). This method seemed specifically suitable for this research due to its focus on opportunities and not on the problems. The second theory used is that of scenario stories, which explains the power of using scenarios and storylines to stimulate creative ways of thinking and help envisioning possible ways along which the future may develop. The World Café method is a facilitation method that explains the power of collaborative thinking about critical issues by linking small and large group conversations. The fourth and last theory that has been used to design the workshops was the theory of world views. This concept is used to understand how people make sense of the world and why it is so difficult to change someone’s opinion, view or perspective. They all, in theory, can contribute to the facilitation of (a certain part of) the social learning processes in their own way. In the next part the theories will be explained and is described *how* each theory or method is intended to facilitate social learning.

### Appreciative inquiry

Cooperrider and Srivastva (1987; in Ludema, Cooperrider and Barrett, 2001) offer appreciative inquiry as a mode of action research to overcome the problem-oriented view of the world that many action research has. If attention is only paid to what is wrong, then the ability to see and understand what motivates people is lost (Ludeman et al., 2001). Selecting a positive topic to explore is an essential starting point in appreciative inquiry. Ludema et al. (2001) explain why appreciative inquiry is based on the premise that organizations move in the direction of what they study. When a group focuses on problems, then they will find more problems. If they focus on ideals, achievements, or best practices, then these phenomena too tend to flourish. They asked themselves the question: “would it be better to do a low morale survey documenting the root causes of low morale and then try to intervene to fix the problem, or might it be more effective to mobilize inquiry into moments of exceptional enthusiasm and then invite organization members to co-create a future for that to support even more enthusiasm?” Appreciative inquiry is based on the belief that it is much faster and more straightforward to go through the front door of enthusiasm.

*“Going through the back door to study low morale on the way to a future of enthusiasm is an unnecessary detour that simply makes no sense.”*

*(Ludema et al., 2001:158)*

Chandler & Torbert (2003) argue that discussing different future scenarios generates dialogue which can shape future actions by influencing (first-person) participants’ perspectives, their (second-person) relationships with other participants, and ‘the new sense of third-person mission that evolves’. This new sense of third-person mission, is in this research operationalized as ‘social capital’. Social capital is a desired outcome of the social learning process, which as stated before enables participants to act together more effectively to pursue shared objectives. *Thus, appreciative inquiry can facilitate social capital and social capital enables the social learning process of ‘mutual understanding’ to lead to ‘commitment’.*

Appreciative inquiry is a method for creating an inspiring collectively developed future (Chandler & Torbert, 2003). Ludema et al. (2001) describe four phases: discovery, dream, design and destiny (see figure 5). During the *discovery* phase the purpose is to search for, highlight and illuminate those factors that ‘give life’ to people. The second step, is to *dream* about what could be. This phase has many similarities with scenario stories which will be elaborated on in the next paragraph. The dream phase offers positive guiding images of the future and the possibility to share and hear each other’s stories that facilitate new ways of seeing. The third phase is to *design* the future through conversations. It is through dialogue that that a common ground can be found. The final phase *destiny*, is an invitation for participants to take action and to find other people to include them in a joint action.

Figure 5: Appreciative Inquiry’s 4D-cycle



*The discovery and dream phases contribute to social learning by offering a possibility to ‘share different perspectives’ in an inspiring and creative way. The design phase helps to come to a ‘mutual understanding’. The destiny phase facilitates ‘commitment’, by offering participants to express their willingness to take action.*

A common criticism of appreciative inquiry is that it ignores or even denies problems. This view may seem legitimate, however it is not true (Ludema et al, 2001). Appreciative inquiry does address issues and problems, but from a different and often more constructive perspective: it reframes problem statements into a focus on strengths and successes (*idem*).

## Scenario stories

Scenarios are stories or snapshots of what might be (Wollenberg, Edmunds and Buck, 2000). The term scenario is both associated with approaches for gaining information about the future as with a general category of techniques associated with ‘creative visioning’. Creative visioning is an approach that intends to

'challenge existing mental barriers to make use of creative intuition and construct visions or plans for a desirable or preferred future' (Deshler, 1987:87; in Wollenberg et al. 2000). During this approach it is tried to overcome humans tendency to be limited by what we already know. Unlike projections, scenarios do not indicate what the future will look like. Instead, scenarios stimulate creative ways of thinking that help people break out of established patterns of assessing situations (Wollenberg et al. 2000) and they help envisioning several plausible ways along which the future may develop (Kok, Biggs and Zurek, 2007). Scenarios are intended to widen perspectives and bring forward key issues that might otherwise be missed or dismissed (Kok et al, 2007).

The reason why the term 'scenario stories' is used in this research, is because stories refer to the qualitative component of scenarios (Rounsevell & Metzger, 2010, who use the term 'storylines' instead of stories). Baungaard Rasmussen (2005:230) explains that "even the simplest but well-told story contains the power to create in our minds an image of a possible future—so it is almost like we are there". Scenario stories can be seen as a bridge between analytical planning and creative envisioning due to their ability to transmit both rational and creative layers of thoughts and beliefs (Moore, 2000: in Baungaard Rasmussen, 2005). Furthermore, Aarts (2011:9) poses that stories are not only the *carriers* but also the *drivers* of change, "which makes them a valuable communication strategy". Stories invite people to connect to their own stories (*idem*).

Thus, scenario stories attempt to open our eyes to different ways of perceiving our world and help us make use our creativity. Stories told by others have the power to create an image in our mind and invite us to connect with our own stories. For these reasons, scenario stories were incorporated in the design of the workshops.

*Scenario stories contribute to social learning by offering a possibility to 'share different perspectives' in an inspiring and creative way that widen perspectives and bring forward key issues.*

## World Café

Brown and Isaacs (2001) have found that when people come to a new level of shared understanding around real life issues, they want to make a difference. Brown and Isaacs have introduced the 'World Café' method; an innovative facilitation method for collaborative thinking about critical issues by linking small and large group conversations. The World Café-method is based on the principles of dynamic networks to access a source of (deeper creativity and) shared knowledge that might not be available through more traditional approaches to collaborative work (Brown and Isaacs, 2001).

***"The process of co-creating the future through conversation is so natural we usually overlook it."***

*Brown, Isaacs & World Café Community, 2001*

The method goes as follows. Participants are put around small tables in small groups (e.g. four persons and a facilitator) and will be provided with some drinks and some food, to imitate a cozy café atmosphere. In this setting, the participants are asked to share ideas about a certain topic and are asked to write down all the

mentioned ideas on the paper. Then after a while, people are asked to switch to another table, where a group had discussed another topic and a new group composition has formed. In this process, knowledge and ideas are cross-shared, knowledge grows, creativity is stimulated, people are mixed, different perspectives are shared, and a diversity of ideas is developed. The World Café is built upon five key principles: 1) a hospitable space, 2) exploring questions that matter, 3) connecting diverse people and perspectives, 4) listening together and looking for patterns and new insights, and 5) making collective knowledge visible to the group by letting people write or draw to help understand ideas better.

*The world café method helps to facilitate social capital and a trustful environment, which in their turn, are important during the entire social learning process (they can help enabling coming from 'sharing different perspectives' to 'dissonance', enabling 'reframing', coming to a 'mutual understanding' and making it easier for people to commit).*

## World views

The concept of worldviews is used to understand how people make sense of the world and explains why it is so difficult to change someone's opinion, view or perspective. People interpret information through their world-views. Bishop, Hull and Stock (2005) explain that if we wish to engage people and understand the consequences of their behaviors, so as to create desired futures, then we face three distinct tasks: 1) allow their world-views to be represented (which can take place during appreciative inquiry's *discovery* phase), 2) help them see the world through eyes of other stakeholders (like in appreciative inquiry's *dream* phase), and 3) facilitate negotiations about desirable futures (appreciative inquiry's *design* phase). To accomplish these tasks, Bishop et al. (2005) continue, people must have some control over the language and indicators used to represent their world views. It would not be possible to motivate community engagement or promote change when the participants are forced to use language or indicators from world views they do not resonate with and therefore it is important to take these into account, and be aware of the world view people have.

*The concept explains that the workshops should not aim at changing someone's world view, but can help showing differences in world views when they are shared and so that people can learn about other people's world views. Thus the concept helps in the social learning process of 'sharing different perspectives'.*

At least four different world views about environmental change appear repeatedly in the history of the Western world (Bishop et al. 2005): 'economic', 'romantic', 'pastoral', and 'ecological'. Each of these are described below.

*Economic:* From a capitalist world-view, nature is a resource waiting for use and development. To leave nature alone is considered wasteful. Agricultural productivity, industrial development, and tourism provide familiar frameworks for identifying resources.

*Romantic:* Romanticism is a view of the world based on several well-rooted strands of aesthetic and spiritual thought. It is negative about expanding developments of modern science, technology, and industry.

Romantics look to nature as a moral compass as well as aesthetic entertainment. Nature is assumed to know best and is spoilt by human intervention. Nature is a place for recreation and contemplation, not active manipulation and exploitation.

*Pastoral:* Nature provides a lifestyle that nurtures a rural culture, teaches virtue, and encourages independence and moral excellence. Human labor combines with nature to create a pastoral landscape and agrarian lifestyle. Technology complements rather than replaces human labor; nature is managed rather than replaced by biotechnology. Small family farms are dispersed over a landscape and connected by small towns servicing the rural economy. High value is placed on social and community interactions, connections to place, and simple (sustainable) lifestyles.

*Ecological:* Nature is viewed as a collection of ecological processes and content such as integrity, resilience, and biodiversity, often to the exclusion of cultural history. When a specific place is considered in its spatial and temporal context, its current characteristics (and its residents) become lost in the bigger picture. Native species, pre-settlement conditions, endangered species, keystone predators, and wildlife habitat exceed concerns about economic returns or recreational benefits. (All adapted from Bishop et al., 2005)

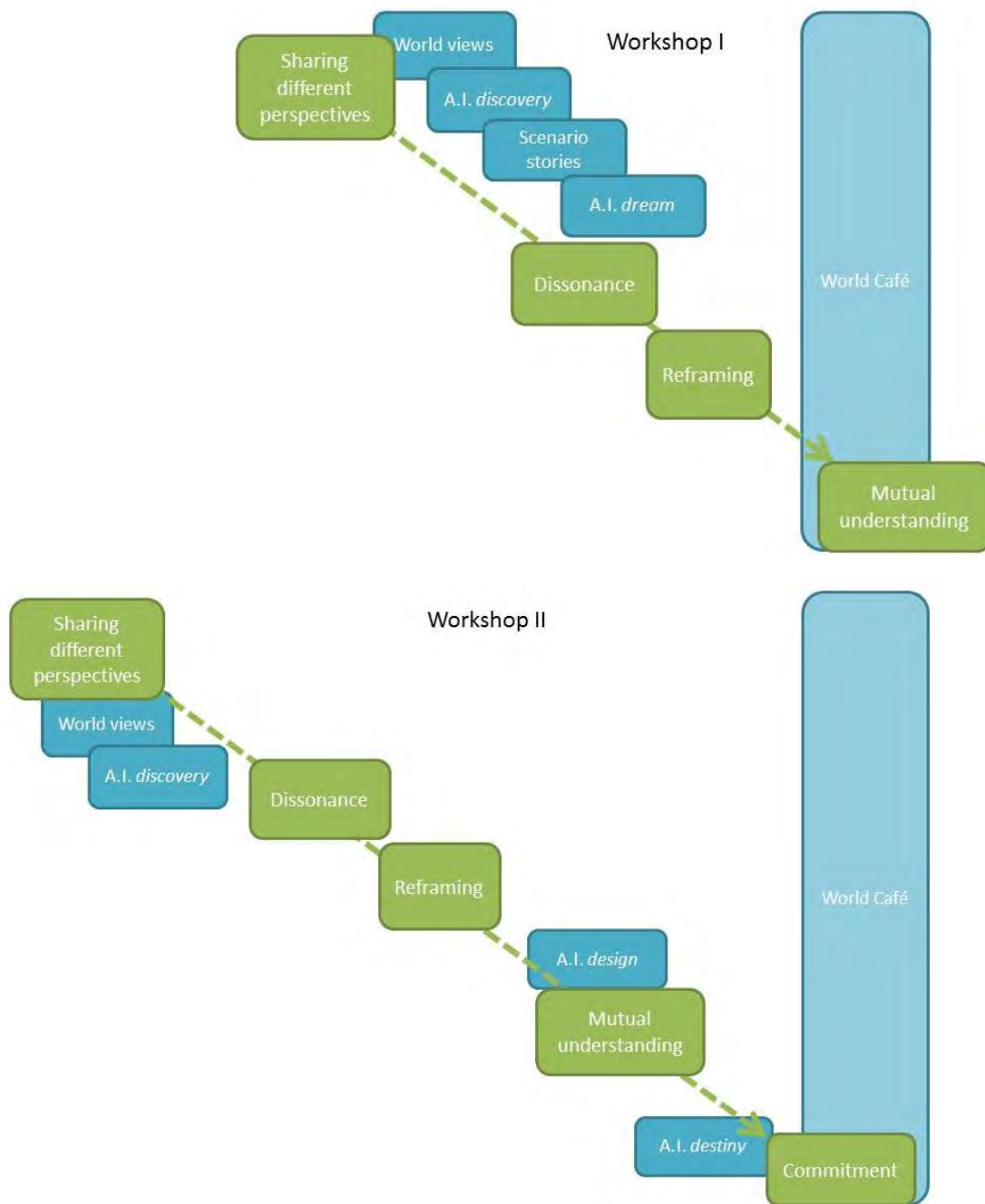


*Figure 6: Examples of photos representing the four world views (as used during the first workshop). All photos show olive yards, and the photos represent clockwise: the economical world view (intensive agriculture), the romantic world view (pretty landscape with olive trees), the pastoral view (traditional and hard work) and the ecological world view (olive trees that are not in use any more, with some other plant species around it for higher biodiversity<sup>19</sup>).*

<sup>19</sup> The photos had been deliberately chosen with the help of João Ruano Rodrigues, a Portuguese MSc-student in landscape architecture.

Figure 7 shows a schematic model showing the (expected) cause and consequence relationships between the social learning processes - in the green boxes - that will be facilitated during the workshops, and the four theories described in this section - in the blue boxes. World Café has a lighter blue colour because unlike the other theories, it is more a methodology that has been applied during the entire workshops. It is important to note that these models were only possible to optimise after the workshops, but appendix I shows the preliminary design of how it was expected and designed how the theories and social learning processes would affect each other.

Figure 7: Schematic model showing the relations between social learning and the facilitation theories. (A.I.=appreciative inquiry).



*“Not everything that can be measured counts,  
and not everything that counts can be measured.”*

*Einstein*



### 3. Research methodology

#### Action research

This research follows the premise of action research. Much of contemporary post-normal researchers select action research as a mode of inquiry (Rodela, Cundill and Wals, 2012). A 'postnormal' approach to research (first conceptualised by Funtowicz and Ravetz in 1993) tends to be issue-driven, policy relevant, transdisciplinary and has an emphasis on issue improvement. It was created because Funtowicz and Ravetz argued that due to high levels of complexity in sustainability issues, contemporary science was inadequate. Since the origin of action research by Kurt Lewin's in the 1940s, action research has emerged as a critical and alternative view to more traditional views in social sciences. Action research attempts to contribute to problem solving by simultaneous research and action by the researcher in participation with others; here called 'the researched'. Action research, or any other kind of intervention research, all have the aim to change, innovate and improve the existing situation (Tromp, 2009). As defined by Peter Reason and Hilary Bradbury (2001; in Chandler & Torbert, 2003), action research is '*a participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes. (...) It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities.*' From this definition it is clear that action and research are intertwined, and not polar opposites of one another, which they are in conventional research (e.g. empirical positivism) (Chandler & Torbert, 2003). In literature on action research Kurt Lewin is often cited, who once wrote, "there is nothing so practical as a good theory" (1951, p. 169, in: Brydon-Miller, Greenwood & Maguire, 2003:15). Brydon-Miller et al. (2003:15) even declare that:

***"Theory is really only useful insofar as it is put in the service of a practice focused on achieving positive social change."***

*Brydon-Miller et al., 2003:15*

Action research furthermore aims not only to understand past events, but also the present, as well as future intentions for joint actions (Chandler & Torbert, 2003). Action research has a complex history because it is not a single academic discipline, but more an approach to research that has emerged over time from a broad range of fields (Brydon-Miller et al. 2003). Valkenburg, Beukema, Almekinders & Tromp (2009) explain that action research can be viewed as a research strategy and as paradigm, and to provide room for both views, they call it 'research in action' (in this research it is still referred to as 'action research'). Action research *as a research strategy* implies that it is like an addition to an experiment, survey or literature study. Action research *as a paradigm*<sup>20</sup>, entails more fundamental principles about how scientific research can best be organized and framed. In this research, action research is applied as a paradigm to provide a research

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<sup>20</sup> A paradigm is a system of presuppositions that is taken for granted within a research approach or research school and that forms the framework within which problem solutions are sought (Kuhn, 1962, 1970: in the glossary of Almekinders et al., 2009:252).

strategy to achieve social change, based upon critical theory; requiring a critical and self-critical attitude in order to achieve real transformational change (Zuber-Skerritt, 2001).

Valkenburg et al. (2009) pose that action research differs from conventional research in that it treats the researched as active participators in the research and not as passive sources of information. To be able to continuously connect practice to theory and vice versa, the researched are in theory given a serious role within the process of data collection, interpretation and analysis. In practice, the decision for the level of involvement depends on time restrictions and the personal working style of the researcher. In conventional science, the objective is to generate value-free data which means that the researcher has to keep the researched party at a distance. With this, action research rejects the notion of an objective, value-free approach to knowledge generation “in favour of an explicitly political, socially engaged, and democratic practice” (Brydon-Miller et al., 2003:13). In action research the cooperation between the researcher and the researched is taken as a starting point and a relation of trust is needed. “Without trust the results of the research project will not be trustworthy” (adapted from Valkenburg et al. 2009:17).

Not all researchers take the same approach and there is much variety in approaches and methodologies (Dick, 1993; Valkenburg et al. 2009). There is also variety in the idea to what action research should contribute: knowledge and/or change. Some see change as the criterion of success; if the situation under study has changed, then the research has been successful. Others see knowledge as the criterion of success, and change could then be a potential result. Even others see knowledge and change connected in a reciprocal way: “knowledge is needed to change a situation and changing this situation together with the people under study is seen as an important way of generating further knowledge” (p.22). In this action research knowledge is intended to be acquired first to understand the situation, and then the interventions will be designed in a participative way (with ATN, not to be confused with ‘the researched’), so that in the end, change can be achieved among ‘the researched’ and between ATN and ‘the researched’. New knowledge is regarded as an expected result, but is not the main goal.

As described before, action research has a complex history and therefore there are many ways to do action research. As a research paradigm it consists of a variety of research approaches and within the paradigm there are several established methodologies (Dick, 1993:14). Valkenburg et al. (2009) describe five common elements that are found in this plurality of action research which help to understand where the consensus lies. (1) The first common element is that the effort to achieve social change means that the researcher wants the scientific knowledge and the process in which it is developed to be an important resource for the people under study to improve the situation. “He or she not only tries to find out what reality is, but also actively engages in experimentation to find out how the reality can be changed” (p.18). (2) Secondly, the researcher wants to develop possibilities, together with the people involved, and direct these towards change. In this element, action and research come together; the design and implementation of action generates knowledge that contributes to the overall understanding of the situation of the people involved. This knowledge is of direct use for these people, but also contributes to the body of scientific knowledge. (3) The third element is the aim to achieve a relationship between the researcher and people under study, which is contrary to traditional research. In action research it is argued that a good analysis is only possible when people ‘can’ and

'want to' contribute to the research. 'Can' means that the researcher sees and treat the people as co-researchers. 'Want to' refers to that the people trust the researcher sufficiently. (4) Action research is based on a transdisciplinary approach<sup>21</sup>; the researcher uses knowledge from different disciplines and combines it with other, non-scientific knowledge like common sense to be able to understand the reality in all its complexity. (5) The last element is the importance of reflexivity. The expert only has a relative advantage over the well-informed lay-person, because knowledge is permanently used, discussed and developed in everyday practice. "If the contexts are different, this reciprocal process may be different too" (p.19). This means for actions research that general statements can only be expressed in modest terms and generalizations cannot be made.

Action research is executed by a researcher, who is a human being too, working in a specific context and under specific conditions, and this all has influences on the objectivity of the research. The purpose for an action researcher is to learn from your experience, and apply that learning to bring about change. As the dynamics of a social system are often more apparent in times of change (Lewin in 1948), learning and change can enhance each other. "However, you are more likely to learn from an experience if you act with intent", states Dick (1993). Therefore it is important to have expectations, test them, and change them. To maximize the learning process as an action researcher, it is important to be deliberate and intentional about the learning process. An often used strategy to do this, is by applying a spiral method, see figure 8 in which the phases of 'intend', 'observe', 'evaluate' and 'reflect' sequence one another. This spiral model is based on that of Zuber-Skerritt (2001).

The spiral model gave guidance to the research process and is therefore used to structure this research report as well. The steps within the spiral model can be explained as follows:

- 'Intend' is the strategic plan behind the intervention;
- 'Act' is the implementation of the plan during the design and actual interventions/ 'Observe' is the observation during the implementation of the plans and are described in this report (thus 'act' is what is executed, but only the 'observations' of the actions are described in this research report);
- 'Evaluate' refers to the evaluation of actions taken;
- 'Reflect' consists of a critical reflection of the evaluations by means of a comparison with the used theories.

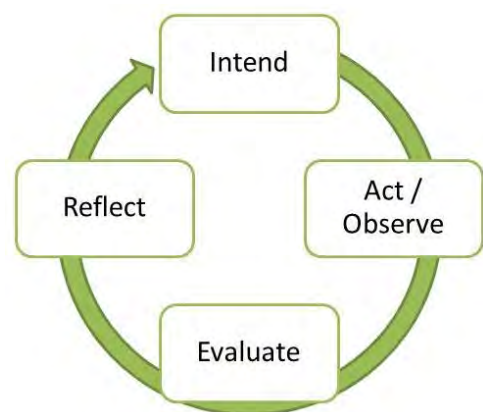


Figure 8: Spiral model for action research. Adapted from the spiral of action research cycles by Zuber-Skerritt (2001:20).

In the original spiral model of Zuber-Skerritt the phases are 'plan', 'act', 'observe', and 'reflect'. Thus, in this research the first step is changed into 'intend', the second became 'act/observe' and the third step changed

<sup>21</sup> A transdisciplinary approach is one that transcends boundaries of conventional disciplines. (Salmons & Wilson, 2007)

into 'evaluate'. In this research it seemed more logic to use the terms 'observe' instead of 'act' because not the actions are described, but the observations of the actions. 'Act' is still displayed in this spiral model here, because during the research process, 'act' did take place (the workshops), after the 'intend' and before evaluations took place. Furthermore in our model, the step 'evaluate' is added which is incorporated in Zuber-Skerritt's fourth step 'reflect'. However, it seemed more logical to provide a value to what happened, after providing a description of what happened (observing) and why, and to separate this in the reflection.

By means of the application of this model to this research, the guiding research question - *To what extent did the workshops, as designed by the action researcher and executed by ATN, facilitate social learning and to what extent did this increase the levels of involvement of the community groups in the most sustainable way?* - is split up in narrower ones, to guide this research better. This has resulted in the following research questions:

## Research questions

### *Intend:*

(1) *What decisions were made during the design of the workshops by the action researcher and ATN?*

### *Observe:*

(2) *To what extent did the workshops went according the designed plan?*

### *Evaluate:*

(3) *To what extent did social learning processes take place?*

### *Reflect:*

(4) *To what extent did the design of the workshops facilitate social learning processes?*

(5) *To what extent did the workshops increase levels of local involvement?*

## Data collection

The data that has provided answers to the above mentioned research questions were gathered by applying different data collection strategies. Basically they can be categorized into two groups: the data collection methods that provided information about (1) the workshops and (2) the decisions made by ATN. The following methods have been applied to collect data about the workshops:

*Table 3: Research methods and the data these provided*

<i>Research method</i>	<i>Data</i>
Half-structured interviews with the facilitators	Observations and evaluations by the facilitators of the workshops
Half-structured interviews with the participants	Observations and evaluations by the participants of the workshops
Questionnaires	Demographic information about the participants, as well as motivations to participate, and suggestions and wishes for a next workshop
Personal observations during the workshops (+ video and photos)	Information about the group processes and dynamics and whether the exercises were going according plan. (The video's and photos made during the workshops provided information about the group compositions.)
Personal observations during formal and non-formal meetings ATN	Views, opinions, relevant stories (e.g. about past events and experiences), and decisions by ATN
Email correspondence with colleagues of ATN	Views, opinions, relevant stories, and decisions by ATN
Transcripts interviews Lesley Walet	Views, opinions, relevant stories, and decisions by ATN

### Half structured interviews

The interviews with the facilitators took place after each workshop (every facilitator separately, and took between 30-90 min) and were structured in the sense that all questions were prepared beforehand and listed on the computer screen of the interviewer. The questions were clustered in categories to be able to analyse the social learning processes and outcomes that could have taken place. Specific questions were also asked about the group composition, about the participants, who had said what, who had provided which ideas, etc. and questions about the group processes. Also questions were asked that did provide information on whether we had made the right decisions considering the design and organization of the workshops, for example: "What do you think about bringing all villages together, did it help for anything?". In Appendix I all interview questions of the interviews of workshop I and II can be found. It is important to note that not much attention was paid to whether the interview question was an open question. This was because of the personal relations with the interviewees, thus it was easy to continue to ask 'why?', or 'can you explain that'? Many questions were asked and not all answers are used in this research. Contrariwise, it often happened that a certain

question was asked, but the interviewee provided a valuable answer to another question. Therefore the strategy was to ask 'a lot' of questions, to make it possible to gather unexpected answers.

The four interviews with the participants were a lot shorter and aimed mainly at the experiences of the participant. There was one interview with a participant executed after workshop I (this was not intended, but possible and provided valuable information) and three interviews were executed with participants after workshop II. Questions to the participants were also aimed at finding out their commitment to the ideas produced. The questions asked can be found in Appendix II.

## Questionnaires

At the start of the first workshop and at the end of the second workshop, questionnaires were given to the participants. The first questionnaire provided demographic information of the participants, as well as their 'connection to the Reserve' and 'motivation to participate'. The second questionnaire was longer and focused also at measuring some social learning processes and outcomes (i.e. trust and commitment), as well as suggestions and wishes for a next workshop. The questionnaires can be found in Appendix VI Participant form (workshop I) and Appendix XIV Questionnaire (workshop II). The results of the questionnaires can be found in Appendix XI Results questionnaire workshop I and Appendix XV Results questionnaire workshop II.

## Personal observations during the workshops

Even though I did not understand enough Portuguese to understand what the participants were literally saying, a lot of information could be drawn from the non-verbal communication. For example, it was easy to observe whether a group really listened to each other and let one by one speak, or that it was a discussion in which the person with the loudest voice won. Also, it was easy to see for the researcher whether the exercises were going as planned, for example, when participants were all starting to write, but when they were supposed to discuss things first for example. Later on, these observations were checked with the facilitators.

## Personal observations during formal and non-meetings ATN

Like writing a diary, observations were made during all formal and non-formal meetings with employees and interns of ATN every time this seemed relevant. Personal views of people, the decisions that we had made, the suggestions that were made, everything that seemed to be relevant for this research was written down. This provided the necessary data to analyse the decisions made by ATN during the design process.

## Email correspondence with colleagues of ATN

Also the emails that were sent with discussions on the design of the workshops and about this research had been gathered and used for analysis.

## Interviews Lesley Walet

At last, transcripts of three interviews executed by Lesley Walet<sup>22</sup> have been used for analysis (interviews with João Quadrado (8-5-2013), António Monteiro (13-05-2013) and Henrique Pereira dos Santos (13-05-

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<sup>22</sup> These interviews were executed as part of Walet's master thesis which she also executed for Wageningen University and ATN. Transcripts are taken up in her research in the raw data, therefore no reference can be made to her publication.

2013)). These have provided valuable information about the personal views of these interviewees on the applied nature management type, their opinions on local involvement and (the relationship between ATN and) Rewilding Europe.

## Data analysis

Much information had been gathered and in many forms. It cannot be denied that structuring the information was not a challenge. Due to the applied action research approach, all actions provided data and many observations had been made (during the workshops, but also during those two months at the office of ATN).

Each interview was fully transcribed to allow detailed analysis of the data. Quotes were identified to use as units of analysis that would be relevant to provide answers to the research questions. Attention was paid to identifying the social learning processes, thus examples that would indicate 'sharing perspectives', 'dissonance', 'reframing', 'mutual understanding' and 'commitment'. When found, they were labeled by pen and gathered later on per category. In the same way, the expected social learning characteristics and outcomes (as described in table 2) were analyzed. Also content-wise the ideas shared by the participants and groups were analyzed in this way. Furthermore, the transcripts were analyzed for quotes that provided a critical reflection upon the design and methods used of the workshop or to understand the bigger picture. The data gathered in the 'diary' in which personal views, the decisions that we had made, the suggestions that were made, etc. were written down as explained before, were also labeled, but this time the data provided the labels or themes for further analysis. Thus a different strategy was used. This technique was also used for the analysis of the transcripts of Lesley's interviews, which then mainly provided additional information on the history of ATN and Rewilding Europe, the motives of the interviewees to involve local people and to gain a better impression of challenges and opportunities in the region and ATN.

The answers from questionnaires were translated by ATN colleagues and imported in Excel-files. The answers were partly summarized (and described in the demographic stories about the participants) as well as used to make insightful diagrams to show relationships between certain variables (e.g. the relation between world views and age groups).

Also cross analysis between different forms of data took place. For example, the facilitators had written down during workshop I which photos were chosen (as desired future) by the participants. This information was then compared to the stories the participants told about these pictures (to evaluate whether he/she really meant this world view that the photo represented), and at last this was combined with demographic data from the questionnaire to find out for example which age groups mainly had which world view.

At the same time, all these types of data were mainly reflections of realities perceived by others, and interpreted by the action researcher. An attempt to understand the reality in all its complexity is made, but this research does not claim to represent *the* reality. It is solely a reflection of perceptions of reality. Bradbury explains that it is this reflexivity that is so characteristic for action research:

*“Action researchers are, relative to conventional social scientists, more autobiographical in their expression (we call it reflexive). Because we acknowledge that all claims to knowledge are shaped by interests (consider that knowledge claims are never neutral), what may seem like autobiographical self-indulgence is offered to help contextualize the claims, create transparency and also to anchor ownership of expression that can otherwise masquerade as worryingly disembodied and neutral.” (Bradbury Huang, 2009:95-96)*

Therefore an I-form has been used at occasions in this research when it was considered important to show which personal observation this was, to make this transparent for the reader.

## Research instrument: the workshops

Figure 9: Timeline showing the time spent at ATN by the action researcher and the dates of the workshops.



This research consists of two components: one that evaluates what decisions are made by ATN during the design, and the execution and analysis of the workshops. The decision making process had started at the first meeting with ATN in April 2013 (see timeline) and ended when the action researcher left ATN at the end of June. The second line of research is that of the interventions – the two workshops - and the effect of social learning on the local involvement that it was intended to facilitate.

The research instrument of this research, the interventions, consisted of a series of two workshops (so the second one would follow up the exercises of the first one), designed by the action researcher in cooperation with ATN. It was decided to have two workshops because social learning theory prescribes a process in which among others trust and social capital can be created, and just one workshop was expected not to be able to accomplish that. More than two workshops would from a social learning point of view be more desirable than two workshops, because participants and facilitators would spend more time together, increasing the chances on higher levels of trust and social capital, which facilitate learning and would increase the chance on commitment of participants in the end. However, due to time constraints (the action researcher could only be present in Portugal for two months), and the amount of work it would cost for employees of ATN to organize more than two workshops, it was decided in cooperation with ATN, to have two sessions. The participants were therefore required to attend both sessions (referred to as workshop I and II). This was in theory, because in reality, ATN could not refuse people who wanted to participate (or could) in only to the first or second one, so this occurred too.



The goals of the workshops were defined by the action researcher and some employees of ATN, which will be explained in more detail in the next chapter. The goal of the first workshop was to let participants share their desired futures, to combine those futures and come to a mutual understanding about the overlapping themes that were most present among all these stories. These themes were then used in the second workshop to develop more practical ideas for how to make these reality. After some rounds of sharing ideas, the best idea of each theme was shaped by means of a business model and presented in the group. The final step in the second workshop was to facilitate networking and for people to show their commitment. In this way the workshops were aimed at ‘developing opportunities with Faia Brava’, which was the title of the workshops (see appendix III for the poster that was used). The first workshop was organized in Vale de Afonsinho, because it is most central located. The second workshop was held in Cidadelhe, the village with whom ATN has had most issues with in the past. The reason for why the workshops took place in two different villages can be read in the next chapter.

The workshops were designed by the action researcher and feedback was provided by employees of ATN on the designs. The organizing tasks (inviting people, arranging locations) were executed by employees of ATN, when orders were giving by the action researcher. There were four facilitators: two employees of ATN, one ATN-intern and the main facilitator was not connected to ATN. The workshops were held entirely in Portuguese, because most of the participants were not able to speak English. The design of the workshops were both times discussed with ATN and the main facilitator beforehand. Before the workshops, the facilitators received a manual (see appendix IV ‘Manuals for the facilitators’) to prepare themselves and to use during the workshops. After the workshops, all four facilitators were interviewed thoroughly about the processes that had happened in each of their groups. By collecting all these stories about what had happened and combined with own observations, an image could be formed by the action researcher of what had happened. This *image* is a reflection of the realities perceived by the facilitators, and then interpreted by the action researcher. An attempt to understand the reality in all its complexity is made, but this research does not claim to represent *the* reality. It is solely a reflection of perceptions of reality.

## Research population

During the organization of the workshops, a target group had been set to design the workshop for, and to know who to invite. The intended target group for the workshops were:

- Men and women
- All ages (18-100) (with a focus on a representative distribution of the age groups ‘young’, ‘middle age’ and ‘old’)
- People who live and or work in the area around the Faia Brava Reserve. The villages we focus on are the four villages at the borders of the Reserve: Quintã de Pêro Martins, Vale de Afonsinho, Algodres and Cidadelhe. Furthermore, people from Figueira de Castelo Rodrigo are invited. (FCR is located further away from the nature area, but the office of ATN is located there, and a lot of young people from the previously mentioned villages have moved here).
- People with different professions/different stakes: farmers, teachers, hunters, local entrepreneurs, people working in tourism, etc.

- Out of the box thinkers: according to the social learning theory, it is important to have at least one 'out of the box thinker'; people who are already somewhat oriented towards uncertainty and who are not likely to avoid risks (Wals et al., 2009). We deliberately tried to have some people who were pro nature conservation and e.g. more pro agriculture (without stating that both cannot be combined).

Considering the community groups (as defined in the problem description in Chapter 1):

*The ones who are against*

- To invite the ones ATN has a negative history with
- To invite the people from Cidadelhe (most conflicts exist with people from this village)

*The ones who do not care*

- By asking people who come to invite somebody else

*The ones who are unaware*

- By asking people who come to invite somebody else

*The ones who agree*

- To invite people that already work together with ATN who can be a good example
- To invite people that add the same value to the protection of nature as ATN

Participants are tried to be reached in the following ways:

- Face to face by invitation by ATN employees
- Invitations by phone by ATN employees
- Invitations by email by ATN employees and the researcher
- Posters and flyers hanging in the bars, public facilities and municipality buildings in the five participating villages

A minimum of 16 persons and a maximum of 20 persons had been set as a requirement for each workshop by the action researcher. The reason for this was so that could be worked in four smaller groups of each 4-5 persons, so that the group would not be too small so that there would be not enough diversity, and not too big to hinder group processes - assuming that for people it is more difficult to speak in a bigger group that they have not met than in a smaller one, and also considering time constraints because it would cost more time in a bigger group for each one to share their ideas.

## Limitations of the research

### Time constraints

The action researcher was eight weeks at the office of ATN (from 6-5 to 28-6) and the workshops needed to be arranged within this period. The workshops were designed for two sessions, but as Cundill & Rodela (2012) explain, social learning can also be organized with iterative cycles of action, monitoring and reflection, in which participants come to learn how to cope with uncertainty when managing complex systems. This is a more profound way to organize the social learning process, but there was no time to organize this.

### Dependent on cooperation of ATN

What affected the research was that the action researcher was very dependent on her colleagues at ATN and their willingness to help. The colleagues had to call people, invite participants, arrange the locations for the workshops, arrange groceries for the workshops, translate documents, make posters, drive participants to the workshops, facilitate the workshops and do the evaluations (their observations) about the workshops afterwards. I wanted to interview more participants after the second workshop had taken place, but there was just one week left and all colleagues were very busy right for summer season. Also, what did not affect the research a lot, but was difficult for the researcher sometimes was the not always positive attitude of some colleagues to cooperate and assist. However, they did to the tasks after asking and asking again, but sometimes not with much enthusiasm. This counts also for two of the interviews that had been done with the facilitators in which the particular facilitators were not motivated to provide elaborate answers and in this way affected the research, because more and longer answers could have provided more insights. However, they did answer all questions asked so no major differences are expected.

### Subjectivity of the data

In action research, it is acknowledged and accepted that there is not one truth, that research will not deliver the truth. In this research most data is required from what the facilitators said how they had experienced the workshops and what they thought how the participants had experienced it. It is important to recognize that a lot of data is based on observations by others, which are reflections of realities perceived by others, and interpreted by the action researcher. An attempt to understand the reality in all its complexity is made, but this research does not claim to represent *the* reality. For example, I recognized that during the interviews with the facilitators after the second workshop, that two facilitators were not motivated to cooperate and that they also gave a lot more negative answers than the other two positive ones. Thus, their own attitude affected how they saw the processes and outcomes of the workshops, and this had to be taken into account.

### Portuguese language

Not speaking the language enough to be able to understand exactly what the participants were saying, was a pity for this research. If it could have been understood by the researcher what the participants literally said, then things could have been analysed and evaluated on a much deeper level. For example, when during the first workshop, the participants had to present their 'desirable futures', it was very interesting to know how they *exactly* framed it. Did they for example use words like "we wish to see in the future"? On the other hand, analysing two-hour-lasting conversation by approximately 20 participants, and then for two workshops would provide (2\*20\*2=) 80 hours of data to analyse and this would have been too much for this master thesis. And next to that, practically speaking, it would have been really difficult to record the group discussions and be able to derive from voice memos who had said what, most probably even impossible, because not only did some participants probably spoke at the same time, also the rooms in which the workshops were held were pretty noisy. However, if the action researcher could have understood Portuguese better, she could have done other observations during the exercises of the workshops, and would not have been totally relying on the observations by the facilitators. It is not expected though that this would have changed the outcomes of this research.

## 4. Intend: design of the workshops

*What decisions were made during the design of the workshops by the action researcher and ATN?*

The research objective that was proposed by the action researcher to ATN during the first meeting in April, was quite different than the objective(s) that were worked with during the design of the workshops one month later. This decision making process, and other decisions that were made during the design, are described in this chapter.

First follows a list of the employees of ATN that influenced and/or contributed to this research to understand better why certain decisions were made by who:

- António Monteiro – Founder of ATN and president of the board
- Henrique Pereira dos Santos – Director (during the time of this research)
- Alice Gama – Team manager (biologist)
- João Quadrado – Rewilding Europe coordinator (biologist) (*participant in the workshops*)
- Bárbara Pais – Communications officer (*facilitator*)
- João Ruano Rodrigues - Research intern (master student landscape architecture) (*facilitator*)
- Nadine Oliveira – Tourism employee (*facilitator*)
- Ricardo Nabais – Forestry technician (*participant in workshop 1*)
- Eduardo Realinho – Biologist
- Sílvia Lorga – Receptionist, administrations

Not from ATN:

- Alexandra Cerveira Lima – works at the Duoro International Parc and former co-director of the Parque Arqueológico do Vale do Côa (*main facilitator*)<sup>23</sup>

The timeline on the next page shows the most important meetings, evaluations, email contacts, and events.

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<sup>23</sup> The big advantage of having Alexandra Lima as a facilitator was that she already knew and was accepted by many participants. She has done several things with the community in her former position at the Coa Museum. She has good contact with the people in Cidadelhe and also with some mayors from other villages. Especially the good relations with the people in Cidadelhe probably has helped us getting more people from Cidadelhe to the second workshop.

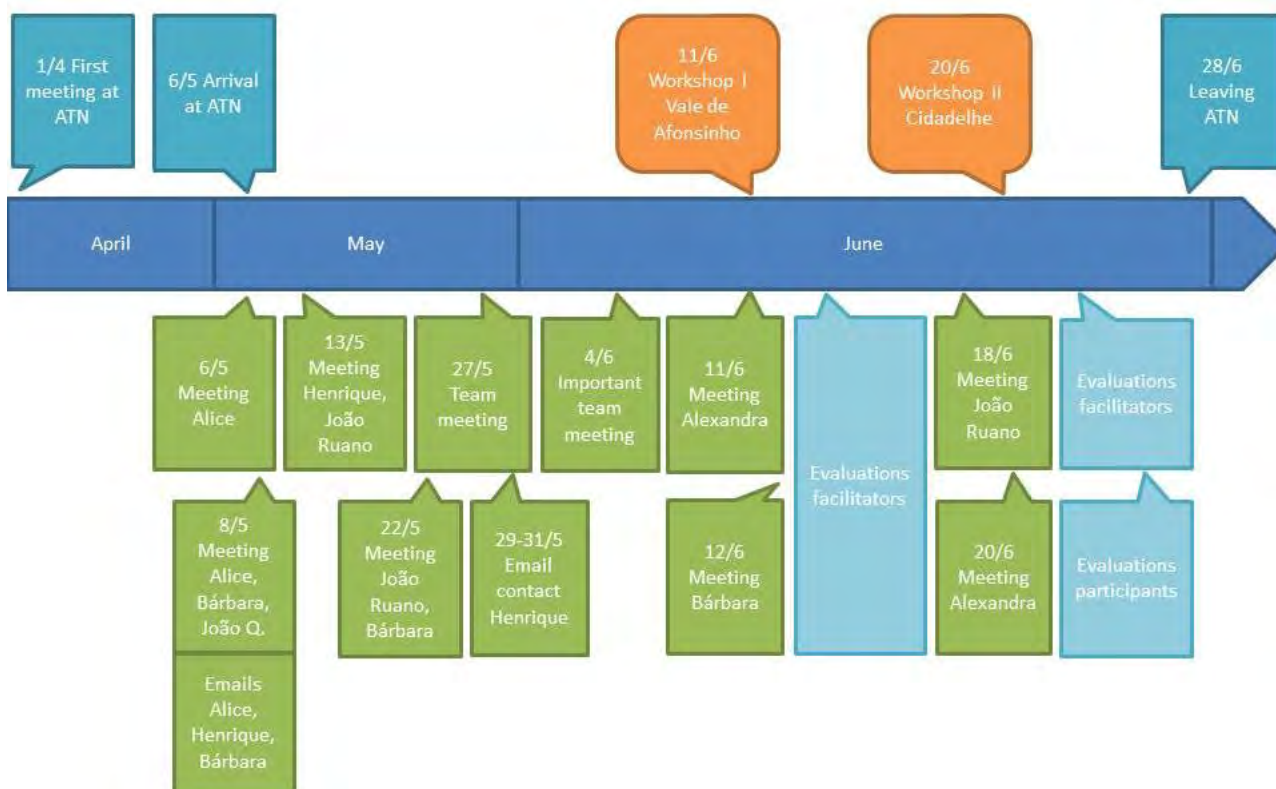


Figure 10: Timeline of the most important events and meetings in which important decisions were made or information was shared between the action researcher and ATN.

### Organizing workshops and combining with landscape scenario research | Research proposal meeting at ATN (1/4)

During our very first meeting in April, when my supervisor Van der Duim and I met Alice Gama, Bárbara Pais and João Ruano at the office of ATN, I proposed to do a research that combined involving local people and landscape scenarios. This idea came because of the possibility of combining my research with that of João Ruano, who was already executing a research for ATN on different scenarios considering different management types<sup>24</sup>. The research objective proposed during that meeting focused on engaging local people in ATN's plans for enlarging and rewilding the Faia Brava Reserve. At that time, I assumed that informing people about ATN and their plans for the future could create acceptance of their plans and create space for local engagement for entrepreneurial activities based on the increased number of tourists, which had led to the research question which was proposed: How can participatory scenario-based landscape planning help ATN in informing local people about ATN and its plans for rewilding and expanding the Faia Brava Reserve to provide space for local engagement? It is important to be aware that this was a draft research question; thus it was not formulated well in academic terms nor from a communicative point of view ('informing' is not

<sup>24</sup> The idea for this proposal was inspired by a research I had encountered by Van Berkel, Carvalho-Ribeiro, Verburg and Lovett (2011), also done in the North of Portugal. Their research provides a methodological framework for 'identifying local development capital using scenario storylines, maps and visualizations of possible development outcomes to prompt discussion with local stakeholders about regional potentials'. However, later on, it was decided not to focus on the landscape changes in particular; this will be explained later on.

appropriate to involve people), but it was used to explain the type of research to ATN and is therefore important for the further analysis.

#### **Focus on landscape changes | Meeting Alice (6/5)**

On the day of arrival, I had a meeting with Alice and she explained me some important things. Since two years, since the management of ATN had changed, more people in the area got to know ATN, but even the ones that knew ATN pretty well, would probably not know exactly what ATN is doing, she said. Especially considering the nature management strategy, which ATN changed into 'Rewilding' (which means they are now slowly stopping/removing management activities), is something the local people are not aware of. The Faia Brava Reserve is about 17 km from the office of ATN in Figueira de Castelo Rodrigo. Alice explained me that there are three villages next to the reserve; Vale de Afonsinho, Algodres and Cidadelhe. Young people from these villages moved to Figueira. That is why she said we should invite some young people from Figueira also. We discussed how to get people participating in the workshops, because we preferably wanted people who did not know ATN (well). I came up with the idea to ask the employees of ATN to invite people, who would then also had to invite somebody; a neighbor, friend, colleagues, family member, etc. Also, we decided to hang up posters in all villages, so that the workshops would be open to everybody who is interested. Alice said to be interested in the opinions and ideas of the local people, that they might be surprising. Alice also said that the workshops would be an opportunity to give people an idea of what we are doing. In the end, this was not included in the workshops because we chose not to focus on ATN, but on the reserve. This will be explained later on.

#### **Decision to focus on Faia Brava and not on ATN | Meeting Alice, Bárbara and João Quadrado (8/5)**

I had an important (informal) meeting with Alice, Bárbara and João Quadrado. Because we had not discussed my workshops altogether, there were some different points of view about the workshops. Bárbara made clear that she saw these workshops as a first effort to start involving people. "It would be nice if after the workshops, people would know better what ATN is doing in Faia Brava and how they can help them, how they can be part of it". Bárbara also said that it would maybe be possible to ask the participants to inform ATN about what possibilities there are for visitors of Faia Brava to do in the villages around. So, an inventory of the local products or shops that exist already could be made; tourism, local enterprises, highlights, etc. There was some discussion about the goal of the workshops. Alice thought the workshops should be more about creating a vision with the local people about the landscape, but Bárbara wanted to use the workshops more importantly to involve people in ATN. I said we could do both (but as will be explained later on, the plan to develop a vision for the landscape was cancelled later on).

The discussion continued about whether we could talk about ATN during the workshops. Mainly João was afraid that the connection of the workshops to ATN would be a reason for some people not to participate. Alice said it would be possible if we would emphasize that me and João Ruano are independent from ATN so that we would not 'influence people's minds'. We even discussed whether I could participate with another NGO, since the topic 'ATN' was apparently so sensitive among some locals. But this did not make any sense, because the objective of the workshops was *to involve local people in ATN* and to figure out how. Thus,

ultimately, we decided that the workshops were organized by ATN, but that we should try to focus on communicating Faia Brava mainly, because ATN is made up of people, and Faia Brava is the nature area, so it was expected that this would be less controversial. We used the logos of Faia Brava and ATN on the posters, and the names of João Ruano and me (with the title 'Developing opportunities with Faia Brava', see appendix III) that we hung up in all villages. It would have been misleading if we would not tell beforehand that ATN was organizing the workshops thus we communicated this on the posters. Thus, we had to communicate that ATN was involved, but we focused, also during the workshops, on Faia Brava.

#### **Decision for the four villages** | Meeting Alice, Bárbara and João Quadrado (8/5)

During this same meeting we also discussed the locations of the workshops and which villages we would invite. João Quadrado proposed to also include Quintã de Perô Martins. Alice said that we had to offer transportation to the locations of the workshops from the other villages (we did, and some people made use of this). Alice explained that it is very rare that people from these villages meet "if ever". It would be really interesting if the people would now meet. Combining the people would be positive, because ATN has good contact with e.g. Algodres, so that the more skeptic people from Cidadelhe hopefully would hear some positive stories about Faia Brava (and ATN) from people from Algodres. We decided to invite next to 'all' locals, more specifically also people from the juntas de freguesias (the local municipalities) and local entrepreneurs.

#### **Decision for the two locations of the workshops** | Email contact Alice, Henrique, Bárbara

There was a discussion via email (because the director is only at the office some days per month) about the location of the workshops, because the initial idea was to held it twice in one village. The arguments given for Vale de Afonsinho were that it was the most central village, and because ATN already has good contacts with Algodres (so then we did not have to organize it there). The arguments given for Cidadelhe were because it was regarded as an opportunity for ATN to receive a more positive image from the people of Cidadelhe. Then director Henrique mailed: "Nothing against the idea of joining the villages, but then join twice. Once in both villages". And thus was concluded that we would change locations and held the workshops in two different villages: Vale de Afonsinho and Cidadelhe.

#### **Discussing the design of the workshop** | Meeting Henrique Pereira dos Santos and João Ruano (13/5)

The director Henrique asked me what I wanted to do, so I explained him about the plans I made so far with Alice and Bárbara. Henrique is a landscape architect and therefore came with some interesting ideas for the workshop. Interestingly, he emphasized that we should focus on the lives of the people, and connecting to that, and not to give information. He explained that some people in the villages believed that ATN had introduced the vultures, which they have not. Henrique said they could explain this over and over, but the people will not believe them. When the wolf would arrive in Faia Brava for example, he expects that the people will think they brought it there and will blame them for it. Henrique also emphasized to focus on Faia Brava and not on ATN. So, the goal should not be to inform people about ATN. It should be about what they are doing in Faia Brava.

Together with Henrique, we came to the following plan:

*Workshop 1: We ask their ideas for solutions for Faia Brava, how their desired future looks like, what opportunities Faia Brava could bring them. "What would you do when Faia Brava was yours"*

- *Solutions*
- *How would they manage it?*

*Between workshop 1 and 2: we will prepare a swat-analysis of the strong and weak points of their ideas.*

*Workshop 2:*

- *We present the swat-analysis and possibly use João's scenarios to explain the situation. Explain why which idea would work and which would not, in ATN's opinion and connect the ideas to ATN's ideas and discuss it.*
- *We would need someone of ATN (João Q., Alice?) do to this last thing.*

In the end, this plan was completely changed, but elements were used, like focusing on the 'desired futures'. The main reasons why this plan was not implemented, was because it was not participative and also it does not make sense ethically because who is ATN to make the SWAT-analysis and *decide* what is wrong or right for the region and 'explain' to the local people. It was expected that the second workshop would end in endless discussions about wrong or right. Because an important thing is, the local people that have misperceptions of what ATN is doing ('why are you not cultivating the land?', 'why are you releasing the vultures?' 'when are the wolves coming?'), these people have probably a different world view, thus it would be really difficult to explain them by means of a SWAT-analysis why which nature management type according to ATN would work best.

The initial idea was to combine the researches of João and me. However, what became clear during this meeting, was that João was comparing the future scenario of the landscape under the management plan of the Rewilding Europe initiative with the scenario of the classical management model which was applied before the initiative (so what is expected to happen in the reserve with the rewilding strategy compared to what would have happened when ATN would not have applied the rewilding strategy). It did actually not really make sense to discuss future landscape scenarios with local people on that level of nature management, because (1) local people were expected not to have (enough) knowledge about - or (2) interest in - nature management types, and moreover (3) ATN had just signed a contract with Rewilding Europe. It is very unlikely, nor preferable, to change the management type again, what could have been a possible desired outcome for local people. Because of these reasons, the focus on management types in landscape scenarios was excluded from the research. This also immediately explains why there were no plans to discuss the nature management types according to the Rewilding Europe program during the workshops anymore; because there is no need for ATN to discuss these nature management plans with local people.



During this meeting Henrique advised to consider applying a visual preference model by Carl Steinitz. Indeed, a visual preference model described by Steinitz (1990) in which 48 categorized photos were used in a landscape planning research to be valued by participants, was used as an inspiration and combined with world views in an exercise during the workshops (see Chapter 5: Observe – workshop I – scenario stories about desired futures).

#### **Feedback on design workshops | Meeting João Ruano and Bárbara (22/5)**

Bárbara, João and I discussed the design of the workshops that I had made, inspired by the theories used as explained in the theoretical framework. Bárbara emphasized the purpose of creating a network, to use the workshops for more than just getting to know the visions of the people about the landscape. Interesting was that Bárbara asked João “What is the output of the workshops, what are we going to do with the information we get from the people?”. João answered that only the first workshop would be interesting for ATN, because then all communication already takes place, and that the second workshop was more just a necessity for my research. I explained them this is not the case. That the theories I use explain that you need to build trust, and trust is not easily created in just one session, therefore we need (at least) two. I also explained that we aim at creating new relationships between people, and that we hope that a kind of network, which can result in some kind of collaborative action, could be formed during the second workshop. Which can be very useful for ATN. Thus, I also had to convince my colleagues about the use of my research.

#### **ATN’s employees to invite people | Team meeting (27/5)**

During the weekly meeting on Monday morning I explained everyone our plans to invite local people to the workshops, and that everyone needed to help with that by inviting people they knew (and to ask them to invite others). I explained our target group (which is explained before in the research population) and that they would need to reserve the dates of the workshops in their agendas because they might have to help transporting people those evenings. I also asked whether they had other ideas to invite people, besides personally and via de posters in the concerned villages. No one did, but Ricardo thought that the people in Figueira should also be invited, so we were going to hang posters in bars and public places in Figueira as well. We divided some tasks of hanging posters in the other villages (mainly Alice), and who would arrange the locations – Alice and Silvia. We agreed that by the end of the week, everybody would have invited people.

#### **Discussion about the World Café method | Email contact Henrique (29-31/5)**

The director Henrique had to approve the budget for the workshops and thus I had to explain him the World Café method that I wanted to apply, because we needed food and drinks for that. I explained him the method and suggested certain drinks (juices and tea). Henrique emailed me:

“Probably it will be wiser to have the meeting without food and drinks and, at the end of it, to have something in a table for anyone, while everybody talks a little informally. It seems to me that this organization is closer to what people are used to. We don't mix too much work and food, except if you want to make a business lunch or so. First, the work, than something to eat and drink. What do you think about this? My opinion is no law, it's just an opinion.”

So I had to explain the World Café method a bit better to him.

“I can understand why offering food after the workshops would sound logic, but as I tried to explain the previous time, my idea is to apply the 'world café'-method during the workshops. It is especially this method that will make the workshop different than what they are used to, which is in my opinion is a positive thing. (...) Another reason why I prefer to offer food and drinks during the workshop and not afterwards, - assuming people will start talking more informally afterwards – is that it will not be possible for my research then to register what they are saying. It is especially this 'informal environment' that I hope we can create during the workshops already.”

Henrique:

“I understand the concept of the world café method, but I think you have to adapt it to the culture that exists on the ground. These people are not used to be in a cozy café, they are used to very loud and smoky wine-shops where they drink some wine or beer and discuss, in loud voice, football or the neighbors lives. So, if you want to use the method probably you just need to have, in each table, a handful of olives, some slices of ham and some pieces of cheese, etc (...)”

Me:

“You are right about that I should adapt the method to the Portuguese culture. What you wrote; "each table, a handful of olives, some slices of ham and some pieces of cheese", that is what I had in mind too. And I did experience those loud discussions about football lately quite often, so I have a clue of what you are saying. Maybe we can discuss about this (not about the football, but about how to adjust to the Portuguese culture) coming Monday, when you are at the office, if you want and have time. But I think Alexandra Lima, the facilitator, will also have experience in this.

About the meeting on Monday. Could you perhaps give me 5 minutes during the meeting to talk about the workshops with everyone in the same room? I would like to be sure that everyone has the same expectations about the workshops and it would also help me to emphasize the importance to my colleagues for them to help me more with inviting people. I hope it is possible to put the workshops on the agenda of the meeting.”

The discussion continued:

“A line for your workshops (I know that you are thinking that the workshops are not yours but ATN's workshops, it is just a way to identify them) is added in the agenda of the meeting. And we can discuss about your ideas of how to make the workshops successful.”

My answer:

“Thank you for putting the workshops on the agenda. Indeed, I see the workshops as ATN's, I 'just' design and help organizing them. And I hope to make that clear during the meeting, because I think it is important.”

### **Wake up call | Team meeting (4/6)**

During the meeting I had the chance to explain to the entire team and the director how I experienced the current situation. I started with explaining that I was worried, because the first workshop was already the next week, and so far we only had four subscriptions. I explained them that I saw the workshops as *our* workshops, and that I had the feeling others were seeing them just as *my* workshops. I explained that when I came here, I thought we concluded together that there is a need for these workshops and that they would be really helpful to ATN. I emphasized that as I saw it, was that I did recommendations about the workshops, that I designed them, but that *we* had to organize them together, because I alone could just not do that. (I also said that if the first workshop would have too little participants, I could not execute my research, and could better return to the Netherlands. Maybe I was a bit too dramatic, but it was true.) I addressed also my main research question, that I focused on both the workshops as the analysis of the decisions ATN was making to implement the recommendations that I made. Three colleagues responded that they each found one more participant the day before, but that they just had not told me yet. This made seven subscriptions. Other colleagues were waiting for replies, and they all said to make an extra effort. The director explained that it was Dutch to get stressed in such a situation, that it is a Portuguese style to wait until the end. Actually, what is the reality (too), which is a problem for ATN in general, that it is difficult to mobilize people to join their activities, so it was not just that my colleagues were not inviting people, it was also hard to find people who wanted to participate.

I asked whether we could assign one person from ATN who could assist me from now on, because thus far, I had to ask everybody for things when I needed something. I thought this person was Bárbara, the communication officer, and she also raised her hand when I asked this question. But then the director said something like she already had enough to do. The director now appointed João Ruano to help me. João said he would try to help. The director said João was from now on responsible for solving ‘my’ problems and that he should let Bárbara know if it did not work out. João Ruano is an intern at ATN, so to me this seemed like the workshops were in the end considered not that important to the director, or the director had a lot of faith in João, which I know is true. Alice said during the meeting “You should not have the feeling we think this is not important.” The director summarized at the end with a wink: “Annemiek wants to see results now”.

The day after this meeting Alice called a lot of people and also João Quadrado, Bárbara and Eduardo were helping out. One day after the meeting, we already had 12 participants. So, it can be concluded that my speech during the workshop had an effect above expectations.

### **Facilitator instruction | Meeting Alexandra (11/6)**

Before the workshop started, Alexandra Lima and I discussed the workshop thoroughly. There were no things she wanted to change.

### **Workshop I Vale de Afonsinho (11/6)**

What happened during the workshop is described in the next chapter.

### **Evaluations with facilitators**

The day(s) after the workshop, I interviewed the four facilitators about what had happened during the workshops (see questions in appendix II).

#### **Plans for the second workshop** | Meeting Bárbara (12/6)

After the first workshop it became clear that there were some people that wanted to join the second workshop, even though they had not participated in the first. The intention (for my research) was that participants would go to both workshops. This was set as an requirement. However, in reality, ATN could not refuse people to join the workshops. We wanted the workshops to be open for the public and to give everybody the chance to participate, so we did.

#### **Feedback on design second workshop** | Meeting João Ruano (18/6)

Between the first and second workshop I had corrected the design of the second workshop a bit, because I did not have enough time before the first workshop to design both workshops in as much detail as was needed for the manuals. After correcting the design of the second workshop, João and I discussed it and we changed some things to make it less lengthy. João suggested to have even one exercise less, but I thought it would be necessary for the social learning process. In the end, it appeared that this workshop took really too long (from 19h – 22h approximately), but as can be read later on, all the exercises we did were considered useful.

#### **Facilitator instruction** | Meeting Alexandra (20/6)

Before the second workshop took place, I again had a meeting with Alexandra and informed her about the details of this workshops. We defined the four categories that were needed during the second workshop.

#### **Workshop II Cidadelhe (20/6)**

What happened during the workshop is described in the next chapter.

#### **Evaluations with facilitators**

The day(s) after the workshop, I interviewed the facilitators about what had happened during the workshops (see questions in appendix II). Two of the facilitators were giving me a bit of a hard time, because they were not motivated to elaborate on their answers when I interviewed them. I think they thought their task was done, now the workshops were done. But for me, a very important part still had to take place; to collect the data from the facilitators and some participants.

#### **Preliminary conclusions** | Team meeting (25/6)

The week after the second workshop we had a team meeting again. The director asked me how the workshops went. At that time, I had not interviewed all facilitators and participants. So I told how many persons had come, that also people from Cidadelhe had participated, and that the first part of the second workshop went well, but that the second part, the networking phase, did not exactly go as planned. That was how I had experienced it at that time. But later on, during the data collection, it became clear that this was not true. Thus it is important that I will inform ATN about my new findings.

## 5. Observe: description of the workshops

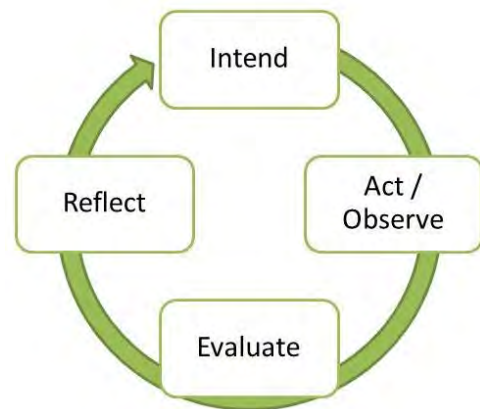
*To what extent did the workshops went according the designed plan?*

The workshops were in Portuguese and facilitated by main facilitator Alexandra Lima (not from ATN and a familiar face by many in the region), and by the assisting facilitators Bárbara Pais, Nadine Oliveira and João Ruano Rodrigues (all part of ATN). Rui Quaresma<sup>25</sup>, was an independent observer, who attended only the first workshop. By means of a manual the facilitators were informed about what to do (and why) in detail, see appendix IV. Also, an instruction meeting took place before the first workshop to inform them in more detail what was expected from them.

The first workshop was held in a former school building, now 'Centro do civil e civico', in Vale de Afonsinho at 11<sup>th</sup> of June (2013). The second workshop was held on the other side of the river, in Cidadelhe at the 20<sup>th</sup> of June, also in a former school building, now an public are of the *junta de freguesia* (the parish). Both locations were equipped with good facilitations and a big space, see some photos in appendix V for an impression. A short compilation of movies made during the workshops is viewable at YouTube, search for 'Workshops ATN - Desenvolver oportunidades com a Faia Brava' or go to: <http://bit.ly/workshopsATN>.

This chapter provides an answer to the research question 'To what extent did the workshops went according the designed plan?' Even though observations will be described in this chapter, it is chosen to sometimes explain the 'intend' behind it (see figure 8, the action research model applied in this research), or to make an evaluation ('evaluate') already, when it was regarded more useful and easier for the reader to cover it in this chapter immediately. For example, an informative video was shown during the first workshop. It is explained what the intention of this video was ('intend'), and an evaluation ('evaluate') is given for whether it achieved its goal or not. The evaluations of the social learning processes will not be covered here, but in the next chapter.

*Figure 8: Spiral model for action research. Adapted from the spiral of action research cycles by Zuber-Skerritt (2001:20).*



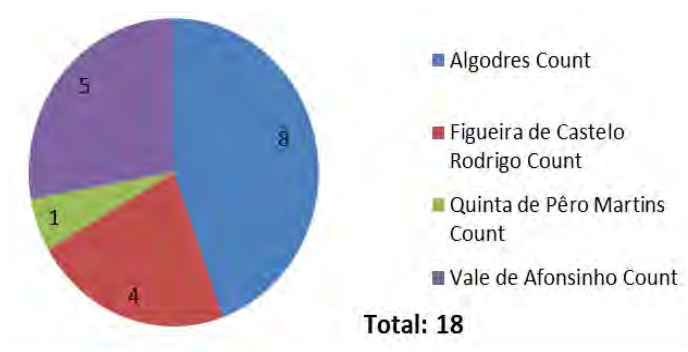
<sup>25</sup> Rua Quaresma was present at the first workshop and did not attend because he is not from this region. He read the manual and helped observing.

## Workshop I, Vale de Afonsinho

### Participants

I had expected about 16 participants, but some of them did not show up, and the president of Vale de Afonsinho, who entered when we had just started, had brought three extra old ladies (that he had found in the street and asked to join him). When participants entered, a form was given (see appendix VI) where they had to write down their name, village, profession, connection to Faia Brava and motivation for participating in the workshops. 18 persons participated in the first workshop, the average age was 54,25 years old. Most people were from Algodres (eight), five from Vale de Afonsinho, four from Figueira de Castelo Rodrigo, one person was from Quintã de Pêro Martins, and there was no one from Cidadelhe (see figure 11).

**Figure 11: Number of participants per village**



**Intend** The information retrieved from the form that the people had to fill in (village, profession) were used to get an indication of the diversity of the group. The connection to Faia Brava was intended to help research the initial knowledge and awareness from the people for the reserve. The motivation for participating was interesting for getting to know the reasons of people to participate in the workshops.

**Observe** The **professions** in the group varied between student, biologist, architect in the municipality, owner rural tourism, business woman, presidents of the parishes from Algodres and Vale de Afonsinho, owner of a bar in Algodres, teacher, agricultural businessman, retired policeman, retired merchant, retired teacher, and retired shepherd (see appendix XI).

The ones that wrote down their **connection** to Faia Brava wrote down: 'knows everything, lives and hunts there. Has uncorked trees and gathered olives in the reserve', 'no connection', 'superficially know it, land owner', 'slept in Casa Grande<sup>26</sup> and took care of herds and olives and almonds', 'works for ATN', 'owner of rural tourism, located close to the reserve and frequent visitor of the reserve – walks, picnics', 'member of ATN', 'know it very well', 'have done many video and photo work for ATN' and 'intern'.

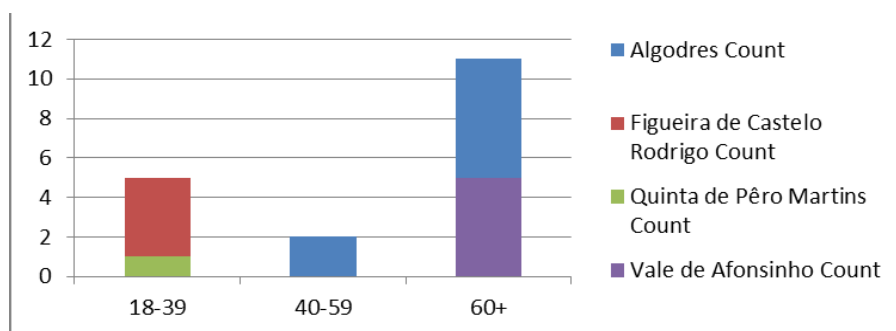
12 out of the 18 participants had a connection with Faia Brava, meaning they at least knew what Faia Brava was.

<sup>26</sup> Casa Grande is a big barn in the Reserve, now used for the half for equipment of ATN (tractors, materials) and the other part is open for the horses and cows to find shelter against rain and heat.

The **motivation** to participate the workshops can be divided in:

- the ones that wanted to know more: (six persons) ‘to know and to learn’, ‘interest and others’, ‘to get informed’, ‘interest to know more and better everything and everyone’, ‘interested in more knowledge’.
- the ones that were not very motivated: (four persons) ‘I was invited’, ‘I went with the president’, ‘to get together’.
- the ones that were interested in collaboration of any kind: (four persons) ‘because I do plastic arts and have interest in theme related affairs’, ‘to participate in the ideas debate and to support the association’, ‘interested in participation and collaboration’.
- the employees from ATN that participated (two persons): ‘personal and institutional interest’.

Thus, 12 out of the 18 participants had a merely positive motivation to participate. They either came to receive more information, were open for collaboration or were already working at ATN. Four participants did not really have an opinion about it.



**Figure 12: Relationship between age group and village**

**Evaluate** Figure 12 shows that not all age groups were equal represented by the participants. However, this is the reality in this region. The figure shows actually quite nicely how the actual population in the region is divided, since young people have left the small agricultural villages with little facilities (e.g. no schools) (Algodres, Vale de Afonsinho, Quintã de Pêro Martins and Cidadelhe) and have moved either to Figueira de Castelo Rodrigo or further away to other bigger towns or cities. Thus, it is logical that the young people (18-39 years) were mainly from Figueira de Castelo Rodrigo. From Algodres and Vale de Afonsinho only older people came (40-59 and 60+). It was a pity that there were only two persons in the age category 40-59 years old.

### Introduction by Alexandra

The workshop started in a class room setting (presenter in front with participants on chairs in lines). The main facilitator Alexandra Lima introduced herself and explained the objective of the workshops: to generate ideas about opportunities that Faia Brava could offer to the local community. Alexandra Lima was asked to explain that ATN has organized these workshops because they are interested in the ideas of the local people and want to involve them more and because they think Faia Brava could provide opportunities for them. She was also informed to explain some things about that ATN (like that it is an NGO based in Figueira de Castelo

Rodrigo and that they are managing the Faia Brava Reserve). She was told to emphasize that the organizing team would be neutral, even though some were affiliated with ATN. She also explained that the workshops were designed by me, that I study communication science and that I am from the Netherlands. This introduction was supported by slides in a Powerpoint presentation (see appendix VII with all slides of the Powerpoint presentations used during both workshops).

### Video about the Faia Brava Reserve

A short video was shown in which a camera was put on top of a driving car (in fast-motion), driving through Faia Brava and encountering old locals with walking sticks in the villages, walking tourists, and an very old farmer on a carriage with a donkey, with his wife and dogs. The short video showed some of the landscapes of the Faia Brava Reserve and ended in Saboia, the campsite in the park. It was a realistic image of what you can see in the reserve.

**Intend** The reason why the video was shown, was to provide the people with images of the Faia Brava Reserve, because it was expected that not all participants would know exactly what Faia Brava is. The video was made by participant João Romba (who is a teacher in audiovisuals in Figueira de Castelo Rodrigo and participated in both workshops) and not watched entirely by the action researcher beforehand (due to a lack of time).

**Evaluate** Comments on the video were both positive as negative. Observer Rui Quaresma: "It wasn't clear for me, but I think for the people from here, it was recognisable and they were more comfortable, because they saw fellow local people." Nadine Oliveira said "actually, I didn't get the idea of the movie." Participant João Quadrado was a bit more positive: "My idea is that it was more about how to go to Faia Brava. But at the same time; I don't know if all the people think the same way, but at the same time, you feel that everything is connected to Faia Brava. You see tourists, you see local people, you see people camping. You see nature. So, you have a short view of the area. But the movie was not about ATN or what we are doing now; the conservation actions. The management and everything. But at least, it was shown that the part of the connection with the people." Thus the video did not really achieve the goal it aimed for, but it is likely that different people have noticed different things in the movie. However, most probably it did not clearly show what the Faia Brava reserve is. The argument of João Quadrado that no conservations actions were in the video can be confuted because the movie was about Faia Brava and intended not to be about ATN. (For the second workshop it was decided to show some pictures of Faia Brava and not this movie again.)

### Introduction round participants

After the movie followed a short introduction round by all participants. They had to tell to the group, one by one, their name, village, profession, and motivation to come to the workshop – basically what they had written on the forms, so it would be easy for them to answer.

**Intend** The idea behind it was that it is important for everybody in the room to know who the others were, where they came from and what they did. Also, by sharing the different reasons to participate, the participants would already start being confronted with other perspectives than their own.



〔 Observe 〕 The participants mainly said the same things they had written down in the form, and many said ‘I want to know more’. The president of Vale de Afonsinho asked for an explanation from ATN about problems with agricultural fields next to the reserve and Alexandra Lima had to interrupt him. Also, the three ladies he had brought to the workshop, did not want to introduce themselves in the plenary group. Later on – with some help of the facilitators and participants - they all participated actively during the rest of the workshop.

### Scenario stories about desired futures

The group was asked to divide themselves in smaller group among four tables. Alexandra told the people to mix and not sit with the persons they already knew. Each table had four or five participants and a facilitator. On each table there was a package of 32 photos (see appendix VIII Photo-world view division). Each facilitator gave the people at the table some time to look at all the photos after explaining the exercise: “ignore all the possible problems and restrictions for the coming half an hour and think now about what *you* wish to see in the Faia Brava reserve in the future, in ten years”. The participants were asked to choose at least three photos and then tell their story. While sharing the ideas, (typical Portuguese) food (like sausages, different types of bread and olives) and drinks (water, juices and wine) were put on the table, to create a more hospitable atmosphere. With this, all five elements of the World Café method were applied (food and drinks for a hospitable place, exploring questions that matter, connecting diverse people and perspectives, listening together and looking for patterns and new insights (see further), and making collective knowledge visible to the group by letting people chose photos to help understand ideas better).

### Figure 13: Development of the photo-world view exercise

The 32 photos (see appendix VII Photo-world view division) had been deliberately chosen with the help of João Ruano Rodrigues, because of his master-degree in landscape architecture. Inspired by the article by landscape planner Carl Steinitz (1990) (recommended by ATN's director Henrique Pereira dos Santos), a large amount of photos were picked to be able to represent the many different desired futures the participants could have. However, considering the desired futures had to be related to Faia Brava (and the area around it), we chose characteristic 'natural' landscape elements (and not for example big factories, big buildings or infrastructure). First five categories were chosen: agriculture, tourism, nature conservation, local businesses and culture. Then these were appointed one or more subcategories that were (according to João) most characteristic currently for Faia Brava and this region:

- For agriculture: olive yards, cereal fields, shepherd/sheep (3 subcategories)
- For tourism: walking tours/bird watching (1)
- For nature conservation: 'wild' animals, landscape scenery (2)
- For local businesses: regional products (1)
- For culture: pigeon houses/stone walls/abandoned houses (1)

Each category was represented by four photos; each photo representing one world view (ecological, economic, pastoral, romantic). The 32 photos were picked after thorough discussion about which picture could represent which world view.

#### Intend

The idea was that the participants would first look at the photos, let themselves be inspired by the photos to be able to tell their story to the others in their group about their 'desired future'.

Furthermore the photos were meant to make it easier to communicate *what* and *how* their desired future looked like. Because each subcategory (e.g. shepherd/sheep) people were guided by the pictures to be more specific: did they want a big field with many sheep (more economical), or did they wish it like the old days (pastoral or romantic view, with a shepherd and some sheep). It was expected that the participants would first quietly think and deliberate with themselves, and then one by one share their personal story. The reality was different.

Alexandra's group



Bárbara's group



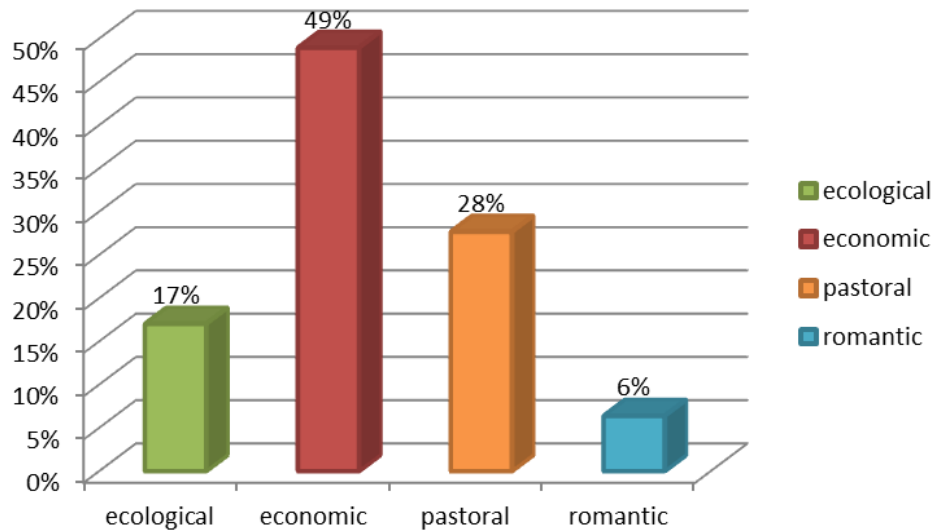
João's group



Nadine's group



**Observe** There had been put some empty papers on the table, in case the ideas for the desired future of the participants were not among the photos. But in most groups, what happened was that people grabbed a pen and paper and started to write down their story. After some time, when the facilitators asked them to choose at least three photos next to their written story, the participants started to tell their story, supporting it with the photos on the table. The facilitators wrote down the photos the participants chose. Some participants chose only one photo, others chose four (see appendix IX Desired future stories and corresponding world views). The results can be seen in the figure below.



*Figure 14: World views of the participants. The percentages imply that, for example, 49% of the in total chosen photos were from the category 'economic' world view. See appendix XII for the world view count per participant.*

The figure shows that the photos representing an economic worldview were clearly chosen most often. The pastoral worldview came at the second place. The ecological worldview was also more represented than the romantic world view. What could be assumed from this, is that the local people who came to this first workshop, have a quite economical drive and about a third of them, have a pastoral world view, which implies that they appreciate to see the rural area as it is now; with small fields and no intensive agriculture. It should not be concluded these '28%' means these people do not want any changes. Because also in a pastoral view, you can improve things, like for example teaching how not to use pesticides (which are used often by uninformed local people<sup>27</sup>). In appendix IX 'Desired future stories and corresponding world views' the scenario story of each participant can be read, as well as the world view(s) that reflected the photos that this person had chosen.

<sup>27</sup> Isabel Anjos, a participant during both workshops explained that still at this moment, she had seen in Algodres that people put pesticides in their own fields "right next to the vegetables they will eat the next day".

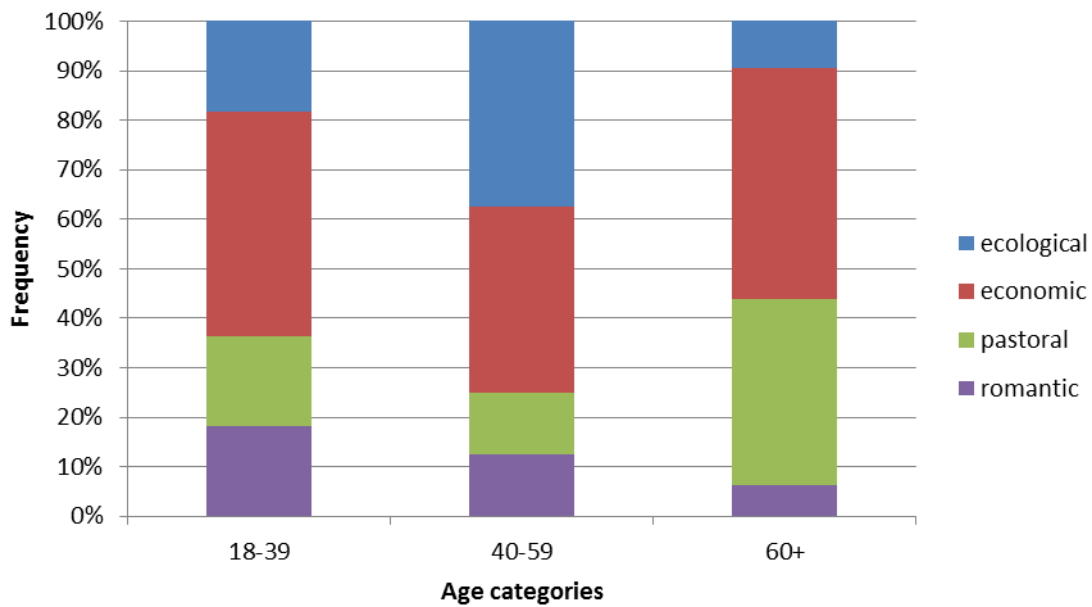


Figure 14: Worldview distribution per age category, in percentages

While reading the figure 14 above, it is important to take into account that the age groups are not equally distributed (18-39: 5 persons, 40-59: 2 persons, 60+: 12 persons, as shown in figure 12). Figure 14 does not show not the world views that are within the age groups, but the percentages of total number of photos they had chosen, which corresponded with a certain world view. For example, an exception was that one man chose four photos in the category 'economic' and one photo in the category 'pastoral'. This resulted in four counts for the world view 'economic'. Thus, the figure represents how much times the photos corresponding with the world views were chosen. Thus, the figure shows that the 60+ age category chose most photos that represented an economic and pastoral world view. The age category 40-59 just consisted of two persons, so this is not a reliable representation. The youngest age group, 18-39 years, had chosen most photos of the economic world view. In relation to the others, the youngest ones had the most romantic world view. It can be concluded that the participants in this workshop the economic worldview was most present.

**Evaluate** The groups were asked to mix, but this did not went totally as intended. In one group, there were only people from Algodres; a husband and a wife, and three friends. The other groups were more mixed, considering age, village and gender. This was due to asking some people to move to another group at the beginning. The effect in the group that knew each other already was that it was a very comfortable meeting 'like with friends in a bar', their facilitator said. Because the world views were mainly pastoral in this group, the group all thought alike and came to an agreement easily. Even though these people had a very nice time, the social learning outcomes were low in this group, here will be elaborated on later on in the next chapter. What some participants missed on the photos, were photos of (more) people in the villages. Many mentioned to want to have more people around, to want people to come back, or even in form of more tourists. However, it was chosen to focus on landscape characteristics, and that by investigating and developing opportunities together for cooperation in the second workshop, that, when the developed ideas would be applied in the future, this will/would create new jobs and thus more people in the region.

【 Intend 】 The positive question was “what do *you* wish to see in the Faia Brava reserve in the future, in ten years?” What was intended to do during this exercise, was to execute the appreciative inquiry’s *discovery* phase (to search for, highlight and illuminate those factors that ‘give life’ to people) and the *dream* phase (about what could be). An important aspect of appreciative inquiry is not to focus on the existing problems, but on what motivates people, in order to inspire and engage the participants. The scenario stories have this objective in theory in common. The scenarios stories told by the participants intended to help participants to ‘see’ other perspectives. Truly listening to the stories of others and their differences in perspectives is crucial in the process of reframing for social learning. The third phase in appreciative inquiry is to *design* the future through conversations. This was done in the next exercise.

### Coming to a mutual desirable future

The participants heard each other’s stories. The next step was to come to a mutual understanding; to agree with the group about overlapping or mutual desirable futures. It was expected that some themes were mentioned in the groups more frequently (e.g. keeping the olive production, or stimulating bird watching tourism). The facilitator had to help the group to come to some main themes among the personal desired futures. Important was that the initiative for the mutual agreement had to come from the group, so it was requested to the facilitator not to say something like “I heard most people said ... and ..., so let’s write that down”. Once they agreed upon mutual desired futures, the participants were asked to write them down on sticky notes to give to the main facilitator Alexandra.

【 Evaluate 】 According to Alexandra, in their group it was quite easy. In Bárbara’s group they had five ideas and Bárbara said: “I wrote them down and I told them, okay, now you have to combine this. And then they chose more than they did. They put all together, it was their decision.” In Nadine’s group there was already an agreement, because this group was the one in which people already knew each other, had the same age, were from the same village and had quite similar world views. João said he summarized the themes that had been mentioned and then they discussed about it, it was not so hard in that group neither to come to an agreement.

### Presentations

【 Observe 】 The next task for the participants was that from each table one participant had to come forward to Alexandra Lima (standing in front of a big white paper) and present the desired futures from their group. Alexandra Lima then categorized these on a big white paper on the wall. After the four presentations, Alexandra tried to summarize and group the sticky notes, so that all desired future were clustered into four main groups. These ideas presented were:

- By João Quadrado (Alexandra’s group): bird watching/walking. People. Employment. To keep people around, not just tourists.
- By Ricardo Nabais (Bárbara’s group): nature education, wild animals separated from wild animals, keeping traditions, agricultural traditions.
- By Miguel Torres (João Ruano’s group): agriculture with traditional techniques, ATN’s activities nature conservation, importance of protecting against fires (vigilance), restoration of old houses and importance of architecture.

- By José Rodrigues (Nadine's group): clean land, food for the sheep, rebuilt houses and tourism.

After Alexandra clustered them, the following categorization formed:

- Agriculture: preservation of traditions, more organic, less pesticides
- Tourism: infrastructure that supports tourism, more tourism
- Nature: a place where wild animals are separated from domestic animals
- Other ideas: regional products (quality control and marketing), restoration of old houses in traditional style, more environmental education (about nature and local traditions), more people<sup>28</sup> and more jobs (to keep people around).<sup>29</sup>

After this exercise, Alexandra explained that during the next workshop, they would work on each of those topics in small groups (with people with the same interest) to generate and develop ideas in groups to make these desired futures *possible*. To develop realistic ideas for opportunities for the local community that Faia Brava can offer.

**Evaluate** Using the stories and themes produced by the participants, instead of pre-defining them, it was intended to create ownership during this process. Also, the next time, people will work on the topic of their interest. All four presentations went well and it seemed that the participants were very interested in what the other groups had produced, because everybody listened very quietly to all presentations.

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<sup>28</sup> As a desired future, many participants said 'more people'. With this they mean more people that come back to the village, new people to come and live in the villages. One old lady said: "The old are dying and the young ones leave." But some also refer to tourists. Because they just miss having people around.

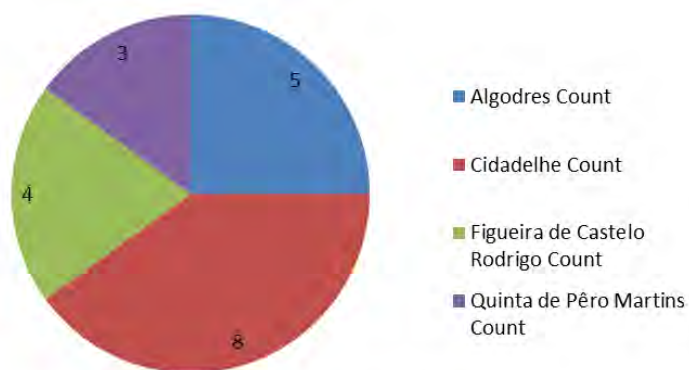
<sup>29</sup> For the second workshop we had grouped these into: 'nature conservation and environmental education', 'patrimony, old houses and traditions', 'agriculture and regional products' and 'tourism'.

## Workshop II, Cidadelhe

Figure 15: Number of participants per village

### Participants

I had expected about 12 participants, but eight more persons from Cidadelhe showed up without pronouncement. This time unfortunately, nobody from Vale de Afonsinho showed up (thus the same thing happened, because in Vale de Afonsinho five locals showed up, and nobody from Cidadelhe). In total, nine



**Total: 20**

participants attended both of the workshops. In Cidadelhe we had a total of twenty persons<sup>30</sup>. The average age was 57,3 years. Most people were from Cidadelhe (eight), five from Algodres, four from Figueira de Castelo Rodrigo, three persons from Quintã de Pêro Martins, and no one from Vale de Afonsinho (see figure).

Figure 16: Relationship between age group and village

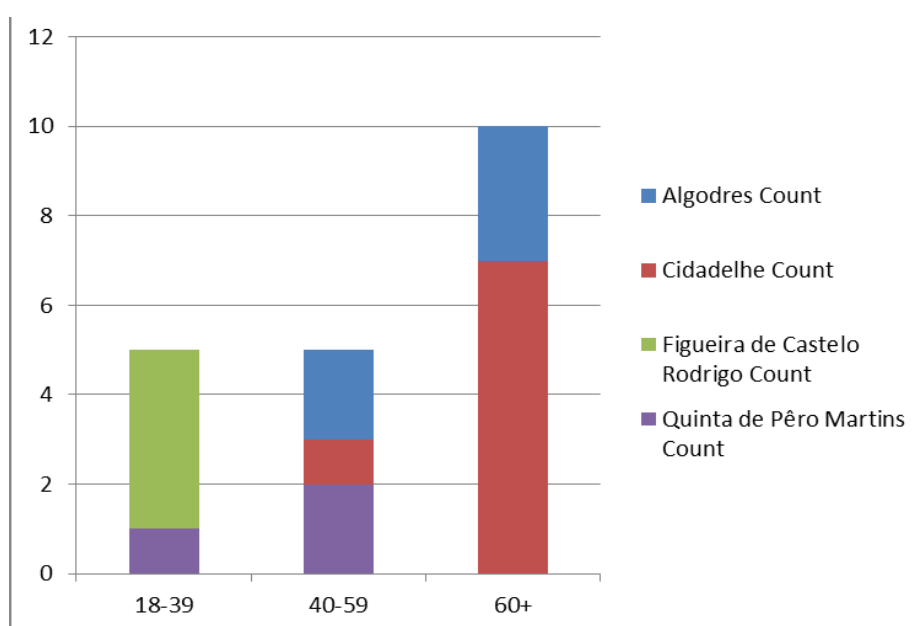


Figure 16 shows that this time, again, the age groups were not represented equally, but (according to facilitators and participants) representing the local population quite well. Moreover, in Cidadelhe the people are even older than in Vale de Afonsinho, thus it is actually quite extraordinary that one person from Cidadelhe is in the middle age category. This is actually because this was the president of Cidadelhe, and he lives and works in Guarda, but in the weekends he is in Cidadelhe. Furthermore that eight persons from Cidadelhe attended this workshop is quite exceptional. Not only because in ATN it is said that there are some

<sup>30</sup> But three of them were not capable to participate well (one lady of 90 had mostly interest in hearing her own opinion and two other old men could not speak well any more).



tensions and issues with Cidadelhe, but furthermore because according to the national statistics, Cidadelhe only had 40 inhabitants in 2011 (Instituto Nacional de Estatística, 2011). Which means that about 20% of the inhabitants participated in the workshop.

#### Introduction by Alexandra

We started the workshop again in a classroom setting; with the people sitting in lines in front of the screen. Main facilitator Alexandra Lima thanked the people who came. Considering there were eleven new persons in the room who had not attended the first workshop, Alexandra had to explain that this workshop was a follow up of the one a week before. She explained again the objectives of the workshops (to find out together the opportunities that the reserve can bring to the local community) and explained what Faia Brava is. This time, this was done by showing a slideshow by Powerpoint with ten pictures of different landscapes and of some human activities that can be found in the reserve; like a shepherd with sheep, an old farmer plowing his field with a donkey, people collecting olives and tourists camping and doing bird watching (see Appendix VII Slides of the Powerpoint presentations). Also this time a map was shown of the borders of the reserve and the villages around it. While the map was projected Alexandra asked the participants who was from which village, which had to be shown by raising their hand. This was to give us, the organizers, an idea of how many people came from which village, but also for the participants themselves, because many did not know each other.

#### Introduction round participants

Then we continued with another introduction round. This time it was chosen to ask them just to tell their name, village and (former) profession. The profession was more important this time, because we would be working on making the ideas of the first workshop more realistic, and because we intended to end with a networking exercise.

**[ Observe ]** This time the introduction round went less smoothly, because some people had not understood the exercise, and started complaining about ATN. For example, one old lady started arguing that she did not like the name Faia Brava because it was a new, modern name, and was never there before (asking about this later on within ATN, they explained that Faia means 'wild' and Brava are the cliffs in the park. So the meaning is 'wild cliffs', and this is not necessarily a new expression. It is true though that in the past, the reserve was not there, and there was no name for that area). Also some people from Cidadelhe asked why they could not cut the oak trees anymore and they said the birds of prey are not good for them, because they attack their chicken. Other participants and the main facilitator interfered and explained that they were supposed to introduce themselves. It is possible that some of these persons were illiterate<sup>31</sup>, because on the screen, the Powerpoint slide showed what the people had to say (name, village and profession).

Alexandra then presented the ideas that the subgroups had produced during the previous workshop (these were shown on the Powerpoint slides also, see appendix VII). Subsequently she showed the four categories that we (Alexandra and me) had made, based upon the produced ideas in workshop I. These categories were:

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<sup>31</sup> There were some illiterate people among the participants. Nadine wrote down their answers on the forms.

1. Nature conservation and nature education
2. Patrimony, old houses and traditions
3. Agriculture and regional products
4. Tourism

Alexandra was asked to then explain: the previous time we generated ideas for how we wish to see the future in ten years, while not focusing on the problems, but on the opportunities and what we desired to see. We hope those ideas can inspire us today, during the next exercise. We are here tonight to continue to develop these ideas, but this time we will be realistic and focus on ways to make them real.

#### Developing realistic ideas, first choice

The exercise was explained by Alexandra, before the participants moved into smaller groups again. “We are going to divide ourselves in smaller groups again. But this time, we divide ourselves according to our personal interests. There are four tables with each one of the four themes.” She explained which theme was on which table (there was a paper on each table with the topic also) and then the participants were asked to move to the theme of their choice. On each table there was a facilitator present (who also chose their interest/specialty): ‘nature conservation and nature education’ – João Ruano, ‘patrimony, old houses and traditions’ – Alexandra Lima, ‘agriculture and regional products’ – Bárbara Pais and ‘tourism’ – Nadine Oliveira.

On each table there were some white A4 papers and pencils. The facilitators first had to guide a short introduction round with the names (the facilitators wrote these down for data analysis). The participants were asked to think, brainstorm together and write down all the ideas mentioned to make that topic (for example to keep traditional agriculture) a reality in the future. So the question the facilitators had to ask in the small groups was: “How can we make this idea reality? What are the possibilities?” They had to let the participants write down all ideas, and emphasize that ‘the ideas do not have to be brilliant. There are no wrong ideas and sometimes one idea can bring another person a brilliant idea’. That is why they needed to write the ideas down, clear, readable and big on the white papers. Participants were allowed to mention names, companies and organization to make links to, but this was not really necessary during this phase (would take place later on in the workshop also).

**Intend** It was intended to stimulate ‘sharing different perspectives’ and that the participants would be faced and inspired by ideas provided by other participants. An expected advantage of this exercise was that because the participants could choose the topic of their personal choice, that it was more likely that ownership to the process would be created.

**Observe** In Nadine’s group (tourism) the brainstorm went well and they produced a lot of ideas: more communication with other villages (e.g. to build a sandy road), to get more people, to have more hotels and restaurants, to build more houses, a touristic program of two or three days that involves the closest villages, exchange programs for young people, to make a beach near the river, to renovate the buildings (where they used to smash cereals in) and activities in the Côa river. In João’s group (nature conservation and nature education) they had some difficulty with the brainstorm, because when talking about nature education the participants were defending it was important, but were not able to deliver concrete ideas. In Alexandra’s group two participants were heavily taking notes and the other two were

talking and trying to overrule each other (two older persons from Cidadelhe). Their ideas were: an inventory of old houses, awareness for patrimony, to clean the old houses, ruins and roads. Bárbara (regional products and agriculture) said her group was a bit strange, because it only had two talking participants (the lady had brought her young son and there was an old man that was not able to speak). The man and lady that were speaking, were both olive producers and living in Quintã de Perô Martins and knew each other. The lady proposed that they needed support from the municipality. The man (and Bárbara with him) did not agree with this idea. The idea from the man (which was the idea presented at the end) was to start an association that would help local producers with things before the production and after the production. For example, some kind of technician who could teach them how to make labels and explain them about the rules for biological legislation, and who could buy large amount of bottles. The post production support would be in the form of help in sales. This association would be for all kinds of producers in the region.

**【 Evaluate 】** In general, the brainstorms went pretty well, except in João's group. For that group especially it was good that the composition changed; and also for Bárbara's group since she had a too homogeneous group (two olive producers who knew each other from the same village).

#### Developing realistic ideas, second choice

After about twenty minutes, when 'all' (or most) ideas had been shared in the small groups, Alexandra asked the attention of everybody in the room and explained the next task. The participants had to get up and move to another table of choice, to share their ideas there and to see what has been developed on that other table. Alexandra explained again which topic was on which table. During this shift, the participants were invited to take some food and drinks that were displayed on a table. (This was different than the first workshop).

When a new group of people arrived at the tables of the facilitators, the facilitators first did the short introduction round with the names again and then shortly summarized and explained the idea which the previous group on his/her table had come up with. Then the participants were asked to add ideas (ideas of the previous group could not be deleted). For the rest, it was the same exercise.

**【 Intend 】** A part of the World Café prescribes a process in which people share ideas, knowledge or experience in a small group and then move to another group. In this way, there is distribution and pollination of ideas, knowledge and experience in a way that could not have been reached when you work in one big group or stay to work in the same small group. The crucial thing is that a new group, contributes to the already developed ideas, and can get inspired by those. In this way much more ideas can be generated and knowledge can be shared more widely.

**【 Observe 】** In the tourism group of Nadine, even though there was diversity in the second group (people from all four attending villages, two ladies, and two younger men), the group dynamics were not so productive. One man would not stop talking and later on all the ideas that the group from the first round had produced, were just attacked. Only one idea was added: to create a camping with caravans. On João's table, the second group understood the idea and was a lot more productive and contributed ideas to the existing ones: an information campaign about stopping pesticides, and a mix between agriculture and

nature. In Alexandra’s group they mainly spoke about the idea of the mayor of Cidadelhe, which was that the regulations for renovating a house would need to be made easier (by the municipality), thus this was not a very productive round for that table. Bárbara’s group (agriculture and regional products) first started with some new ideas (teaching locals about not using pesticides) but ended up contributing to the idea of the association. So it was more a brainstorm about one idea, than to producing a lot of them. In appendix X “Composition of the working groups” the participants per round and table were listed as well as labeled by color indication whether there was a productive discussion or not and to analyze which persons overruled the conversation.

### Developing a business model

The participants were asked to stand up, and move again, for the last time, but this time they had to go either back to the table of first choice, or stay at the table (of their second choice). Once the participants were back at their preferred, the facilitator again had to write down the names and summarize again all the ideas that were then at the table. The next step was to ask the participants to combine the strongest ideas to make one strong plan that could be put into reality. The group had to come to one idea (or the group could split up and develop two ideas when there was a strong divide in the group, but preferably one). The *design* phase of appreciative inquiry was applied here; through dialogue, coming to a mutual understanding and finding common ground. The following questions were handed on a paper to guide them to make their idea more clear, once they had agreed upon an idea:

<i>Business Model</i> <sup>32</sup>	
<i>What?</i>	<i>For who?</i>
<i>With who/by who?</i>	<i>Why?</i>

**Intend** The questions were intended to narrow down the idea, to make more specific, or to make it more complete (if some aspects had not thought about yet) through this business model. The model had to be filled in by each group. The facilitator had to pressure the group to work fast, and emphasize that just a draft would be enough (because otherwise you can spend an entire day discussing about it).

**Observe** In Nadine’s group it was hard to fill in the business model because they were with seven participants from which four had a quite strong opinion. In the end, they concluded about making a hotel village from Cidadelhe, which the mayor of Cidadelhe had proposed. One man (from Quintã de Pêro Martins) was against, but the others agreed. However, the others did not really seem to be enthusiastic

**Evaluate** about the idea. The fact that the mayor proposed this idea, could be the reason why the others accepted the idea (the group consisted of another mayor (from Algodres) and three persons from Cidadelhe, the man from Quintã de Pêro Martins and a man from Algodres). The man from Quintã de Pêro Martins explained his own idea during the next round, which was to combine formal with informal accommodations (he owns a Bed & Breakfast), but the others did not appear to feel much for this idea.

<sup>32</sup> This model is derived from the ‘business model canvas’, which is a strategic management and entrepreneurial tool (Osterwalder and Peigner, 2010). The original canvas consists of eight boxes, but due to time constraints, we have only used four: our ‘what’ refers to ‘key activities’, ‘for who’ to ‘customer segments’, ‘with who/by who’ to ‘key partners’ and ‘why’ to ‘value propositions’.

The idea from João's table was to have hunting in Faia Brava but in a way that the revenues would contribute to nature conservation. The idea was to allow hunters e.g. just some months per year in certain areas and use the money that they pay for active nature management (e.g. to breed prey species like rabbits, to plant cereal and to water the land). Also in the other months, visits can be made with tourists and wildlife can be watched. In Alexandra's group the idea was to make an inventory of the old, abandoned houses in and around the villages. The idea is to collect photos and personal stories about these buildings and ask people whether they want to sell the house. The inventory can then be published on the internet to find buyers for the buildings. It is a way to solve a problem that everyone speaks about, which is 'the heart of the villages are without people and in ruin'.

The final idea of Barbara's group was the one of the association that helps local producers of regional products with before the production and after the production. The idea was shaped in the three rounds and found two very enthusiastic participants (due to switching between the rounds, because it was the second choice of the lady, and the first choice of the man, and they both stayed on this table for the third round and continued to develop this idea). Important was that the participants emphasized that the idea is not to start a cooperative, because in this region, people are very proud and they tend to think that 'my olives are better than yours' and thus they do not want their olives to end up in the same bottle. This pride was mentioned more often in the sense that it blocks to form networks, because the people are too proud.

In the questionnaire the participants had to choose which idea they liked the most. The results were:

- Network association for technical support and help in selling regional products: III
- Inventory of old houses: II
- Hunting/nature conservation: II
- Hotel village Cidadelhe: I

(Many did not write an answer, or just said they liked all.)

**Evaluate** This final round was meant to 'force' the participants to decide upon an realistic idea. Appreciative inquiry's phase *design*, is the one in which through conversations a common ground can be found. Ownership also played an important role, since in this round the participants were asked to stay or return to the table with the topic they most connected to. In the next exercise, it was intended to stimulate this ownership even more, by letting the participants present their own idea.

### Plural networking

**Intend** The final step was an attempt to facilitate networking between the people in the room, so that it would be easier for them to take actions in the future. This is conform the final phase in appreciative inquiry; the *destiny* phase. This one prescribes that an invitation is made to participants to take action and to find other people to include them in a joint action. It was intended and hoped, that the (innovative) ideas produced in the groups and the opportunities for collaboration - either with ATN, other organizations or with fellow participants ideas - had inspired the participants (by either), to initiate action of any kind. It was assumed that also ownership to the ideas that had been produced would help to stimulate an intention to act. The social capital that was in the room among participants (features of social life - networks, norms and trust - that enable participants to act together more effectively to pursue shared objectives) and

the trustful environment that was expected (after two workshops) to be created by now, was expected to facilitate the process of showing willingness to act (commitment). During this final phase of the workshop, it was intended to create space for participants to speak out their intentions to act, if they had any, or suggestions they had for people to include in any future actions. During this exercise there was a big responsibility for the main facilitator.

**[ Observe ]** Still seated in the small groups, every group had to present their business model to the entire group. One person from each group came forward to Alexandra and was asked to present their idea in 2 minutes. After the short presentations, Alexandra tried to facilitate networking, she asked questions like: *“Does anybody know a person or company who would like be connected with this?”*, *“Does anybody know a person or company who could be interested in this?”*, *“Who is interested in helping this idea becoming reality?”*. Alexandra wrote down the organization/steps mentioned on a big paper on the wall.

**[ Intend ]** By presenting the ideas that to the entire group, other participants could give tips and recommendations about other persons/companies/organizations to involve or steps to take. This was to make use of the total network that is within the group of individuals and the knowledge and experience that was in the room, thus to make use of the social capital in the group.

**[ Observe/evaluate ]** People were giving suggestions on next steps to take and organizations to contact. Alexandra emphasized that the ideas were still big ideas and therefore the ‘networking’ resulted more in a discussion of the ideas presented. *“In the next workshop we should make the ideas more concrete, then people can also say ‘I know someone to call’”*. Nevertheless, this kind of process that happened (more feedback giving than recommendations) was appreciated by the participants and facilitators, when it was constructive feedback. The last two presentations did not get so much attention from the crowd, since it started to get really late (around 22 o’clock) and people were getting tired.

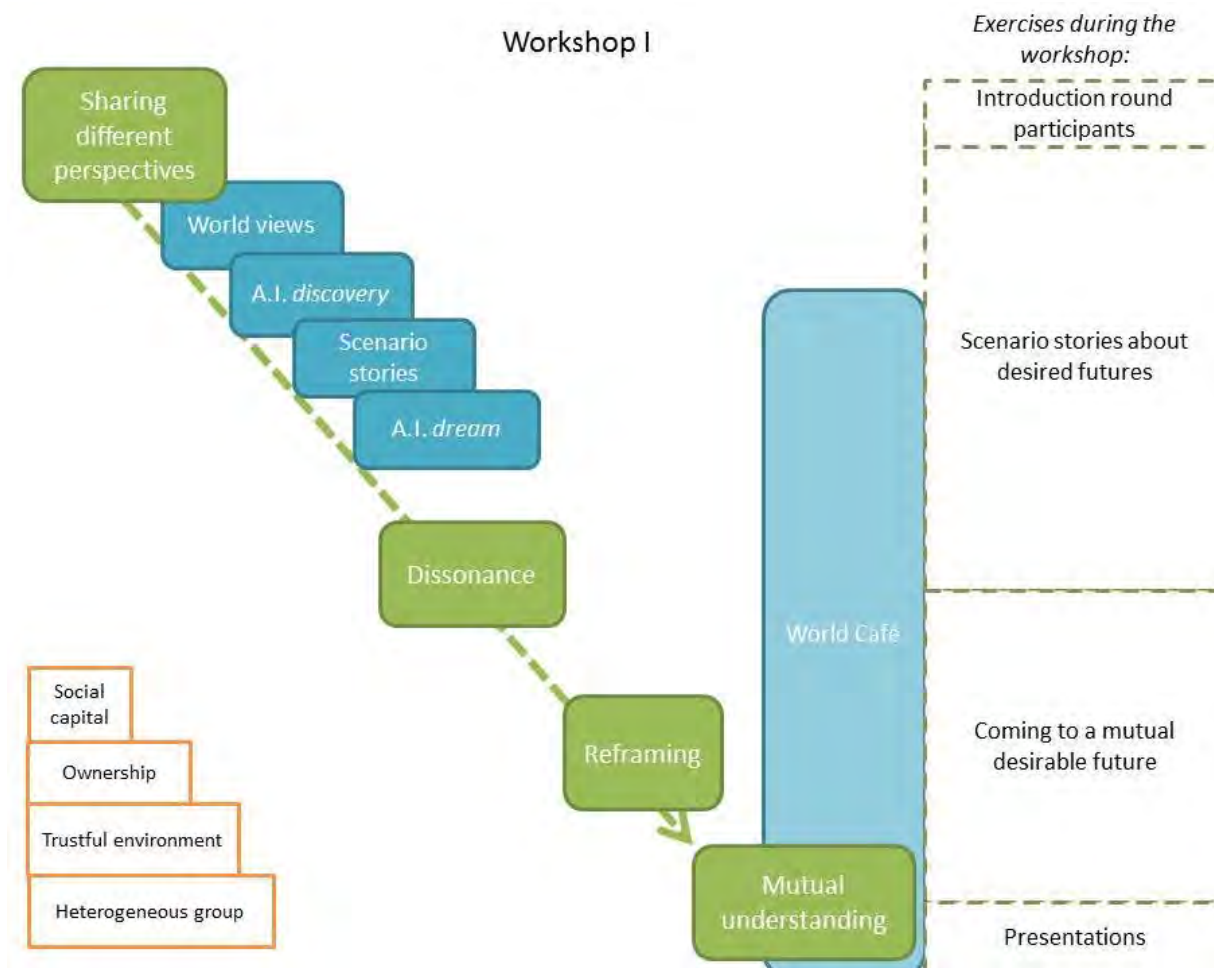
Even though a lot was expected (by the action researcher) from this networking round, at first sight it seemed to not led to the outcomes where it was designed for. The commitment in the form of willingness to take action did not happen during this round, however, in the questionnaire a lot more people than expected seemed to be have plans to undertake action. The question was asked *“Do you have the intention to take action for one of the developed ideas today?”* Four answered ‘yes’, others answered: ‘will contact organizations’, ‘to discuss and collaborate with the participants that presented the ideas’, ‘depending on themes of the group’, ‘to contact and get together with others, entities that are able to support us’, ‘making unions with other producers and this way I can make my bet’. In total eleven answered in a positive way and five in a negative way by either not answering or saying ‘no’.

Furthermore, when the participants (n=3) were interviewed, they all were willing to take action for the idea developed in their group and all seemed very enthusiastic and serious about this. Moreover, two of the four facilitators also showed interest after the workshops to become involved in the development of the idea developed in their group. Thus it seemed that the workshops were more successful in producing a willingness to act (thus showed ‘commitment’) than was initially observed by the action researcher.

## 6. Evaluate: social learning processes

*To what extent did social learning processes take place?*

The workshops have been evaluated separately on the extent of social learning processes that took place. This is because even though the workshops were designed to be follow ups of each other (the first workshops had provided inspirational ideas to work with in the second workshop, to then turn these into more realistic plans). In both workshops the social learning processes of 'sharing different perspectives', 'dissonance', 'reframing' and coming to a 'mutual understanding' were facilitated. However, the second workshops also aimed at reaching 'commitment'. Because of this difference, and also because different exercises have been done and different facilitation theories were applied in the workshops, two models have been developed to give an indication of the relationships and influences in the design of the workshop, as intended, on the social learning processes. In figure 17a en b the schematic models of both workshops are shown.



*Figure 17a: Schematic model of the intended social learning processes in relation to the design of the exercises during workshop I (A.I.=appreciative inquiry)*

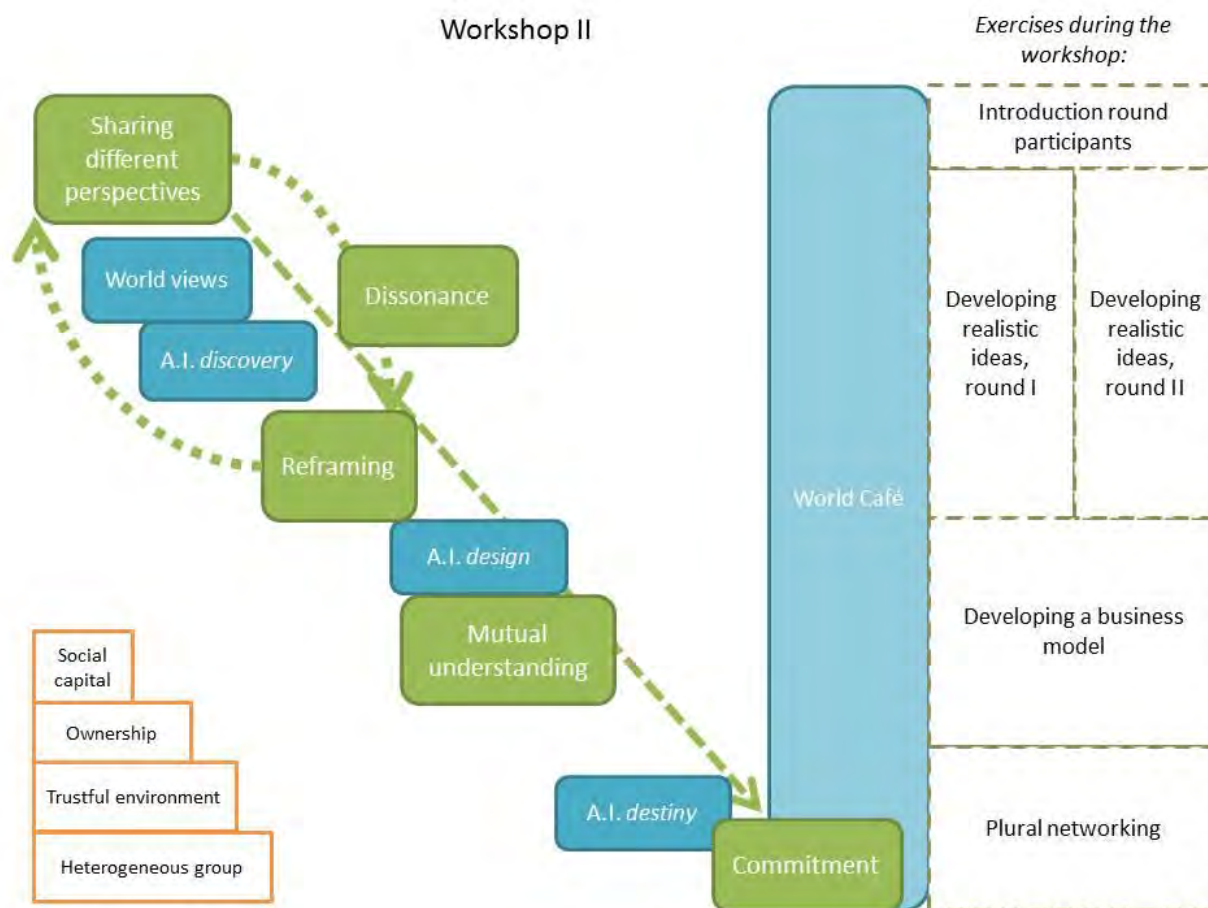


Figure 17b: Schematic model of the intended social learning processes in relation to the design of the exercises during workshop II (A.I.=appreciative inquiry)

In both figures the social learning processes are shown in the green boxes. In the blue boxes, again, are the facilitation theories that potentially helped facilitating these processes. On the right side, the exercise are mentioned, and when horizontal lines are drawn, one can see that for example the exercise of ‘developing a business model’ (in figure 17b), is facilitated by appreciative inquiry’s *design* phase and a process of coming to a ‘mutual understanding’ is expected to take place. In the orange boxes the social learning characters or enabling factors are shown: social capital, ownership, trustful environment and heterogeneous group. All in their own way, they played important roles on the background. *How* will be explained in this chapter in which all social learning processes, enabling factors and outcomes will be covered. The effectivity of the facilitation theories (to what extent the design of the workshop has contributed to social learning) will be described in the next chapter, called ‘Reflect’.

NB: Figure 17b contains, unlike figure 17a a cyclic process. This is illustrated in this way because during workshop II, during the two similar rounds in which realistic ideas were (intended to be) developed, in the second round ideas are again shared, and thus a process of dissonance and reframing can take place again.



## Workshop I

*Sharing of different perspectives* took place in the form of sharing their personal desired futures, supported by the photos to make it easier to explain and for others to understand the story. In all groups the perspectives about their desired future were honestly shared. Participants listened well to each other.

Participant João Quadrado: “Everyone explained their own choices. ‘I want this and this and this’, and then another person contributed to that. It was really interesting and we really exchanged opinions and perspectives. In that, I think it was great.” A really nice process of sharing different perspectives happened in the group of Bárbara: “Manuel Reigado started with this really agricultural view. Then on the other hand, Bruno, after Manuel said, ‘no, what we need, is wild animals so that we can attract tourists.’ They started arguing ‘no, we cannot have both agricultural fields and wild animals’. But then Ricardo said, ‘I believe this is possible. In the valley you can have wild animals and near the village agricultural land’. And then Dorin said, grabbing the picture of the 5 euro entrance, ‘okay, I think this should be like a park where people should pay to get in’. Then João Romba said ‘I am not really connected to your ideas, what I would like to have is this, an educational programme’. But in the end, this group was very productive in coming to an agreement and combined several ideas and made two strong ones. It is seemed that the *heterogeneity* in the groups enabled thinking in a more creative way and inspired others, because when stories were more different, people had to broaden their perspectives, especially because they were asked later on to combine their desired futures. A good example of someone who nuanced his view was the above mentioned Bruno changed its mind and said ‘yeah, it’s possible, it is not contradictory, we can have both.’ This brings us to the processes of *dissonance* and *reframing*. It is difficult to conclude whether dissonance took place in any of the groups, because dissonance poses ‘challenges to existing beliefs and ideas, reconstruction of meaning, discomfort and difficulty’. It is doubtful whether the exercises led to enough discomfort to led participants really reframe their perspective. The example of Manuel Reigado however does seem to indicate a reframing process, since he opened up his more narrow view. In the other groups however, the one of Alexandra, three older persons wanted a dam to be constructed, but the younger person could stop that idea. But it cannot be concluded that those other three actually changed their perspectives on that. For the rest in her group the stories were very connected, thus no dissonance and reframing is expected to have taken place. In João Ruano’s group it is unlikely dissonance and reframing took place, because they reached an agreement very quickly because they liked each other’s ideas and the perspectives were overlapping. Coming to a *mutual understanding* was easy in Alexandra’s group too, both the facilitator and participant João Quadrado said. Alexandra had just to explain what they had to do, and easily they came to three topics (tourism, more employment, more people). Also what made it easy was that the stories were already very connected. Bárbara’s group came to a mutual understanding, after an interesting discussion and they came up in the end with two ideas. Bárbara: “It was really nice that they came together with a common view. Everybody agreed with each’ views more or less and then they tried really hard to combine them.” In Nadine’s group there were many similar perspectives, and she said there was already an agreement when the participants were sharing their desired futures.

From these processes during this first workshop, it is concluded that in all groups a mutual understanding was reached, but only in the groups where there was the most heterogeneity among their scenario stories, process of (slight) dissonance and reframing is expected to have taken place.

Considering the social learning characteristics, it was expected that social learning, ownership, a trustful environment and the heterogeneity of the group would help the social learning processes. *Social capital*, defined before as 'the norms and networks that enable people to act collectively' was not really present, because the exercises did not ask for collective actions. However, maybe the process created some social capital, since objectives were shared and maybe participants found similar ones among each other. It is also probable that some *ownership* to the ideas was created when the four participants had to explain their idea to the group. Thus in this case too, ownership did not contribute to the social learning process, but possibly some ownership to the ideas was created. It is important to note that the social learning process in this first workshop did not contain the 'final' social learning process step '*commitment*'. This was because the workshops were designed in such a way that the first and second workshop would follow up one another so that commitment could take place at the end of second workshop. (A longer process was expected to increase trust and social capital so that the chance on commitment would be higher also.) The enabling factor *trustful environment* is a factor where the facilitators were unanimous about: there was a very comfortable atmosphere and the participants all seemed to enjoy themselves and the food and drinks. Also, the participants themselves helped each other a lot to make the other participants feel more comfortable. This was the case in both Alexandra's and Bárbara's groups and in João Ruano's group. João had to make one old lady feel more comfortable. In Nadine's group the people already knew each other, and there was a comfortable atmosphere already.

On one hand it seems not much social learning had taken place, because it was for most people an entertaining and comfortable event, with talking, food and drinks. At the same time however, it should not be underestimated that social learning can result also in the form of an increased understanding, respect, social capital, empathy, or a sense of community which are difficult to measure, but therefore not less important (Wals et al., 2009). This makes it on one hand difficult to draw a conclusion, on the other hand it sheds a positive light on the probable outcomes, because very likely people did feel respected, and a sense of community was probably created by bringing together people from villages that usually do not meet. As Alexandra Lima explained, the participants heard that they were not the only ones thinking in a certain way, and could find others with the same goals and desires, which can be empowering. Also bringing people together with the same interests can lead to new relationships, which can possibly lead to any form of cooperation in the future. Wals (2009) states that maybe the essence and success of social learning lies in people's ability to deconstruct their personal frames, so that the frames within the group become more overlapping and shared, which can create 'chemistry' because of the feeling of being empowered to work together to solve the issue at stake. Following this definition, then it could be concluded that social learning did not really take place, because there was no strong evidence for reframing and furthermore, the workshop in the end, was about combining ideas, which was not as challenging and real enough as defining realistic ideas and to create commitment, as has been intended to in the second workshop.

## Workshop II

During the first workshop, we worked with four smaller groups. During the second workshop however, we worked with three rounds of four smaller groups, thus more data had been acquired but at the same time it would be too elaborative to describe all those 3x4 processes, thus it is chosen to highlight only the most important events.

When the participants had to tell their professions during the introduction round, this already in a way started the process of *sharing different perspectives*, because the participants became aware of the variety of backgrounds in the room. The first and second rounds of exercises were characterized by a brainstorm which aimed at producing realistic ideas (concerning the topic on that table). It was expected that a *heterogeneous group* would lead to more productive brainstorms, in the sense that ideas would be developed and participants would participate actively. However this appeared not to be the case. Nadine had the theme 'tourism' and had the biggest groups: groups of six and seven persons. In such a big groups it would be easier to obtain heterogeneity, in the sense that people would have different backgrounds, coming from a different village or have a different age, which was the case. However, on Nadine's table it seemed like the heterogeneity was not enabling but more blocking a constructive brainstorm. The second round on Nadine's table was very heterogeneous (two younger men, one middle age lady, one older lady, and two older men, also coming from all four different villages) but there was a very pessimistic atmosphere and people just attacked the ideas that had been developed by the previous group. It is assumable that not so much the heterogeneity helped in this workshop, but what seems to help the brainstorms more is having not too many and not too less persons on the table (so preferably four/five) and that actually having a bit of the same world view, and participants wanting the same, seemed to help the process of producing and especially developing ideas a lot more. This makes sense, because when an idea is shared and understood by the group, the group can continue to think about developing the idea. However, when the perspectives (partly due to their different world views) are so different, then the group might stay stuck in a discussion about the idea, which has happened in some groups. Actually, a good facilitator would have recognized a deadlock and could have said something like 'okay, let's continue, write this idea down and let's produce new ones, because it is brainstorm'. Apparently this did not happen, because the groups were too busy developing realistic ideas where they all agreed upon.

In general, the brainstorming appeared to be quite difficult in the groups where people had very strong opinions. Also it appeared to be difficult to find the right balance between producing many ideas or discussing upon one or some ideas. Ideas were produced, but the discussions were quite tense at times. It happened in quite some groups that there were strong opposing opinions and that the participants (that spoke a lot) did not listen well to the others.

It is possible that the brainstorming was sometimes so hard, because half of the participants were new and had not participated in the first workshop. Those people had missed the 'discover' and 'dream' phase and were, possibly, more stuck in their own (problem)thinking. They had missed the exercise of looking to the

future, getting inspired by what you desire and getting interested in the opinions of others which has probably created much more deadlocks in the conversations during this second workshop.

Either there was a lot of *dissonance*, or there were a lot of deadlocks, because there were quite some heated discussions. These were mainly created by people not willing to listen carefully to each other, and at the same time by people who did not let others speak. It is hard to say whether dissonance has taken place, since each individual switched tables three times, and every time a new group was created. Most probably, there was not enough *trust* within the groups. Half of the group was new, so the social capital that was created during the first workshop was kind of destroyed.

On the other hand, there were some participants who started with a certain idea in the first workshop, and ended with another one in the second workshop. For example there was a participant that had shared a great wish for nature education during the first workshop. During this second workshop, his second choice was patrimony, and in the end he presented the idea about the inventory of the old houses and confirmed the willingness to work on it in the future during the interview after the workshops. In that sense, it could be said that *reframing* had taken place because he had reframed his perspective. Nevertheless, this is just an assumption, maybe he was already really interested in these old houses.

It can be concluded that during the second workshop homogeneity was more an enabling factor than heterogeneity. This makes sense, because it is easier to come to an agreement if ideas already overlap. However, for the sake of the creative production of ideas, the workshops were designed upon the idea that heterogeneity in the group would be positive.

During the third round, when the business model had to be filled in, three groups reached a *mutual understanding*, and one group could not. In this last group one person was left out who did not agree with the idea of developing a hotel village in Cidadelhe. Interestingly, the ideas that were presented, all had at least one person behind it that was enthusiastic about it and showed interest in developing this idea further. The definition that is used here for '*commitment*' is derived from the appreciative inquiry phase 'destiny', which is 'an invitation for participants to take action and to find other people to include them in a joint action'. Three of the four ideas has at least one person that personally told the action researcher that he/she would be willing to work on the idea in the future. The following evidences for commitment were derived from interviews I had held with three participants; João Quadrado, João Romba and Isabel Anjos.

- João Quadrado said to be willing and interested to work on his (groups') idea on combining commercial hunting with nature conservation. In fact, he is already working on this within the Rewilding Europe initiative he said. "It is something we are trying more or less to get with Rewilding Europe."
- Alexandra Lima said that she would be interested to work on the idea of the inventory of the old houses. She said: "I don't know if ATN is really interested in this idea, but the organization 'A Coa' probably would be interested and it could be me with João Romba [the participant that presented this idea during the workshop]. I think it is possible to try to start some conversation with people about this idea [the inventory of the old houses]. I have also other things to do. It will be good, very very good, if João Romba, invites me to a meeting and it will be easier for me. It is not so easy for me if it depends all on me. It is a

kind of old idea, I don't have it very clear, but I had this idea, and I think some time in the future, this idea will be developed. But if João Romba helps me a little bit, it is possible. So but it is necessary if someone helps me. So we have to see whether João Romba is interested in this." Then I asked João Romba, and he said: "Sure. Sure I am interested." I said: "She said she would really like to help you." João Romba: "Yes, I would like to do those photos of the houses and to hear the stories from the people about the house [first part of the plan], and I also think it is a very good way to develop this region and to get more people here. And also, it is a good idea for ATN, because that idea can pass a lot from ATN with the participants of the workshops or the visits here. To have the flyer, and to present the houses available to buy. I think it is very important. Who visits this region and ATN who are interested too, And who visits this region, are the ones that like the landscape and the culture. I think it is a very good idea and it has legs to walk." So I asked: "Do you want me to tell Alexandra that you're positive about this, or do you want me to give your contact information to her?" Then he said: "I don't know what I can do. But I am available to do. Just tell me what to do. And if I am unavailable, I can't." Thus, if ATN sees something in this idea, they should facilitate a start between them, because they both will not take the initiative, even though they both seem very enthusiastic about the idea.

- Isabel Anjos said that she was very interested in continuing to work on the idea of an association that can help with the processes before and after the production – the idea developed with Rui Torres. It is expected that Rui Torres is very interested too (because he said to be already working on these things). The idea is that they - or Bárbara – get into contact with Territorios do Coa<sup>33</sup>, a kind of network organization that could maybe help them further. Isabel said to be very interested and Bárbara said she is also personally interested in making the next step.

Thus, not only commitment was found among the participants, but also among the facilitators (Bárbara and Alexandra). This shows that personal interest, combined with the creation of ownership towards an idea. Except Isabel, all participants who showed a serious willingness to take action; also Rui Torres and Jose Manuel, had presented the ideas. It is a bit too blunt to state that when a participant presents an idea, then ownership is created which leads to commitment. However, when a participant feels strong about an idea, he/she is therefore willing to present it, and in this process he/she develops an even stronger *ownership*. In that sense, creating ownership can enable coming to commitment.

*Social capital* also seemed to be important in the process of declaring commitment. In Barbara's group and Alexandra's group there was a situation in which two persons felt strongly about an idea and developed the idea together. Especially in Barbara's group originated a kind of social capital, in the sense that these two participants had really found each other and were both very enthusiastic about the idea. Accordingly, this was a good example of enabling participants to pursue shared objectives.

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<sup>33</sup> Territorios do Coa is an organisation from which the funding comes from the government. They work with a fund that has to develop several things locally. Several municipalities share in the fund and the association is the neutral part that manages the fund (info João Quadrado).

When was asked in the questionnaire ‘do you have the intention to take action for one of the developed ideas today?’ in total eleven answered in a confirmative way and five in a negative way by either not answering or saying ‘no’. Consequently, this could indicate that even more participants are willing to take action. The participants that were interviewed, were the ones that were very enthusiastic about the ideas, so it is difficult to estimate whether the others feel the same way but showed this less during the workshops.

It can be concluded that even though the brainstorming did not all went as smoothly as intended, the groups were able to reach a mutual agreement and the process did lead to commitment for three of the four developed ideas. However, in the same way that Wals et al. (2007) state that a social learning process cannot be judged alone on its outcomes, having outcomes does not imply that learning has taken place. This applies to our case of the developed idea by João Quadrado, who explained in the interview after the workshops that this was an existing idea of him. It was more apparent that the four final ideas were mainly developed by one person. This counts for the idea of the hotel village in Cidadelhe too, which was mainly the idea of the mayor of Cidadelhe (it is not known whether he is committed to take action for this idea, some said it is a matter of money to put this idea into practice, and that there is no money). The idea of the inventory of the old houses was first mentioned by (architect) Miguel Torres, and in the end another participant showed commitment to develop this idea. Can there be concluded that social learning did take place for this idea? Not with certainty, because in this case, Alexandra Lima was also involved in the development of the idea – João Romba and her had developed the idea in the last part of the workshop, and she had explained already to have had an idea similar like this for a long time. The fourth idea, the one presented by Rui Torres and for which was shown commitment for by Isabel Anjos (and Bárbara) was about starting an association that could support local producers of regional products. However, in this case, Rui Torres had explained that he was already trying for a long time to start a kind of organization of this kind. Thus it seems that the four ideas ‘developed’ were basically already developed before the workshops had taken place. But is this a bad thing? To provide an answer to the question ‘to what extent did social learning processes take place in workshop II’ the answer is probably very little since no real ‘sharing different perspectives’, ‘dissonance’ and ‘reframing’ has taken place. ‘Commitment’ is on the other hand definitely shown, but by the people that were already committed. Wals et al. (2007:18) explain why this is logic: “In general, one can say that a high level of involvement results in more willingness to think along and to participate in the process.” The participants that showed commitment were all already involved. Considering the levels of involvement earlier in this research, in table 1, all participants that showed commitment were already strongly involved in ATN. So indeed, that those ‘developed’ ideas, coming from already motivated people can be regarded not positive in regard to social learning processes.

Wals (2009) states that maybe the essence and success of social learning lies in people’s ability to deconstruct their personal frames, so that the frames within the group become more overlapping and shared, which can create ‘chemistry’ because of the feeling of being empowered to work together to solve the issue at stake. Thus, it can be concluded for sure that in the second workshop no social learning has taken place in the workshops, because the commitment shown to develop the ideas were not based on an empowerment to work together on it, but due to an already strong involvement. In the next chapter it will be reflection upon whether the workshops did or did not lead to an increased level of local involvement.

## 7. Reflect

The objective of this action research was to contribute to academic and practical knowledge on how ATN can increase the levels of involvement of the different community groups by facilitating social learning. This chapter reflects on whether the attempt to facilitate social learning by organizing two workshops was the most sustainable way for ATN in their attempt to increase local involvement. With the most sustainable way is meant the most efficient way for ATN to achieve a lasting change.

To what extent did the design of the workshops facilitate social learning processes?

In the previous chapter it was concluded that both workshops did not lead to the expected social learning processes and outcomes the workshops were designed to. The workshops did lead to commitment, but was only shown by the participants that were already strongly involved in ATN. The question that arises is then, were the designs of the workshops, and the used facilitation theories in particular, not adequate to facilitate social learning?

### Lack of reframing and collective action

As stated before, Wals (2009) poses that maybe the essence and success of social learning lies in people's 'ability to deconstruct their personal frames', so that the frames within the group become more overlapping and shared, which can create 'chemistry' because of the feeling of being empowered to work together to solve the issue at stake. Elements of *reframing* have been observed in some individuals as explained in the previous chapter, however, looking at the entire process and the outcomes, the workshops were not able to deconstruct participants personal frames in such a way that it contributed to *collective action*. This is regarded the most important reason why it cannot be claimed that social learning took place. Looking back at the process, the reason that reframing did not take place is because the workshops were designed to lead to personal action ('the willingness to take action'), and thus, they were in fact not designed to lead to *collective action*. This important difference has been overlooked by the action researcher during the design of the workshops in the pursue of leading towards 'the willingness to act'. The participants had to work in small groups all the time (which was intended to make it possible that a trustful environment was created, which was seen a condition for a successful process), and thus ideas were developed in those small groups, that were therefore only supported by a small group of persons, and therefore did this did not facilitate a collective action.

In social learning theory, there is no manual on 'how to facilitate social learning processes'. The processes that need to happen are described, as well as the possible outcomes, but *how* these social learning processes can be facilitated are only described by the features of social learning that enable the process to happen. Thus in this research also, the design had focused on facilitating these features. And this was actually successful.

The *dream, discover, design* and *destiny* phases of *appreciative inquiry* were successful. Dreaming and discovering happened during the photo-exercise (sharing desired futures), discovering happened during the brainstorming when realistic ideas were developed and destiny took place when the business plan was made. The *discovery* and *dream* phases contributed to social learning by offering a possibility to 'share different

perspectives' in an inspiring and creative way. The *design* phase helped to come to a 'mutual understanding'. The *destiny* phase facilitated 'commitment', by offering participants to express their willingness to take action. However, as was stated before, these all aimed at individual changes and did not contribute therefore to a collective reframing and action.

The *scenario stories* as applied in the design also seemed to be successful in what it was intended for to do. The scenario stories that were told during the photo-exercise when desired futures were shared did lead to 'sharing different perspectives' 'in an inspiring and creative way that widen perspectives and bring forward key issues'. However, this brings to the light another flaw in the design or actually in this research, which is that 'sharing different perspectives' is not a 'social learning process'. This has been mixed up because the action researcher had understood that 'sharing different perspectives' was a required part of the process, since the definitions used of social learning seemed to emphasize this:

- Social learning was defined as "a process in which people share their perspectives and experiences to create common understandings of a situation and to develop strategies for collective action to improve the situation" by Schusler, 2003 (in: Cundill & Rodela 2012:8);
- Social learning was defined as "a process in which people are stimulated to share their implicit assumptions and different perspectives on an issue, in order to create room for new perspectives (Wals et al., 2009).

However, apparently it can better be defined as a '*condition*', than a social learning 'process'. Therefore, the theory of scenario stories did not lead to any social learning 'process', but it did facilitated a condition for social learning. This conclusion does not impact the conclusion about the success of the scenario stories as much as it affects the models used in this research. Because in the schematic models used, 'sharing different perspectives' was always regarded as a social learning process. However, it is important to note that this difference ('sharing different perspectives' not being a 'process' but a condition") did *not* influence the impacts of the processes during the workshops because either way, being a 'process' or 'condition', during both workshops 'sharing different perspectives' went successfully. This mistake in determination did thus not have an effect on the outcomes of this research.

The facilitation theory *world café* was expected to help facilitating social capital and a trustful environment, which in their turn, would be important during the entire social learning process (they could enable coming from 'sharing different perspectives' to 'dissonance', enable 'reframing', enable coming to a 'mutual understanding' and making it easier for people to commit). The world cafe method was basically successful, in the sense that it did created a trustful environment quickly, and it also led to cross pollination of ideas during the second workshop. However, probably this method had been given too much credits for enabling all the social learning processes to follow up each other.

The concept of the *world views* explained why the workshops should not aim at changing someone's world view, but that the differences in world views when shared would enable people to create a common understanding. Thus this concept helped too in the social learning *condition* of 'sharing different perspectives'. In general, it can be concluded that the facilitation theories were successful in what they were



designed to achieve. However, the design of the workshops by means of the facilitation theories have focussed too much on the facilitation of the enabling factors from which it was expected that they in their turn would facilitate social learning. The facilitation theories and thus enabling factors all aimed at making it easier for social learning processes to happen. However, the facilitation of the social learning processes themselves (like actual dissonance, reframing and commitment for collective action) was therefore overlooked. More attention should have been paid during the design to whether dissonance and reframing could actually take place, and whether it could lead to collective action. Thus the facilitation theories did lead to the things they were supposed to lead to, but the design behind it was in essence not going to lead to actual social learning processes.

### Lack of dissonance

For reframing to take place, dissonance is needed. Wals (2009) explains that if a process takes place well within peoples' comfort zones, then no learning will take place. The action researcher was not able to detect any significant dissonance among the participants in the workshops. Partly because it is difficult to measure, more probably because no significant dissonance has taken place. People did not have to get outside their comfort zones, because the exercises during the workshops focused on forming and sharing ideas about what could desirably and possibly happen, but did not ask them to actually take action. Even though the positive focus on dreams and desires and sharing these seemed to inspire people, it was not very suitable to create dissonance. Also during the second workshop the processes took place within people's comfort zones, due to the fact that the participants could work all the time on the topics they were most interested in. And even though there were different perspectives within the subgroups (as explained in chapter 5: Observe) and sometimes the discussions heated up, this did not create an optimal dissonance. To conclude, the workshops were able to inspire, but not able to lead to the necessary reframing.

### Lack of clear determination of target group

Important to note is that the levels of involvement had only been defined after the workshops were executed. Therefore, the action researcher could not brought up the different target groups as defined in table 1 (because they did not exist yet), even though being aware of the differences, and even when ATN was mentioning these different groups. Reflecting on the decision making process that has taken place, the following community groups and communication strategies were mentioned by ATN employees for me to focus on during my workshops:

#### *Community groups:*

- To aim at the ones who are unaware of what ATN is and does (Alice)
- The ones that already work with ATN to give a good example (Bárbara)

#### *Communication strategy:*

- To open up the process for everyone and to give everybody the chance to participate (Alice)
- To give people an idea of what ATN is doing (Alice, Bárbara)
- Not to inform people about ATN (Henrique)

- It should be about what they are doing in Faia Brava (Henrique) (contradiction not to inform people)
- Creating a network (Bárbara)
- To use the workshops for more than just getting to know the visions of the people about the landscape

We did not orally agree upon which groups to target on, because as explained in chapter 3 Research methodology > Research population, we also invited people who had a positive image towards nature conservation and ATN. We also wanted the people who did not have much knowledge about ATN to be present during the workshops (the ones who are unaware/the ones that do not care). But we did not really take into account whether we wanted to invite the 'ones that are against', and hoped that if these people would show up, that by not focusing on sensitive topics (thus not mentioning ATN) arguments could be prevented. This messy approach has led to not really having a clear strategy, which later on has resulted in low increases of local involvement. This will be explained in the next section.

### Lack of negotiation

As has been concluded now, the workshops did not focus on producing *collective* action. However, a collective *problem* seemed to be very present during the workshops. The workshop focused on development of new economic opportunities. That this was an important issue for the local people, was very clear during the workshops, because it seemed to be the red line of the conversations of the participants, to have 'more people' around in the region (which can only be a consequence of having more jobs). The not very prosperous looking future for this region was the cause of this. Thus there was a strong collective problem. Due to the application of the theory of *appreciative inquiry*, we tried to overcome this problem by focussing on the possibilities. The theory explains: "when a group focuses on problems, then they will find more problems. If they focus on ideals, achievements, or best practices, then these phenomena too tend to flourish." This approach actually seemed to work, especially in workshop I in which attention was only focused on desires and dreams and this was inspiring for the participants. The question arises, was it successful to 'not focus' on problems?

Leeuwis & Van der Ban (2004) propose that bringing about change requires the organisation of an innovation process, in which communication is used to facilitate network building, social learning and *negotiation*. Thus far, the focus of this research has incorporated network building and social learning, but negotiation was deliberately prevented (due to preventing speaking about problems, which was reached through the application of the theory of appreciative inquiry to not focus on problems). Not only was the focus on problems prevented, also, due to the sensitivity of some topics that had caused conflicts in the past between ATN and local people, the facilitators ignored 'critical questions' (like the ones mentioned before 'why do you release the birds?' etc.). However, Leeuwis & Van der Ban explain why addressing these conflicts and problems would have made sense, from the point of negotiating.

When different actors are involved in a process, Leeuwis & Van der Ban (2004) pose, conflicts are likely to emerge. There is an assumption, also made in this research, that participatory processes almost always lead to mutual understanding of a situation and participants become cooperation oriented. However, Leeuwis and Van der Ban state that when they studied innovation processes which had disappointing results, difficulties

were caused by an 'inability to either resolve or use productively conflicts of interests'. The cases they studied suggested that stakeholders were often unable and/or unwilling to take other actors' viewpoints and interests seriously. This is what happened during the design process and workshops from the side of ATN towards the local people they expected problems from. We prevented actively (by focusing on Faia Brava and not on ATN) to talk about past conflicts and furthermore critical questions were ignored during our workshops. Thus, ATN (and the action researcher) can be regarded as being 'unable and/or unwilling to take other actors' viewpoints and interests seriously'. One reason for this which Leeuwis & Van der Ban mention is that this is possibly due to insufficient leadership in conflict management. This could be true, since ATN emphasized to me that it was not possible to convince the locals (i.e. about the wolves or the birds). Thus actually, one could conclude the contrary, and say that if ATN cannot convince the locals, it is due to ATN's lacking skills in conflict management. However, it is also possible that ATN emphasized on preventing conflicts, because they might thought that I would not be capable of designing workshops that could handle those conflicts.

Leeuwis & Van der Ban (2004) explain how to negotiate during an interactive process. They distinguish between distributive and integrative negotiations. Distributive negotiations refer to a process in which stakeholders hold on to their own perceptions and positions and basically use negotiations to divide the cake, thus little learning occurs. The corresponding question could be for our workshops: 'agriculture or nature conservation?' In integrative negotiations the question would be: 'how to make agricultural communities benefit from nature conservation?' (adapted from Leeuwis & Van der Ban, 2004:169). Integrative negotiations aim at developing new and at least partly shared problem definitions and cognitions at the start of the social learning process, which can then result in the identification of so-called win-win solutions. "Obviously the latter type of negotiation is of greater interest for innovation and problem-solving in interactive processes" (*idem*:169). Even though during the workshops participants had to work together and put together ideas to form one good idea (both workshops), when reflecting critically, during the workshops the focus was on solutions, and not on *shared problem definitions*. Thus, integrative negotiations did not take place. It is recommended to ATN to start doing so. Leeuwis & Van der Ban (2004) give suggestions on how integrative negotiations can be facilitated during the organization of a social learning process (see for all suggestions Leeuwis & Van der Ban, 2004:170, box. 10.1). This recommendation is elaborated on in the next chapter.

## To what extent did the workshops increase the levels of involvement of the different community groups?

During the start of this research increasing the levels of local involvement was the ultimate goal, and a social learning process was regarded as a means to achieved that. During the design phase of this research, more attention was paid to facilitating that social learning process, than to whether it was still in line with the possibility to leading to increased levels of involvement. More importantly, the goal was to increase the levels of involvement of different community groups, in ATN, and not in Faia Brava alone. However, the workshops did not focus on ATN, but on the Faia Brava Reserve. This focus on the reserve, connecting to the peoples' lives and the opportunities Faia Brava could bring the locals living around the reserve, was highly recommended by ATN. However, the question arose then, how could we increase levels of involvement *in ATN*, when we were mainly speaking about the Faia Brava?

At the beginnings of each workshop, we explained what ATN was in short, and we explained that the organizing team was from ATN. Also all posters in the villages had communicated that ATN was the organiser. So the participants knew that ATN was responsible for the workshops. However, we did not explain in detail what ATN is and does. Moreover we did not explain *why* ATN protects nature and how they see how nature conservation can provide opportunities for the local community. It was expected and hoped that the participants during the workshops would find out themselves, because both workshops were about the opportunities that the reserve could bring. However, this does not change the fact that it seems like a detour to speak about ATN in this indirect manner. It is probable that the participants think about ATN a bit more positively still have these two workshops, because they had organized these workshops and were willing to listen to the participants. However, it will most probably not have helped them in understanding better what ATN is and does.

It makes sense to look at the history of Portugal to look for reasons for the difference in opposed views that ATN and some local people have, which is the reason why ATN wanted the workshops to focus on Faia Brava. The dictatorship of Salazar has only ended about forty years ago (in 1974). Thus, the older people in the region, or actually in the entire country, have grown up during this dictatorship. António Monteiro, the founder of ATN, explained a part of the consequences of the dictatorship for this region: "in the forties the borders were closed [the border to Spain is about 20 kilometers from the Reserve]. We lived in a dictatorship, so more or less between the 30s and 50s it was starvation for many people. It was really the complete use of all the system; people killed otters, badgers, eagles, owls, rabbits. They killed everything they could get. They were not criminals at all, they were just surviving and it was more or less the best way and the most proud way to live in that area. But in the 80's-90's things changed completely. The population decreased a lot, so few people were there, but they had the same habits that they had 50 years back. They grew up in those conditions but the situation was quite different. The wolf started to be protected in the 80's, you cannot use poison, you cannot kill raptors or otters. You cannot put bombs in the river because everything is protected right now; a completely different approach. But those people still have the same habits, so if you see that, if you go to the nineties or 2000s and you see those people with the same habits as 50 years ago, what do you

do? You can pretend like you do not see it or you can act in a more strong way". And for that reason António Monteiro founded ATN.

I had experienced some of these strong opinions of older people in the small villages during events before the workshops had taken place. I thought ATN would know better than me how to deal with these local problems, thus since they emphasized not to focus on ATN, but on the reserve, this advice was not disputed. However, after the workshops had taken place it can be doubted whether this was the right decision. Because, most importantly, how to involve people if you do not let them talking about certain issues, which are clearly problematic issues for them? This leads us discuss the topic of agenda setting.

Agenda setting is one important step of an open, participatory process that has been ignored during this research. Thus, actually, the workshops were not as 'participatory' as they were intended to be. Having made this important conclusion, it makes sense to once again have a look at participation and literature about this and reflect on how it should have been done.

Within literature on environmental planning, public participation is usually considered as solely good (Rydin & Pennington, 2000). However, Rydin and Pennington (2000) challenge this by stating that expanding the opportunities for public participation in environmental planning is not always the best option. There seems to be a tradition of 'opening up' planning processes to democratic scrutiny, but it is not always clear how expanding the scope of public involvement might actually lead to improvements in 'policy delivery', they state. Even though Rydin and Pennington (2000) speak about 'policy delivery', it is very comparable to our 'development of a collective plan' and thus their analysis provides valuable information to this research. There are two rationales that imply two different approaches to involvement: (1) the view that public involvement is seen as a democratic right and not just as a means to an end, and (2) the view on the effectiveness of policy delivery, which considers how public involvement can assist in producing a 'better' policy outcome. In the first rationale, the emphasis is on enabling access to the policy process, encouraging the take-up of that access and ensuring that such participation makes a difference to policy outcomes (Rydin and Pennington, 2000). Thus translated to this research: to enable access of local people to the development of plans, to encourage this and to ensure that the participation makes a difference to the plans developed. This last part explains why it is important to be open-minded as an organization, to listen to the participants and to be open to change goals and plans. This implies that ATN should not choose for example between the four ideas that have been developed by the participants, considering what would be 'best' or 'most useful' idea and to try to implement that, as this would undermine democracy and a true open process. Then the process of consultation (see table 1) would have been applied, and that was not the intention; 'you can provide us ideas, and in the end, we will chose one'. This was not the intention and an recommendation is to not use the four developed ideas like that.

In Rydin and Pennington's second reasoning, 'better' policy delivery (in this research: 'better' ideas) implies e.g. more in tune with society's values and preferences. From this point of view more participation suggests that involvement provides information to the policy process. Moreover, participation can help avoid conflicts; involving parties in an early stage in a process may avoid disagreement later on.

A difficulty in public involvement is to achieve effective participation by all sections of the public. Furthermore when there is a collective action by a special interest group, this can be detrimental for the wider community (Rydin and Pennington, 2000). This underlines why ATN should think about whether they really do want to focus on the entire community, but also, that they are aware of the fact that - if they decide to only focus on e.g. the people that already support ATN - that this can create a deadlock in the rest of the community, because they are not treated equally.

Rydin and Pennington (2000:159) conclude that their analysis suggests that “those pursuing the ‘democratic rights’ approach to participation will be continually disappointed by the low levels achieved, while those pursuing the ‘policy delivery’ approach would be well advised to invest relatively few resources in promoting participation and concentrate on other means of improving effectiveness”. In other words, spend time and energy in finding people that want to be active, instead of losing time and energy in making people become active.

To provide an answer to the question ‘To what extent did the workshops increase the levels of involvement of the different community groups?’ table 1 provides a structure to measure this and will therefore be shown here again.

Table 1: *The five levels of involvement distinguished in this research, and their explanations, inspired by the communication strategies for participatory processes by Leeuwis & Van der Ban (2004) (in the third and fourth columns) and the community groups for which these communication strategies would be most applicable for in the final column.*

<i>Level of involvement</i>	<i>Explanation</i>	<i>Communication strategy</i>	<i>Explanation (descriptions by Leeuwis &amp; Van der Ban, 2004: 249-250)</i>	<i>Most applicable for the community groups that:</i>
Negative involvement	No awareness for or interest in what ATN is or does (possibly because of different world view or misperceptions)	Receiving information	Participants are informed what a project will do after it has been decided by others	- are unaware - do not care
Minor involvement	Curiosity to hear what ATN is or does (for either positive or negative reasons)	Passive information giving	Participants can respond to questions and issues that interventionists deem relevant for making decisions about projects	- are unaware - do not care - are against
Inactive involvement	An at least minor awareness of or interest in what ATN is and does (but still passive)	Consultation	Participants are asked about their views and opinions openly and without restrictions, but the interventionists unilaterally decide what they will do with the information.	- are against - agree
Positive involvement	An understanding of why and how ATN adds value to nature conservation and willingness to support actively	Collaboration	Participants are partners in a project and jointly decide about issues with project staff	- agree
Strong involvement	An appreciation for what ATN is and does, and participation in activities that contribute to ATN in any form (by	Self-mobilisation	Participants initiate, work on and decide on projects independently, with interventionists in a supportive role only	- agree

	cooperation, volunteering or participation in activities, etc)			
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Table 4: The increase of levels of involvement per community group (see for description of the levels of involvement the table above).

Community groups	Level of involvement <u>before</u> the workshops	Level of involvement <u>after</u> the workshops	Increase in level of involvement?
The ones that are against	Minor involvement	Minor involvement	Probably not, since their issues were not addressed
The ones that are unaware	Minor involvement	Inactive involvement	Possibly they gained some interest in wanting to get to know more about ATN <sup>1</sup>
The ones that do not care	Minor involvement	Inactive involvement	Possibly they gained some interest in wanting to get to know more about ATN <sup>1</sup>
The ones that agree	Positive involvement  Strong involvement	Positive involvement  Strong involvement	No; 'positive' stayed 'positive' and 'strong' stayed 'strong'. This is because the difference between the levels is that 'strong' involvement characterizes itself by actual action, and the participants with a 'positive involvement' have only showed willingness to act ('positive' level)

1 - This has become clear from the questionnaires. All participants said to be willing to participate in another workshop and all of them said to be interested in a workshop where more information about ATN and Reserva Faia Brava would be given.

What has becomes clear from table 4, is that, paradoxally, participating in the workshops required already a minor involvement. The overall conclusion is that the level of involvement for the community group that was 'against' is probably not increased. This is because their issues have not been addressed, because we have not provided the chance to negotiate about these issues. The levels of involvement for the community groups that were 'unaware' and 'did not care' was possibly increased. This is because all participants said to be interested in a workshop where more information about ATN and Reserva Faia Brava would be given. In the community group that already 'agreed', there were two levels; the ones with a positive involvement and the ones with a strong involvement (who were already collaborating with ATN). Due to the fact that only 'willingness to act' was shown and thus the positively involved did not increase their involvement, it can be concluded that no increase in involvement took place in this group. The participants that were already strongly involved thus

they stayed strongly involved and the same counts for the ones with a positive involvement. Thus a 'passive information giving' strategy (see table 1) or 'consultation' would be suitable ways to increase the levels of involvement of these participants.

In fact, what has to be concluded also, is that table 1 already indicates that 'collaboration' and 'self-mobilisation', the communication strategies applied in this research, were 'too high' (in a sense that they were not suitable) for the community groups 'are unaware', to participate. Luckily, it seemed for ATN and the researcher, that these groups *did* participate in the workshops, however, it is due to this too participative approach during the workshops that no increases in levels of involvement were actually achieved. Thus, to answer the question: 'to what extent did the workshops increase the levels of involvement of the different community groups?' the answer is just a little, in the sense that the community groups that were 'unaware', 'did not care' or 'did not agree' showed that they are more open now to receive more information.

*“It is difficult to explain. Because, you ask me, does it help ATN? No. You organize this workshop and people in the villages know that ATN invites interns all the time from other countries. This is good for the image of ATN. But, if you remove these interns, - me and you - then the image of ATN they have is still the same. What they think about ATN is the same. It is like this. They think young people at ATN are nice, they come to Cidadelhe, they give them food and a talk, but on the other hand you have also Faia Brava with the birds and people affect the birds and cut oaks.”*

*João Ruano Rodrigues*

*Research intern at ATN and facilitator during the workshops*



## Reflection on the role of the researcher

A researcher always has an effect on the outcomes of his/her research, due to the choices he/she has to make: choices for the topic (out of interest), choice for the research method (out of interest, skills and practical possibilities) and so on. Action research is on one hand not different in that, but action research is different in the sense that all these decisions should be analysed.

ATN respected me as an researcher. Even though they referred to the workshops as 'Annemiek's-workshops', which I had explained them was not true. The employees that understood the purposes of my research and the advantages it had for ATN, respected me and my decisions. During discussions about the design of the workshop for example, the director Henrique did at first not agree with me to apply the world café method, but I tried to convince him and he said in the end 'it is just my opinion'. Thus, ATN let me free to make decisions that I thought were important for my research and assisted me when necessary.

The fact that I was involved in the workshops, was important for the process according to the main facilitator Alexandra Lima. She explained me that some participants saw me as a researcher, 'all the way' from the Netherlands. That I had organized these workshop for them – 'then it must be something important'. This is in line with what João Quadrado had explained me, that old people in that region do not take young people from the region serious, 'because they can never know more'. "I know you since you were a baby" "you're just from here" is what they think. When you come from abroad there is a possibility that the situation will be taken more serious. On the other hand, if you come from abroad, there is also the chance that you will not be respected. Alexandra Lima had nevertheless the opinion that it was really good that I was there. I asked Bárbara Pais about whether the participants might not take me serious because I am 'just in intern'. She said "No no no, because they don't have that idea of interns. They have the idea that interns are doctors. And everybody is a doctor, so they know more than I. And people just do, in this region, beside the attitude of 'I am the best', at the same time, this is like a mask that they use, because they really feel they are minor than the others. You see, all these things like 'I am the best, I am the best' is just because in their deep soul they are behind. And they put themselves in this position. They put themselves in a low aspect." Thus, it was a positive thing that I – as a student from the Netherlands - was involved in the organizations of these workshops.

In chapter 3, Research methodology, where the action research approach taken in this research is described, I stated: "in this action research knowledge is intended to be acquired first to understand the situation, and then the interventions will be designed in a participative way (with ATN, not to be confused with 'the researched'), so that in the end, change can be achieved among 'the researched' and in between ATN and 'the researched', and new knowledge is regarded as an expected outcome, but not the main goal." Looking back at the research process, the development of change and knowledge has been from a different nature. In this reflection I now would like to change the above statement into: *In this action research knowledge was intended to be acquired first to understand the situation, but looking back, this did not happen thoroughly. The interventions were indeed designed in a participative way with ATN, but this caused (i.e. the focus on Faia Brava and not ATN) a participatory process that was not truly participatory for the participants, because there was no true agenda setting. In the end, change was not achieved among 'the researched' and in between ATN and 'the*

*researched' in the way that was intended. However, the analyses of all these processes has produced a lot of new knowledge considering recommendation that can be made to ATN.*

Looking back I thought I should have done it differently. Then I would have used a more instrumental way first, by defining the target groups first clearly, and to decide which one(s) to focus on. Then I could have used table 1 to see what kind of communication strategy would have been most applicable for those groups. However, table 1 has been developed *after* the workshops took place and after the data analysis. The research process was a true learning process for me as an action researcher thus also. So, no. I could not have done it differently, because I would have not have had the insights that I gained *during* the research.

***“I don't know whether it [the workshops] helped people individually, but in general, for everyone, also for ATN, I think it was very important. Combining the villages is very important for different villages, because usually it doesn't happen. It is important to make people think they can work together, in a bigger territory. And to let the people see that the things they want and the problems they have, are very similar. It was a good decision to combine the villages.”***

*Main facilitator Alexandra Lima, after the second workshop, when she was asked to tell her opinion about bringing the villages together.*

## Reflection by facilitators and participants

Even though the workshops seem a bit like a failure since social learning was not created and levels of involvement were barely increased, there were many positive and also some critical things shared by the facilitators and participants about the workshops that I want to share here. When the question was asked “Do you personally think it helped ATN in involving local people?” they answered:

Alexandra Lima: *“Of course, no doubt. I think it was very important. I think it was maybe the best way to do it, this kind of involvement. Because it was not ATN, it was a mix of people. You, the facilitators, and me, but we were speaking about ATN. If it was ATN to organize this alone and speaking about Faia Brava, then it would have been difficult and people would have started to talk about wolves and etc. In something like these workshops, people talk about everything, hear about Faia Brava, and they were not angry. I think this was very important. No doubt about it. It could be in fact a good way how ATN can deal with these more difficult relations with Cidadelhe. To invite someone who people know. This person can show he/she likes ATN and thinks ATN is important. Then people start to think that ATN are not bad guys. I think this is very very important. But important is that you have to like to fulfill this role.”*

Bárbara Pais: *“These workshops were like a first approach. It is quite important because okay, the poster made people talk about it. You could feel some movement. That is wonderful for us. And well, we gave the people the chance to participate in something and that is important. (...) Maybe I will be the one in charge to make some kind of development of your started job. (...) It is already important that the people felt the opportunity to come. And more – this is my communication part talking – we show people with this kind of thing, that we are not just buying land, but that we want something for the benefit of this region. So, of course it is quite good. And I think it’s the best, because I got a lot of contacts and I hadn’t had the time to get those before. So for me it was really good.”*

João Quadrado: *“People around here mix everything. If they have a bad idea about ATN, then one workshop will not change that. But if they were neutral, or if they didn’t know, that they left the workshop with a positive idea. So yes, I think it was good to put ATN in the workshops. More Faia Brava, but we need a foot on the ground and it was good. I was a little bit afraid of that. I don’t know if you remember, but when we started to discuss the workshops, I said that ‘well, if you put ATN there, people will change a little bit their opinions’, but in the end, it was good, because the ones with a neutral position participated and also the ones with a positive position participate. You can mix the three groups.”*

## Reflection on Rewilding Europe in the role of involving local people

In the introduction it was stated that Rewilding Europe does not explain *how* they will involve the local people in creating economic opportunities. The questions were posed: *In theory it sounds promising, but will it also work in practice? And are there local people that see the same opportunities in this big Rewilding Europe initiative for the area around the Faia Brava Reserve?* Answers cannot be given to these questions, especially not to the first one, because only the future will tell this. However, considering the second question, Rewilding Europe had not been discussed during the workshops. On the other hand, we did focus on creating economic opportunities and - which was explained before -, the most dominant world view among the participants was the economic world view, thus it can be expected as a topic of interest for local people. I had assumed that it would be very difficult for a smaller local organization, like ATN in comparison to Rewilding Europe itself, to organize local involvement. Thus far, this research seemed to prove this, at least that it is not so easy to find the right strategy to do this. Nevertheless, I have to conclude now that Rewilding Europe is doing a good job in giving the responsibility for these tasks to the local NGOs. Because the situations of these local NGOs and their areas are very different and all need a specific strategy that only the NGO would be able to apply because they are closer connected. An idea though, could be for Rewilding Europe to support the local NGO's in discussing with each other what their communication strategies are, to learn from each other's experiences, what has worked and what had not. At the same time, the question arises, do all these local NGO's have their communication strategies developed well thoroughly? From my personal experience I can say that ATN and the partner NGO in Spain, Fundación Naturaleza Y Hombre, do not have a clear communication strategy on how to involve local people. Furthermore, I have learned that the involvement how ATN sees it, is more a concern about participation in their activities and considering future cooperations, so that they can find other revenue streams, then that is was to involve local people in the project of Rewilding Europe. ATN does not have the objective yet to involve local people in Rewilding Europe, because there are other steps to take first; like raising awareness about what ATN themselves are and settling conflicts. However, looking back, and seeing the reactions of how local people looked towards foreign projects, and due to the quote below, Rewilding Europe can also provide an opportunity to attract local people's interest.

*“The best way to really have something good for local communities is having a good project. Having visitors, having a well-managed reserve, that you can see that it is well done, that it's being done in a certain direction. That is something that is good for the local community, self-esteem, it's not all a question of money.”*

*António Monteiro, founder ATN and president of the board*

*Interview by Lesley Walet, 13-05-2013, Figueira de Castelo Rodrigo*

## 8. Recommendations

Even though the design of the workshops have not led to the increases of local involvement, there are still many recommendations to ATN that can be made out of this research process.

### Clear communication strategy and target groups

One reason for why the target groups and the goals for the workshops were not very clear, was because different people within ATN had different ideas about who to involve and which strategy to use, as explained earlier. An important first recommendation therefore, is to first define a clear communication strategy and target groups with the entire ATN-team, as defined in table 1. Table 1 also shows the proposed communication strategy. It is important for the entire team of ATN to be aware of this. It is recommended to develop a communication strategy where everybody in ATN agrees upon, so actually maybe an 'interactive process' could be helpful for ATN to figure out what everybody exactly wants.

### Negotiate

As explained before in the previous chapter, Leeuwis & Van der Ban (2004) state that when bringing about change, the facilitation of network building, social learning and *negotiation* are required. Leeuwis & Van der Ban give suggestions on how integrative negotiations can be facilitated during the organization of a social learning process. Translating these to our case study, it would be important to first analyse the problems and assumptions that are behind the conflicts. For example considering the question 'why do you release the birds?' the underlying problem is that apparently people are afraid of 'the birds' (most probably the eagles and vultures), because they can attack their chicken. From ATN's point of view, the vultures and eagles have always been in Faia Brava – it was one of the reasons why the nature reserve was created there-, however ATN does try to keep the population of birds of prey stable (e.g. by means of additional feedings<sup>34</sup>). If ATN would go into dialogue with these locals, it is important to continue from those different views to come to a new problem definition. It should be discussed what the real problem is. Are too many chickens lost? In that case ATN could maybe start a compensation system. It is important that ATN really tries to understand the locals' points of view and show their understanding. Thus, it is not about who is wrong or right, it is about finding a new problem definition where both parties can agree on, and together find a solution for this. It is obvious that not everybody would be able to do this job, since it acquires specific facilitating skills to be able to understand the underlying reasoning, to ask for this, and to show this understanding for both sides of perspective. To make this job easier, a neutral facilitator is recommended.

This strategy would be recommended for the community group that 'does not agree', in the form of 'passive information giving'. It would then be important to focus on: further analysis of conflicts, problems and interrelations, integration of visions into new problem definitions, preliminary identification of alternative solutions and win-win strategies and an identification of knowledge conflicts and gaps in insight.

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<sup>34</sup> The additional feeding of the vultures is mainly directed at feeding of the Egyptian vulture, because there are only some breeding couples in the reserve. The reason for additional feeding is because due to the mad cow disease in the past which has caused that farmers cannot put or let their died cattle in the fields, which was one of the things the birds were feeding on (personal communication Eduardo Realinho, biologist at ATN).

## Set agenda with the community

Besides the recommendation to choose to apply one of more of the communication strategy mentioned in the table, there is another recommendation that can be made, that also seems valid. What has not taken place in this research, was agenda setting for the workshops by the participants. It is recommended to do so. As explained, we had our reasons why we set an agenda, to guide the learning process better and to prevent conflicts. But there is a way how agenda setting could be done a next time. A short investigation can be held among the local community (thus in the villages involved in this research) about what locals would like to discuss with ATN, or what questions they have. Then an agenda can be made and these people can be invited. Informational meetings can then be organized locally, thus for example once in every village, in one of the bars, on a Sunday afternoon (which was one of the recommendations for a date and time from the questionnaire) and questions of the locals can then be answered. Important is that during these 'meetings' or gatherings, ATN is aware of the goal of this gathering; which would be to provide answers, to take back fears, and to decrease misunderstandings. One of the challenges is to find a person who is capable of doing this job, because it is very important that this person is able to not only proclaim ATN's view, which is logic to do. However, the same goes here as explained above for organizing another workshop, that then the underlying problem should be addressed. So here again it matters; if somebody asks 'why are you releasing the birds?' to find out, together with these persons to find the underlying reasons to ask this question. Employees of ATN most probably know - or think they know - why people have those views, but it could be important for these local people to feel heard and taken seriously.. The action researcher believes also that nature should be protected, but actually, who are we to judge about this, so the local people have the exact same right to state the opposite, to not value nature conservation. But when ATN wishes to 'educate' these people, to prevent further conflicts and not to harm the nature, then it is worth spending time and energy in overcoming these differences. This strategy is only recommended if ATN has or can find a person who is capable and willing to do this task.

***“The best way to explain to local communities what we are doing is just explaining that we are creating, managing and protecting what we believe is a resource. Resources are also farming and sheep-raising, but nature is also a resource.”***

*António Monteiro, founder ATN and president of the board*

*Interview by Lesley Walet, 13-05-2013, Figueira de Castelo Rodrigo*

## Become aware of ATN's conflict-frame towards Cidadelhe

ATN considers Cidadelhe as the village with who they have most conflict, or the least good relationship. However, eight persons from Cidadelhe participated in the second workshop. Considering the population of this village was 40 inhabitants in 2011, this was a really high attendance rate. Three of these participants were too old to speak and/or contribute constructively to the discussions, but the others seemed to

participate actively. The mayor from Cidadelhe presented one of his ideas, and there was another man, Angelino, who wrote in the questionnaire that he suggested for the next workshop “To talk about the preservation of nature” and he said that he had several times contact with ATN. This have made the action researcher wonder whether the conflicts and this ‘bad-relationship’ with Cidadelhe truly still exists, or that it has been kept alive within ATN, because people have been speaking in this way about Cidadelhe for so long. Some people within ATN told me also that they had not such a good relationship with some people in Cidadelhe and that it was difficult to motivate them to participate in activities, thus I, as an outsider, also I first believed this was true. But I think it is worth trying to involve the people in Cidadelhe more (how will be explained in the next chapter), and to maybe reconstruct the perception that ATN has of people from Cidadelhe. Because maybe it is unnecessarily framed still as a conflict. For sure there will be some difficult people (‘the ones who disagree’), but maybe there are more persons belonging to the community groups ‘unaware’ and ‘does not care’ than is thought and this provides an opportunity for ATN to involve them.

### Organize information meetings

It appeared that the local people that participated in the workshops that did not know exactly what ATN was, or where the workshops were about (the ones who are ‘unaware’) appeared to be willing to contribute to the discussions and that they really enjoyed doing this. In Vale de Afonsinho this happened when the mayor had brought three extra women who clearly did not knew where the workshops were about. In Cidadelhe eight persons showed up, from which some of them just participated because there was ‘something’ to do in the village (which is in line with the quote by João Quadrado underneath). This notification provides hope for ATN to organize ‘perceiving information’ meetings, because the people who are unaware could be given information. Table 1 has also indicated that ‘giving information’ is a suitable communication strategies towards people who are unaware. It is recommended to ATN to organize these meetings. Preferably in the weekends, in a local bar, so that people can see there is movement, and they can just attend.

***“We could do the best conservation work in the world, but if there is nothing in the villages, no posters, no movement, no visitors, people will not care. We can be on television every day, but they [the local people] just care about what is happening in their village. So if there is movement, they are interested.”***

*João Quadrado, biologist at ATN,*

*about how hard it is sometimes for ATN to motivate local people.*

### Keep building networks

Rydin & Pennington (2000) argue that building social capital can be a mechanism for maintaining community involvement over time. Brown & Ashman (1996, in: Rydin & Pennington, 2000) distinguish two types of social capital: the existence of local organisations and networks, and the existence of relationships or contacts across sectors or inequalities of power. They identified two different routes to success based on social capital:

'grass-roots co-operation' and 'co-operation mediated by NGOs'. "Grassroots-based co-operation involves mobilising local resources and information to solve problems that require on-going energy and attention from local groups (...) In contrast, NGO-mediated cooperation depends upon NGOs that act as bridges among donors, government agencies, and grassroots populations" (Brown & Ashman, 1996, p. 1476; in Rydin & Pennington, 2000). Brown & Ashman<sup>35</sup> found that participatory decision-making was more essential for grassroots-based co-operation and that the building of local organisations and networks was the most important form of social capital in this. For NGO-mediated cooperation, there was a need for a greater emphasis on promoting inter-sectoral contacts across individual NGOs. Applied to our case, in which grassroots-based co-operation was intended (because we mobilised local resources and information to solve problems), 'the building of local organisations and networks' is the most important form of social capital to acquire local involvement.

From the stories that were told to me by the facilitators, either from their personal point of view or due to their observations during the workshops, it became clear that local people are reluctant to form networks. João Quadrado said: "it is really really difficult to connect people and organizations, because people do not want to be connected. They only look at their own backyard." Bárbara explained that people tend to think like 'my olives are better than mine', and because they all think this way, people do not want to form a cooperative for example. They do not want that their olives will be put together with the olives of their neighbour. I do not know where this comes from, but I experienced myself too that Portuguese people have a very compassionate feeling for their own country/region and traditions. Interestingly though, Bárbara made the nice observation that the four ideas that were developed in the end, were all four about connecting people, services or goods, and making linkages and building bridging between people or organizations. Some participants confirmed this. Participant Isabel Anjos expressed this nicely: "people by themselves cannot do great things, only if they join, they can built a network and make a change".

On the other hand, ATN is being quite successful in connecting to organizations and people. They have a Faia Brava brand with several local producers, and they work together with 'casas rural' (rural B&Bs). João Quadrado explains: "I think ATN is one of the few neutral organizations. We have been working together since the beginning with hunting organizations, with accommodations, with local producers, with other NGO's, so we are a little bit the only one outside that box. For example, in Rewilding Europe, there are a lot of questions like, 'who are the entrepreneurs? Who are moving the region?' In the end, we have to say, we are. Because we are connecting the local producers with the buyers, we have been creating a brand." Thus, ATN seems to be good at this, especially considering it is apparently quite hard to connect people. The advice I would like to give is: "it is much faster and more straightforward to go through the front door of enthusiasm", so:

***Spend time and energy in finding people that want to be active, instead of losing time and energy in making people become active.***

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<sup>35</sup> they studied 13 development projects.



As the building of local organisations and networks is the most important form of social capital to acquire local involvement, it is recommended to ATN to continue to expand their network. In this way they can contribute to the economic and social dynamics of the region, by providing better and more services to members and visitors by networking and cooperating with other local persons/organizations/companies. This can be done by taking a facilitating/connector-role, building social capital, grass-root based cooperation and the facilitation of on-going discussions/meetings.

### Recommendations for further research

Many recommendations could be made for further research, since there are many definitions in use considering the theories used in this research which is confusing. It would definitely be useful for future researchers if there is more clarity about social learning theory and its components reframing, dissonance, commitment, collective action, social capital and the relations between them. It is therefore recommended to investigate how reframing and dissonance relate to each other and more importantly how they can be facilitated. It was already described before that there is not much literature on dissonance. The lack of dissonance seemed to be very important in this research, so it makes sense to investigate this relation in more depth.

*“I've always believed that people can make a difference, in life, in society. One person can make a difference. So why not accepting risks, making sacrifices to start things that you believe in, with people. I'm not against people.”*

*António Monteiro, founder ATN and president of the board*

*Interview by Lesley Walet, 13-05-2013, Figueira de Castelo Rodrigo*

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### Personal communications

- Henk Smit, board member ATN, meetings 23-01-2013, 12-02-2013 and 21-08-2013
- João Quadrado, biologist and Rewilding Europe coordinator at ATN, 05/06-2013
- Alexandra Lima, Duoro International Park, 06-2013
- Eduardo Realinho, biologist at ATN, 06-2013

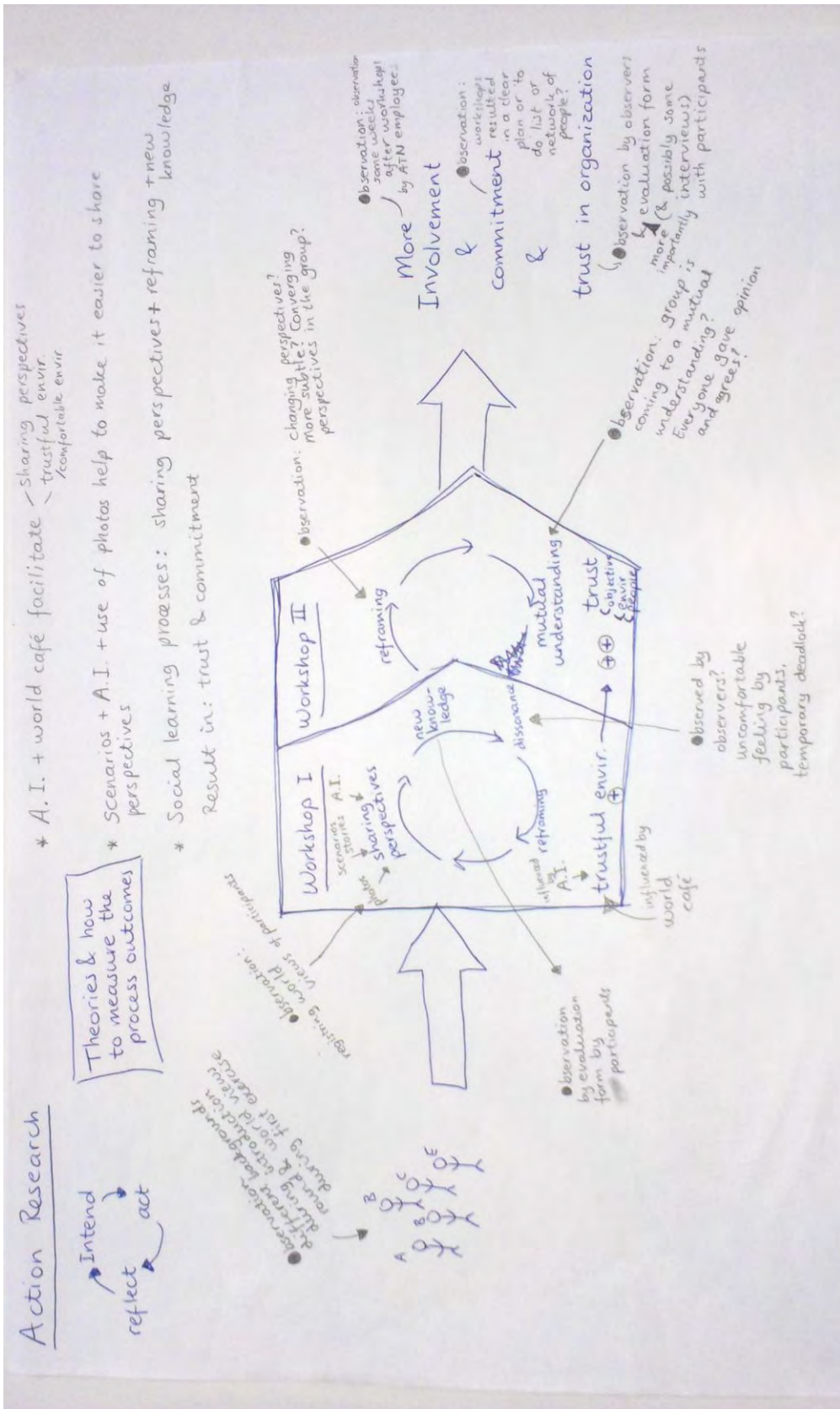
### Other

Raw data from the master thesis by Walet, L. Concept title: "The accommodation of 'Rewilding' in Portugal - the case of Cidadelhe". To be published in 2014, Wageningen University:

- Interview with Henrique Pereira dos Santos, 13-05-2013, by Lesley Walet
- Interview with António Monteiro, 13-05-2013, by Lesley Walet

# Appendices

## Appendix I Preliminary model used for the design of the workshops



## Appendix II Interview questions to facilitators and participants

### Questions asked to the facilitators after workshop I

To what extent were perspectives shared?	How did it go? Can you describe what phases your group went through?
	Did they understand the exercise?
	did everyone seem to share his/her opinion
	did everybody listen to each other
	were the stories different?
	Did you have the idea that the stories influenced each other's stories?
To what extent was dissonance created?	Did it seem difficult for the participants to agree about the similarities in the desired futures (that had to be written down on the sticky notes).
	How did the participants come to an agreement?
	Did you have to help them a lot?
To what extent was mutual understanding created?	Did the group come to an agreement (easily)?
	Did everyone agree?
To what extent was trust created?	Do you feel like the participants in your group felt comfortable?
	Did you have the feeling everyone was sharing his/her honest opinion?
Next workshop	Will your participants come next time?
	To what extent do you think your group liked the workshop?
	What was most difficult during the exercises?
	What went really well or more smoothly than you expected?
Method	Did you think the introduction with the movie and Alexandra's talk was appropriate?
	In what way did the participants use the photos?/ Did the photos help supporting their stories?
	Introduction round – what did the people say was their motivation to come?

### Questions asked to the facilitators after workshop II

Reasoning	What to measure?	How to measure? By observers
Introduction		How did the people from Cidadelhe react during the introduction round? What did they say?
	Workshop II - Round I	How did the first round go? Were the participants able to develop realistic ideas? Did the brainstorming work? Do you think people got inspired by ideas from others? Was it a productive group? Or was there a lot of discussion?
	Workshop II - Round II	How did the second round go? Did you have to summarize the first round or did people started immediately? Did they check the ideas produced by the first

		group? Did the brainstorming work? – did people get inspired by ideas from others? Was it a productive group? Or was there a lot of discussion?
Dissonance (social learning)	Workshop II – Round III – business model (To what extent was dissonance created)	How did the third round go? Did people understand the business model? Did the questions in the business model help the participants?  To what extent was it difficult for them to fill in the model? How did the participants come to an agreement? (Did you have to help them a lot?)
Mutual understanding (social learning)	To what extent was mutual understanding created?	Did everyone agree? Was everyone in the group enthusiastic about the idea? Were some people in the group left out? Did someone take the lead? Did he/she involve everyone?
	Plural networking	Did the networking function? Why? Why not? Were participants active during networking? Did the participants show interest? Were intension for action expressed or only ideas shared?
Evaluating the used methods	General	What was most difficult during the exercises? What went really well or more smoothly than you expected?
Sharing perspectives (social learning)	To what extent were perspectives shared?	<i>While working in the groups;</i> Did everyone seem to share his/her opinion? Did everybody listen to each other? Do you think the participants in your group learned from each other?  What do you think about bringing all villages together, did it help for anything? Did the people mix?  Do you think the more positive ideas that were shared helped more pessimistic people to see the future a bit more bright – or is that too much credits for the workshops?
Trust (social learning)	<i>To what extent was trust created?</i>  Trust among individuals in the group	Do you feel like the participants in your group felt comfortable?  Did you have the feeling everyone was sharing his/her honest opinion? (Which round not?)
	Trust in organisation	Do you feel like the participants trusted the organizing team? Or do you think some people were a bit sceptic?
Influence of new		Were the new participants (new in workshop II)



participants in the group		accepted in the new group easily? Did you experience a difference?
Generate ownership to the idea to stimulate commitment to act		Did the participants seem to like/be proud about their developed idea?
Commitment (social learning)	To what extent was commitment created?	Did the workshop result in a clear plan or 'to do'-list? Were these ideas for actions initiated by the participants? Was a network initiated by participants? Did the participants, or some, seem intended to really take action?
More involvement	To what extent was more involvement created?	Did the participants seem interested in joining more workshops?
Generating realistic ideas	To what extent were realistic ideas developed?	To what extent was or were the idea(s) developed in your group realistic in your opinion?
More involvement with ATN and the reserve in general by a more positive image		To what extent do you think your group liked the workshop?
		What do you think about the second workshop in general?
		Do you personally think it helped ATN in involving local people?

#### Questions asked to the participants (of workshop II)

1. This is what you chose at the beginning (photos), do you still see it this way, or you like to add/remove some photos?
2. Because we were focusing on possibilities and positive ideas, do you think other people (more pessimistic people) might have learned something of the ideas of others?
3. Did you learn something from the different ideas of others?
4. Were there ideas you didn't agree with at the beginning, but later on, you did?
5. What do you think about bringing all villages together, did it help for anything?
6. One of the objectives of these workshops was to involve local people in the plans of ATN. Even though the workshops were about Faia Brava, do you personally think these workshops helped ATN in involving local people?
7. What else do you think ATN could do to involve local people?
8. In the questionnaire that the participants filled in, all of them said they would be interested in receiving more information about ATN and the reserve. Do you have an idea or advice about how ATN could best do this?
9. Do you think the business models, developed and presented at the end of the second workshop, could be used to continue to work on?
10. Do you think anyone in the room was interested in developing one of the ideas? Would you be interested in developing yours more?

11. Do you have an idea on how ATN can stimulate to make this next step, to facilitate to develop the ideas?
12. Which workshop did you like better, workshop I or II? And why?



Uma discussão sobre o futuro:  
Paisagem, conservação, comunidade

**1ª sessão**

**11 de Junho**

das 18h às 19h30

Vale de Afonsinho

**2ª sessão**

**20 de Junho**

das 18h às 19h30

Cidadelhe

# Workshops

Desenvolver oportunidades com a

# Faia Brava

Convidam-se todos os habitantes de Algores, Vale de Afonsinho, Cidadelhe, Quintã de Pêro Martins e Figueira de Castelo Rodrigo para comparecerem nos workshops. Gostaríamos de contar com a presença de todos para o desenvolvimento de ideias em conjunto.

**Inscreva-se!**

**Será disponibilizado transporte para as aldeias.**

**João Rodrigues & Annemiek Leuvenink,**

Investigadores universitários: O Futuro do Território na Faia Brava



**Para mais informação contactar:**

Associação Transumância e Natureza

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## Appendix IV Manuals for the facilitators

### Manual for facilitators, workshop I

#### Goals:

- Create trust
- Sharing perspectives
- Making people aware of their own perspectives and differences with perspectives of others, while respecting them

When people enter, a form will be given to them where they have to write down: name, village, profession, connection to Faia Brava, motivation for participating in the workshops.

#### 1. Introduction:

- Welcome by Alexandra Lima, introducing herself
- Alexandra: Explanation of the objective of the workshops: to generate ideas about opportunities that Faia Brava can offer to the local community. It has to be explained that ATN have organized these workshops because they are interested in the ideas of the local people and want to involve them more and because they think Faia Brava could provide opportunities for them. It should be explained that ATN, an NGO based in Figueira de Castelo Rodrigo, is managing the Faia Brava Reserve. Important to note is that the workshops will not be about ATN, but about the Faia Brava Reserve. It has to be emphasized that the organizing team is neutral, even though some are affiliated with ATN. The workshops are designed by a student, Annemiek, who studies communication science, and therefore some parts of the workshops will be recorded on voice-recorders.

3 min

- Short introduction by the members of the organizing team (names, job and role during workshop) (Nadine, João, Bárbara and Annemiek, (Nadja for photographs)).

1 min

- Short video with pictures of Faia Brava, to imprint people with images of the area, to demarcate the topics of discussion and to show what is meant with the Faia Brava Reserve.

3 min

- Introduction round by all participants, of the same things they had written down on the forms when they entered: name, village, profession, and reason to participate. (These questions will also be projected on the wall through Powerpoint). (Alexandra has to make sure people do not tell too much, they all get approximately one minute for their story.)

15 min

Background info about the research behind it:

- The names, village and profession will give an indication to the researchers of the diversity of the group
- The connection to Faia Brava (on form) will provide information for the research for indication of the diversity of the group and to what extent the participants are already familiar with Faia Brava.
- In the video, pictures of Faia Brava and the villages will be shown, so the participants who are not so familiar with Faia Brava also have an idea.
- By sharing the different reasons to participate, the participants will already start being confronted with other perspectives than their own. Besides that, people's reason to participate is interesting for both ATN as the researcher, especially to compare reasons to participate with the outcomes of the workshops and also for future workshops.

## 2. Developing desired futures

- The group will be divided in four groups of four/five persons and a facilitator/observer to smaller tables on which some food and drinks are provided. The division will be made by Annemiek based on the professions and villages where the people come from (we will know this from the forms they filled in at the beginning of the workshop) and Annemiek will give Alexandra a 'map' with names who to sit where. (If this seems inappropriate, we can also just ask people to divide themselves over the four tables, and requesting them to sit with people they do not know yet.)
- On each table there is a package of 32 photos (see table). Each facilitator has to give the people at the table the time to look at all the photos (so put all of them on the table, no categorization needed) and then to explain the exercise. "Ignore all the possible problems and restrictions for the coming half an hour and think now about what you wish to see in the Faia Brava reserve in the future, in ten years".

Background info about the research behind it:

- Focussing on positive things and asking what people desire to see is a method called 'Appreciative Inquiry' and is based on the idea that when people focus on the positive things, this works motivating and stimulating. This method does not tend to ignore problems, but offers another way to look at things. Personally I think not focussing on the problems, will hopefully save us a lot of time too. The facilitator has the (difficult) task to keep the people talking about what they wish to see, not focussing on why this could never come true.

- The facilitator can assist the participants by asking every person to start his/her story with "In ten years, I wish to see..."
- Each participant is asked to tell a short story (+/- 5 min each) and support his/her story with at least three photos on the table. The participants have to tell their story one by one. Ask which person would like to start.

- It is of course also possible that elements of a preferred future are not on one of the pictures. Therefore we have some empty white papers where people can write on.
- Please write down the numbers of the photos (the numbers are on the photos) here below for the research. And please indicate if a person added extra photos (wrote something on the blanco papers).
- Annemiek will arrange the food, drinks and will make sure the voice-recorders work.

Name participant	The numbers of photos chosen

For this exercise: 40 min

Background information:

- The World Café method (sitting on smaller tables with some drinks and food) is applied here to support a comfortable atmosphere in which trust is more likely to form and therefore opinions will be shared more easily.
- The central question is conform the Appreciative Inquiry method so that the focus is not on the existing problems, but on what motivates people, in order to inspire and engage the participants.
- The participants will hear other stories and different perspectives which is crucial in the process of reframing for social learning.
- The scenarios that will be described by the participants also help participants to ‘see’ other perspectives.
- The stories of the participants will be registered on tape by the voice-recorders which will lie on the table too.
- The photos are chosen in 8 categories and each category conform the four world views. Based on the chosen photos for a desired future, I hope to analyse the existing world views among the participants. (See the table at end of this document) During these exercise the facilitators do not have to look for the world views. I will analyse this later on.

### 3. Summarizing main themes in the stories

- Most probably, some themes will be mentioned by the group more frequently, as a desired future (for example keeping olive production, stimulating bird watching tourism). The facilitator has to help the group to come to three or four main themes within the personal desired futures. The group has to come to an agreement (so the facilitator cannot just say “I heard most people said ... and ...”, but the facilitator could say this to help and ask whether this is true according to the group).
- Each group has to write these themes on sticky notes and bring them to the main facilitator. The main facilitator will collect the sticky notes and will categorize these on a big white paper on the wall (more groups might have said ‘olive production’, but maybe in different words). A collective discussion can start now. The main facilitator will try to summarize and lower down, in cooperation with all participants, all desired future into four main groups (for example, nature conservation, agriculture, tourism, regional cooperation).
- The facilitator will explain that during the next workshop, we will work on each of those topics in small groups (with people with the same interest) to generate and develop ideas in groups to make these desired futures possible. We will work on actual ideas for opportunities for the local community that Faia Brava can offer.

10min

Background information

- Using the topics produced by the participants, instead of pre-defining them, is intended to create ownership to the process. Also, the next time, people will work on the topic of their interest.

### 4. Wrap up

5 min

- At the end of the workshop there is time for people to ask questions and to ask if they prefer to speak about a certain issue/topic the next time so we can take that into consideration.
- The location and the date of the second workshop has to be repeated again.

## Manual for facilitators, workshop II

### Goals:

- Continue to built trust
- Coming to a mutual understanding (in subgroups)
- Generating realistic ideas
- Generate ownership to the idea to stimulate commitment to act
- More involvement with ATN and the reserve in general by more positive image

### Introduction

- Welcome by the main facilitator Alexandra Lima and thank people that they came again.
- It should be explained that this workshop is a following up of the first one, last week in Vale de Afonsinho. It should be addressed that there are some new people in the room, and that they are very welcome, but that we can't prevent they might miss some information. We will repeat some information though and summarize what we have done last week and which ideas were developed by the group.
- [10 photos of Faia Brava Reserve will be shown by means of a Powerpoint-presentation.] While showing the pictures Alexandra can explain these are some images taken in Reserva Faia Brava and that the topic of the workshops are to find out together the opportunities that the reserve can bring to the local community.
- The photo-presentation ends with the map of Faia Brava. With this map, Alexandra asks: "We would like to know who is from which village. Who is from Algodres, please raise your hand. Who is from Quintã de Pêro Martins?", etc. (all villages: Vale de Afonsinho, Cidadelhe and Figueira de Castelo Rodrigo).
- We will do this so that the new people will be step by step being introduced into the 'new group' and we will know whether someone from Cidadelhe showed up.
- We will continue first with another introduction round, before we start with summarizing what we did last time.

Introductions of the organizing team & then participants:

- Nome
- Localidade
- Ocupação/profissão [this is projected on the Powerpoint also]
- Alexandra will now summarize the ideas that the subgroups had produced during the last workshop (is supported by powerpoint slides).
- It should be asked whether someone had a brilliant new idea he/she likes to add (since more than one week has past and people might talked about the workshop with other people).

20 min

### Exercise: development of realistic ideas to create opportunities

Introduction of the exercise:

- Text Alexandra: "The previous time we generated ideas for how we wish to see the future in 10 years, while not focusing on the problems but on the opportunities and what we desired to see. We hope those



ideas can inspire us today, during the next exercise. We are here tonight to continue to develop these ideas, but this time we will be realistic and focus on opportunities to make them reality.”

- “We are going to divide ourselves in smaller groups again. But this time, we divide ourselves according to our personal interest. On each of the tables [elsewhere in the room] the main topics of the last workshop are divided. Each table with one topic.” It should be explained which topic is on which table [there will be a paper on each table with the topic also].
- *The exercise should first be explained, before the people move to their preferred table. At each table there will be a facilitator to help the group during the process and to observe the process.*

### **Round I: first interest**

- On each table there will be some blanco A4 papers and some pencils. The facilitators should first do a short introduction round with the names (and write these down on the paper provided for this). The participants are asked to think, brainstorm together and write down all the ideas mentioned to make that topic (for example to keep traditional agriculture) a reality in the future. So the question the facilitators should ask in the small groups is: “How can we make this idea reality? What are the possibilities?” Let the participants write down all ideas, and emphasize that the ideas do not have to be brilliant. There are no wrong ideas and sometimes one idea can bring another person a brilliant idea. That is why they need to write the ideas down, clear, readable and big on the white papers. **Facilitators; please make sure it is well readable what they write.** (The facilitators are allowed to add ideas too if they want.) Participants are allowed to mention names, companies and organization to make links to, but this is not really necessary during this phase (will take place later on in the workshop also).

20 min

### **Round II: second interest**

- After about 20 minutes, when ‘all’ (most) ideas have been shared, Alexandra asks the attention of everybody in the room and asks the participants to stand up and move to another table to share their ideas there and to see what has been developed on that other table. Alexandra might has to tell again which topic is on which table. Also, we will put food and drinks on another table, and we invite the people to take something to eat or drink and bring it to the next table [this is different than in the previous workshop].
- When a new group of people has arrived at the tables of the facilitators, the facilitators should first do a short introduction round with the names (and write these down on the paper provided for this) and then shortly summarize and explain what the previous group on his/her table had come up with. Then the participants are asked to add ideas (ideas will not be deleted). For the rest, it is the same exercise.
- It should not take too long, max. 15 minutes.

- It is important that the participants move to another table to learn about the opportunities other participants developed (development of ‘new knowledge’) and to give them the opportunity to share their ideas about different topics.
- Please notice to what extent the second group is able to add new ideas and whether they approve or disapprove the ideas that are already written.

### Round III: developing business model/action plan

- Alexandra will ask for the attention of the entire group again. The participants are asked to go back to the table where they liked the ideas the most, and/or where they think they can most contribute to for the next phase of the exercise.
- Once the participants are back at their preferred table (this could be their first or second table), the facilitator again has to write down the names and has to summarize again all the ideas that are now on the table. The next step is to ask the participants to combine the strongest ideas to make one strong plan to realize it. The group has to come to one idea (or the group splits up and develop two ideas when there is a strong divide in the group, but preferably one). The following questions can guide them: [they will receive this on a A4]

<i>Business Model</i>	
<i>What?</i>	<i>For who?</i>
<i>With who/by who?</i>	<i>Why?</i>

- This model has to be filled in by the group. The facilitator probably has to pressure that the group works fast, and just makes a ‘draft’, because you could spend hours on filling this in.

20 min

### Plural networking

- Alexandra should ask for the attention of the entire group. She has to explain what we will be doing next.
- Still seated in the small groups, every group will now present their business model to the entire group. One person from each group will come forward to Alexandra and will present their idea in short (ask to do it in 2 minutes).
- After each short presentation, Alexandra will ask questions like:
  - “Does anybody know a person or company who would like be connected with this?”
  - “Does anybody know a person or company who could be interested in this?”
  - “Who is interested in helping this idea becoming reality?”

[The names/companies mentioned should be written down on a big paper on the wall by another facilitator (João, Bárbara or Nadine).]

- All groups will present their idea for the business plan.
- If it feels appropriate, connections between people can be proposed. And people can be requested to really fulfill a specific action (like contacting somebody).

#### 45 min

- There is a big role for Alexandra here to stimulate networking and making real agreements and commitments.
- It would be really nice for the process if every subgroup can develop a strong idea and 'owns' this idea.
- By presenting the ideas at the end to the entire group, we offer other participants to give tips and recommendations about other persons/companies/organizations to involve. This is to make use of the total network that is within the group of individuals.
- It is during this final exercise that we hope that some networks can be formed.
- By working with a small team on one topic, it is meant to stimulate that people feel more connected to the idea they develop (to create ownership) and therefore will hopefully be willing and interested to take actual action.

#### **Wrap up**

- The people should stay on their seats and will be given an evaluation form. It is very important for the research and for ATN that everybody fills this in. Please ask the people to fill it in **readable**, and check whether it is readable and whether they do not skip questions.

#### 10 min

- After filling in the forms, we thank everybody and everybody receives a voucher for a free ATN activity. **Bárbara** will explain how they can use this voucher.
- We thank everybody for coming and offer the participants time to ask questions to the ATN-employees that are present, if they want.

Appendix V Photos of the workshops

Workshop I Vale de Afonsinho



## Workshop I Vale de Afonsinho



## Workshop II Cidadelhe



## Workshop II Cidadelhe



## Workshops



### *Desenvolver oportunidades com a Reserva da Faia Brava*

Nome	
Localidade	
Idade	
Ocupação(s)/Profissão	
Conexão à Reserva da Faia Brava	
Motivo pelo qual participa neste workshop	





## Appendix VII Slides Powerpoint presentations

### Powerpoint presentation in Vale de Afonsinho, workshop I

 <p>Bem-vindo ao primeiro workshop para desenvolver oportunidades com a Faia Brava</p> 	 <ul style="list-style-type: none"><li>• Associação transumância e natureza (ATN) gere a reserva Faia Brava</li><li>• ATN tem como objetivo conservar os espaços naturais do vale do Cão, preservando a sua fauna e flora.</li><li>• Faia Brava é a primeira área protegida privada em Portugal.</li></ul> 
<p>Rodada de introdução</p> <ul style="list-style-type: none"><li>• Nome</li><li>• Localidade</li><li>• Ocupação/profissão</li><li>• Motivo pelo qual participa neste workshop</li></ul> 	<p>Próximo workshop</p> <ul style="list-style-type: none"><li>• Quinta-feira 20 de junho</li><li>• Junta de freguesia, Cidadelhe</li><li>• Mesmo tempo (18.00-19.30h)</li><li>• <i>Alguém precisa transporte?</i></li></ul> 
<p>Perguntas?</p> <ul style="list-style-type: none"><li>• <i>Ou cosas que quere debater o próxima vez?</i></li></ul> 	<p>Muito obrigado!</p> 

Bem-vindo ao segundo workshop para desenvolver oportunidades com a Faia Brava

Isto é a







## Introdução

- Nome
- Localidade
- Ocupação/profissão

## Resumo do workshop anterior

- Nós partilhamos os nossos desejos futuros com fotografias e histórias para a região; o que desejamos ver daqui a dez anos
- Para pequenos grupos compilámos ideias e apresentámos a todo o grupo

## Agricultura



- Preservação de modos antigos
- Mais ecológicos
- Sem pesticidas



## Turismo



- Instalações que apoiam o turismo

































- Mais turismo



<h3 style="text-align: center;">Natureza</h3> <ul style="list-style-type: none"> <li>Um lugar para os animais selvagens, separada dos animais domésticos.</li> </ul>  	<h3 style="text-align: center;">Outras ideias</h3> <ul style="list-style-type: none"> <li>Produtos regionais (controlo de qualidade e comercialização)</li> <li>Restauração de casas antigas com estilo tradicional</li> <li>Mais educação ambiental (sobre natureza e também tradições locais)</li> <li>Mais pessoas e mais emprego</li> </ul>  
<h3 style="text-align: center;">Outras ideias</h3> <ul style="list-style-type: none"> <li>Alguém tem uma nova ideia que quer partilhar?</li> </ul> 	<h3 style="text-align: center;">Categorias</h3> <ol style="list-style-type: none"> <li>Natureza + educação ambiental</li> <li>Património + casas antigas + tradições</li> <li>Agricultura + produtos regionais</li> <li>Turismo</li> </ol> 
<h3 style="text-align: center;">Desenvolver oportunidades</h3> <ul style="list-style-type: none"> <li>O anterior workshop: <i>O que deseja ver na Reserva da Faia Brava em 10 anos?</i></li> <li>O workshop de hoje: <i>Como podemos desenvolver estas ideias para as tornar realidade?</i></li> </ul> 	<h2 style="text-align: center;">Muito obrigado!</h2> 

## Appendix VIII Photo-world view division

Division of the photos according world view (horizontal) and landscape characteristic (vertical), used during workshop I

	<b>World view</b>	<b>Ecological</b>	<b>Economic</b>	<b>Pastoral</b>	<b>Romantic</b>
<b>Characteristic landscape elements in Faia Brava</b>	Description (based upon the descriptions by Bishop et al. 2005)	Native species, pre-settlement conditions, endangered species, and wildlife habitats are more important than economic returns or recreational benefits.	Nature is a resource, waiting to be used. To leave nature alone is considered wasteful.	Rural culture, agrarian lifestyle. Technology complements rather than replaces human labour. High value on community, connections to place	Moral compass and aesthetic entertainment. No active manipulation but space for recreation and spiritual thought.
Agriculture	Olive yards	 Ecological.JPG	 Economic.jpg	 Pastoral.JPG	 Romantic.JPG
	Cereal fields	 Ecological.JPG	 Economic.jpg	 Pastoral.jpg	 Romantic.JPG
	Shepherd/sheep	 Ecological.jpg	 Economic.jpg	 Pastoral.jpg	 Romantic.jpg
Tourism	Walking tours/bird watching	 Ecologic.jpg	 Economic.jpg	 Pastoral.jpg	 Romantic.jpg
Nature conservation	'Wild' animals	 Ecologic.jpg	 Economic.jpg	 Pastoral.jpg	 Romantic.jpg
	Landscape scenery	 Ecologic.jpg	 Economic.jpg	 Pastoral.jpg	 Romantic.jpg
Local businesses	Regional products	 Ecologic.jpg	 Economic.jpg	 Pastoral.jpg	 Romantic.jpg
Culture	Pigeon houses / stone walls / abandoned houses	 Ecologic.jpg	 Economic.jpg	 Pastoral.jpg	 Romantic.jpg

## Appendix IX Desired future stories and corresponding world views

<b>I. Participant</b>	<b>Story of their desired future</b>	<b>World view(s)</b>
João Pedro Quadrado	Sees future in fishing, hunting, tourism, any ways that can create jobs and also better marketing of regional products.	Economic (1), ecologic (1)
Porfirio Almeida	Saw the construction of a dam as an opportunity for employment of the area and said better roads were needed.	Economic (2)
Judite Alvira dos Santos Rogo Álvaro	Sees future preferable with more people back, either tourists or Portuguese people. Therefore jobs have to be created.	Economic (1), pastoral (1)
Natalina da Conceição	Sees future preferably with more people back, either tourists or Portuguese people. Therefore jobs have to be created.	Economic (1), pastoral (1)
Dorin Bujor	Chose pictures with a lot of young people in then nature, bird watching or with the tents. And he said; I can see a touristic park.	Ecological (1), economic (2)
João Romba	Wrote on a note: 'I would like that Faia Brava would be an unique place for conservation where all experiences inside the territory of the reserve would exist with some kind of frequency and not only for leisure, but in an educational way. Interpretative, creative, to restore local buildings inside the reserve and where it would be possible to share the local knowledge.'	Pastoral (1)
Ricardo Nabais	He picked up pictures and said: in this one I can see visitors and tourism. Biodiversity and he wants to maintain traditions. His idea is that it is possible to have agricultural fields near the villages and more touristic and wild nature near the valley.	Pastoral (1), romantic (2)
Manuel Reigado	Manuel Reigado started with a really agricultural view. He said we should keep/do again the olive yards, and the shepherd and the sheep and goats.	Ecological (1), pastoral (2)
Bruno Ribeiro	He chose wild animals, 'we need the animals released in the wild, to live wild, so that we can attract tourists and who can stay at the rural houses'.	Ecological (2), economic (1)
António Miguel C.J.Torres	Maintain the old houses, importance of traditional agriculture techniques, combine it with tourism,	Economic (2), pastoral (1)
Margarida	diversity of sheep products in quantity, wants to see nice olive yards, more visitors, and renovation of houses.	Economic (3), pastoral (1)
Marcos Velho	Hunting deers and wild boars. Old fields cultivated in a modern way, more people visiting Algodres, bars, museum and Faia	Economic (4), Pastoral (1)

	Brava, renovation old houses Said olive oil from ATN is a very good idea	
Isabel Anjos	Tourism (more people), tourism activities, traditional agriculture techniques, restauration of rural houses. "Also it is very important to educate the local people to use organic and biologic agriculture techniques. To educate people about the landscape and conservation and the use of the common spaces (better attitude local people and tourists). To share ATNs activities with other partners, importance of flora and fauna, wild animals, vegetation."	Ecological (1), economic (2)
Mario Adelino Noro Glória	He chose two pictures (of olive picking and a man with a donkey working on a field) because he knew those people he said. He was shepherd in the past, he wants to see traditional agriculture again.	Pastoral (2), romantic (2)
Aldora Geraldes Velho Rodrigues	Renovation of houses, tourism, rural development, regional products	Ecological (1), economic (1)
Henrique Pires Seigo	wants do develop the region of Algodres in rural tourism, the visits to the agricultural lands, and to visit the other villages, he wants our products (the regional products) to be known	Economic (2)
Abel dos Santos Sampaio	He likes to see sheep, shepherds and clean terrains. He thinks that is beautiful.	Pastoral (3)
José Manuel Nunes Rodrigues	He wants tourists that participate in the activities (bird watching), he wants ATN activities to be continued, to have progress in rural tourism in the area, connection with the commercial area and tourism in general. Creation of workshops directed to tourism, restoration and others and to build infrastructures that gives comfort (bathrooms/public toilets).	Ecological (1), economic (1), pastoral (1)



## Appendix X Composition of the working groups

With colours is labelled which persons or groups got along. Red means that this person was blocking the process because of too narrow opinions, or not the willingness to listen to others or contribute in a positive way. Yellow means that the person did not participate actively in the discussion (Joaquim Marques and Oscar Lopes did not speak (too old), Silvina spoke, but never constructively (too old)). Green means that there was a constructive discussion in the group, or between those people.

*Theme: Nature conservation & environmental education. Facilitator: João Ruano*

Round 1	Round 2	Round 3
João Quadrado	Rui Torres	João Quadrado
João Romba	Angelino	Dorin Bujor
Isabel Anjos	Oscar Lopes	Hojdy Lopes
Bruno Ribeiro	Isabel Matias	Bruno Ribeiro
Dorin Bujor	Jose Rodrigues	
Hojdy Lopes		

*Theme: Tourism. Facilitator: Nadine*

Round 1	Round 2	Round 3
José Rodrigues	João Quadrado	Isabel Matias
Abel Sampaio	Marcos Velho	José Rodrigues
Isabel Matias	Miguel Torres	Rui Marques
Rui Marques	Felizberto	Angelino
Albertina Pacheco	Silvina	Marcos Velho
Joaquim Marques	Emilia Rose Reigado	Albertina Pacheco
Angelino Matias		Miguel Torres

Theme: Patrimony + old houses + traditions. Facilitator: Alexandra

Round I	Round II	Round III
Silvina	Rui Marques	Felizberto
Felizberto	Joaquim Marques	Silvina
Marcos Velho	Albertina Pacheco	João Romba
Miguel Torres	Abel Sampaio	
	João Romba	

Theme: Agricultura + produtos regionais. Facilitator: Bárbara

Round 1	Round 2	Round 3
Emília Rosa Reigado	Isabel Anjos	Emília Rosa Reigado
Rui Torres	Bruno Ribeiro	Rui Torres
Oscar Lopes	Hojdy Lopes	Oscar Lopes
	Dorin Bujor	Isabel Anjos

## Appendix XI Results questionnaire workshop I

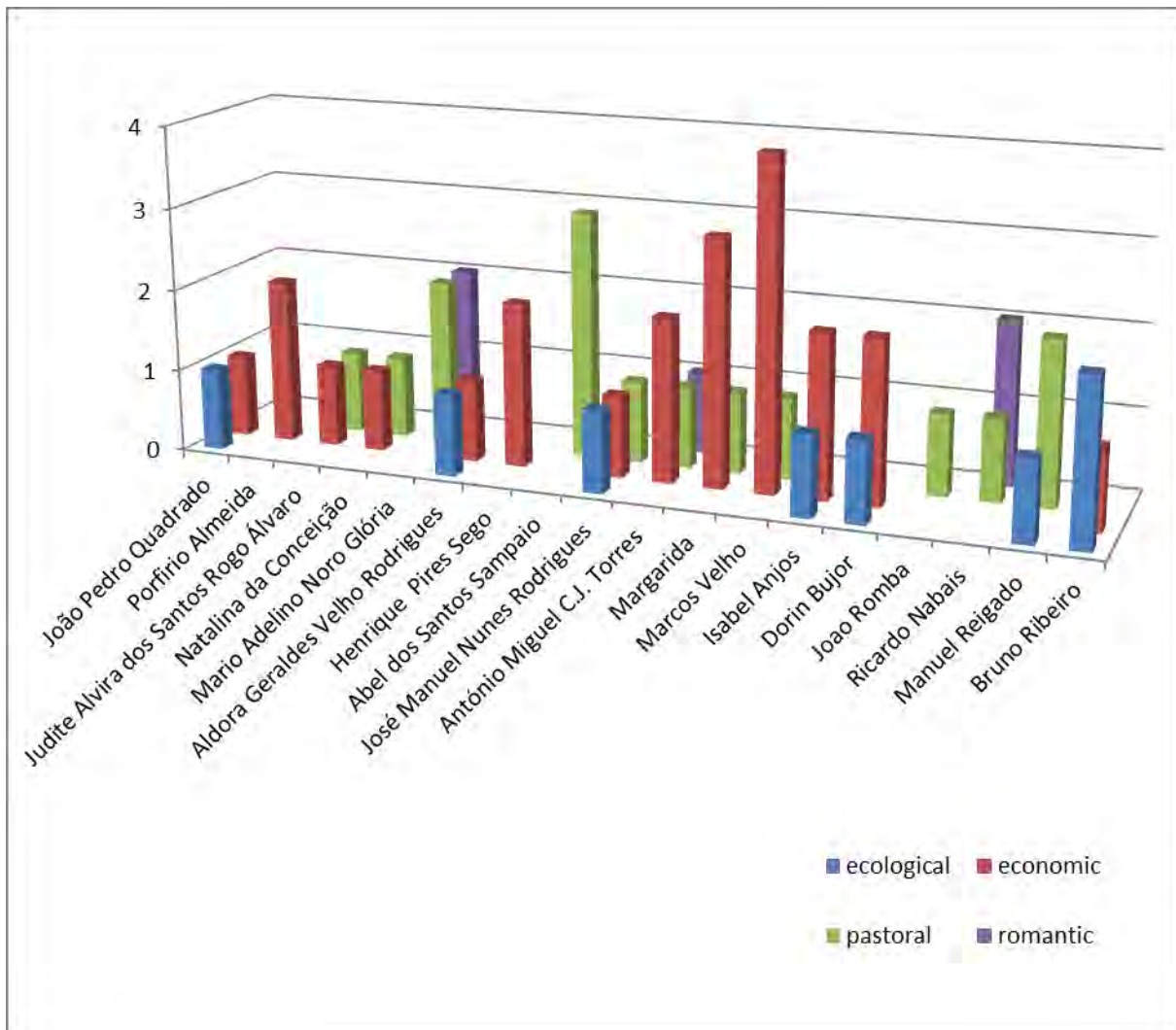
Name	Male/Female	Workshop I/both	Village	Contact info	Age
Mario Adelino Noro Glória	M	1	Algodres	via Henrique Pires	60
Henrique Pires Sejo	M	1	Algodres	-	68
Abel dos Santos Sampaio	M	both	Algodres	via Henrique Pires	75
Aldora Geraldes Velho Rodrigues	F	1	Algodres	via Henrique Pires	64
José Manuel Nunes Rodrigues	M	both	Algodres	via Henrique Pires	67
Porfirio Almeida	M	1	Vale de Afonsinho	via president of Vale de Afonsinho	65
Natalina da Conceição	F	1	Vale de Afonsinho	via president of Vale de Afonsinho	73
Judite Alvira dos Santos Rogo Álvaro	F	1	Vale de Afonsinho	via president of Vale de Afonsinho	68
João Pedro Quadrado	M	both	Figueira de Castelo Rodrigo	-	28
António Miguel C.J. Torres	M	both	Quinta de Pêro Martins	962345150	39

Name	Male/Female	Workshop I/both	Village	Contact info	Age
Margarida	F	1	Vale de Afonsinho	via president of Vale de Afonsinho	75
Isabel Anjos	F	both	Algodres	939867225	53
Marcos Velho	M	both	Algodres	968867224	76
Ricardo Nabais	M	1	Figueira de Castelo Rodrigo	-	30
Joao Romba	M	both	Figueira de Castelo Rodrigo	968759060	27
Dorin Bujor	M	both	Figueira de Castelo Rodrigo	<a href="mailto:dorin.bujor@hotmail.com">dorin.bujor@hotmail.com</a>	19
Manuel Reigado	M	1	Vale de Afonsinho	271313035	75
Bruno Ribeiro	M	both	Algodres	939867225	56

Name	Profession	Connection to Faia Brava	Motivation	Extra info
Mario Adelino Noro Glória	Retired policeman	Knows totally, lives and hunts there. He has uncorked trees and gathered olives in the Reserve	He was invited.	Brought the wine, from Algodres, pastoral view
Henrique Pires Seago	Retired merchant, owner bar in Algodres	His activity	To know and to learn	Owner of the bar in Algodres, receives a lot of tourists due to Faia Brava, wants to develop that more
Abel dos Santos Sampaio	Retired	No	Was invited	From Algodres, pastoral view
Aldora Geraldês Velho Rodrigues	Retired teacher	Superficially know it, land owner	Motivation because I myself do plastic arts and have interest in theme related affairs	Wife of Jose Manuel, does plastic art work
José Manuel Nunes Rodrigues	Retired	Land owner	Interest and others	Husband of Aldora
Porfirio Almeida	Retired	-	To get informed	Left Vale de Afonsinho for 40 years, arrived some months ago again. Does not know a lot of people nor things going on.
Natalina da Conceição	Retired	-	To get informed and to get together	
Judite Alvira dos Santos Rogo Álvaro	Retired shepherd	Slept in Casa Grande and took care of herds and olives and almonds	I went with the president	former shepherd and farmer
João Pedro Quadrado	Biologist	Associate (member), technician	Personal and institutional interest	Biologist at ATN

Name	Profession	Connection to Faia Brava	Motivation	Extra info
António Miguel C.J. Torres	Architect in the municipality	Owner of rural tourism, located close to the reserve and frequent visitor or the reserve (walks, picnics)	To participate in the ideas debate and to support the association	Owner of rural tourism in Quinta de Pero Martins, works as architect at the municipality
Margarida	-	-	-	Came later, no info
Isabel Anjos	Business woman, has company (several activities)	Associate (member)	Interested to know more and better everything and everyone	Owner photography shop, member ATN, comes to the office often, knows ATN's employees personally
Marcos Velho	Parish president, retired	Know it very well	Interested in participation and collaboration	Hunter, president of the parish Algodres, did not seem 100% honest according to the group facilitator
Ricardo Nabais	Associate, technician, business associate	Technician, business associate	Institutional and personal interest	Works at ATN and has a company that organizes walks and forms connections between people who own some fields and the ones working on them.
Joao Romba	Teacher audiovisuals	Member, have done many video & photo work for ATN	Wants the best for ATN, Algodres, and me as well. (Vale de Afonsinho)	Teacher at FCR, made the movie for the presentation, helps ATN a lot with videos and photos
Dorin Bujor	Student	Intern	Was invited	Intern ATN, shy at beginning, but had new ideas
Manuel Reigado	President junta de freguesia Vale de Afonsinho	-	-	President junta de freguesia Vale de Afonsinho. Was a bit tipsy. Is a shepherd. Brought extra people. Complained about field of his inhabitants next to the reserve about weeds.
Bruno Ribeiro	Agricultural businessman	Associate (member)	Interest in more knowledge	Husband of Isabel.

## Appendix XII World view count per participant



This figure shows the corresponding world view of the photos that were chosen by the participants. The count at the Y-axis mean that the participant chose no, one, two, three or four (Marcos Velho) photos of that particular world view. This has led to the average percentage on page X.

## Appendix XIII Numbers of inhabitants per village

<http://mapas.ine.pt/map.phtml>

**Data from 2011**

### Cidadelhe

Freguesia	População Residente Total	População Residente Homens	População Residente Mulheres	Residente
Cidadelhe	40	20	20	

### Vale de Afonsinho

Freguesia	População Residente Total	População Residente Homens	População Residente Mulheres	Residente
Vale de Afonsinho	83	41	42	

### Figueira de Castelo Rodrigo

Freguesia	População Residente Total	População Residente Homens	População Residente Mulheres	Residente
Figueira de Castelo Rodrigo	2211	1095	1116	

### Quintã de Pêro Martins

Freguesia	População Residente Total	População Residente Homens	População Residente Mulheres	Residente
Quintã de Pêro Martins	145	70	75	

### Algodres

Freguesia	População Residente Total	População Residente Homens	População Residente Mulheres	Residente
Algodres	294	132	162	

Total population: 2773



## Appendix XIV Questionnaire

Ficha de avaliação – A sua opinião sobre os workshops



1. Em qual dos workshops participou?

**Por favor escrever de forma legível**

Primeiro em Vale de Afonsinho  Segundo em Cidadelhe

2. O que mais gostou nestes workshops?

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3. O que não gostou tanto nestes workshops?

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4. Tem alguma sugestão para futuros workshops?

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5. Sentiu-se confortável para partilhar as suas opiniões? *(Assinale a resposta)*

Nada	Pouco	Suficiente	Bom
------	-------	------------	-----

6. Sentiu que as suas ideias foram respeitadas pelos outros participantes?

Nada	Pouco	Suficiente	Bom
------	-------	------------	-----

7. Até que ponto confia nos organizadores?

Nada	Pouco	Suficiente	Bom
------	-------	------------	-----

8. Que ideias de hoje gostou mais? E porquê?

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9. Tem intenção de desenvolver mais estas ideias após o workshop?  Não

Sim, como?

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10. Já conhecia algumas destas ideias ou achou-as inovadoras? Se sim, quais e porque?

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11. Tem interesse em participar noutro workshop como este?  Sim  Não

12. Tem algumas ideias ou tópicos de discussão que gostaria de ver em futuros workshops?  Não

Sim:

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13. Gostava de participar noutro workshop onde fosse apresentada mais informação sobre a ATN e a Reserva da Faia Brava?  Sim  Não

14. Quando voce acha que será uma boa data para futuros workshops? (Marque com X)

	Segunda a Sexta	Sábado	Domingo
a tarde			
a noite			

15. Qual a melhor localização para futuros workshops?

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16. Quer estar informado sobre o desenvolvimento e implementação destas ideias?

Não  Sim. *Se sim*, como quer receber essa informação?  email  carta

Nome:

---

Morada:

---

Aldeia:

---

Email:

---

Número de telefone:

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Idade:

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Profissão (antes de se reformar se for o caso):

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17. A organizadora do workshop pode ter uma entrevista curta na próxima semana consigo?

Não  Sim, meu numero ou email é:

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## Appendix XV Results questionnaire workshop II

			In which workshop(s) did you participate?	What did you <i>like</i> about these workshops?	What did you <i>not like</i> so much about these workshops?	Do you have suggestions to improve the workshop?
1	Silvina	F	2	liked to hear everybody talking	x	The old ones become old and the young ones leave. To develop ideas to improve so the young ones stay.
2	Albertina Pacheco	F	2	Liked to hear people talking about ideas	x	House renting
3	João Pedro Quadrado	M	both	Exchanging ideas	It's a bit tricky, at the same time was too long and too short... So probably it would be better to have less participants in each.	x
4	Angelino Matias	M	2	The way the ideas were presented	x	To talk about the preservation of nature
5	Rui Manuel Pacheco Marques	M	2	The retrieved themes and the discussions about these	too late at the day	Prefers the workshop to take place in the weekend, then also more people would come
6	Marcos Gualter Quadrado Velho	M	both	The chosen themes: hunting, tourism and patrimony	x	That the workshops will be held in all freguesias
7	António Miguel C.J. Torres	M	both	Contact with the participants	x	x

8	João Romba	M	both	The dynamic that followed in the working groups	too much noise	Separate the working groups. The evaluation is too short.
9	Dorin Bujor	M	both	More things about Faia Brava	the wine	tourism
10	Isabel Maria Marcelino des Anjos	F	both	Debating various ideas and attempt to arrive to important conclusions	x	Creation of land products, bread, olive oil, honey, almonds
11	Rui Jorge Monteiro Torres	M	2	x	little participation of young locals	x
12	Felizberto Guerra Nunes	M	2	I had no choice, it was all good	Like I said, it was all good	no
13	Hojdy Dias Lopes	M	2	All the ideas	x	x
14	Bruno Ribeiro	M	both	the debate about the ideas and the possible realization	x	x
15	Emilia Rosa Ribeiro Reigado	F	2	What I liked the most was the approach of varios themes. And to get to know enterprises in the region	x	x
16	José Manuel Nunes Rodrigues	M	both	Wisdom, interest in participating, knowledge from the past of the older people.	Consider the conditions for an open room, noise, big groups	better hearing conditions so the groups can work more concentrated
17	Oscar	M	2			
18	Isabel Matias	F	2			

19	Joaquim Marques	M	2			
20	Abel dos Santos Sampaio	M	both			

	To what extent did you feel like you could share your opinion and ideas enough during the workshops?	To what extent did you feel like your opinion and ideas were respected by the other participants?	To what extent did you trust the organizers?	Which developed idea today did you like the most, or do you most believe in?	Do you have the intention to take action for one of the developed ideas today?	Where there ideas presented that were new to you, or you found innovative? If so, which one and what was new/innovative about it?
1	bom	bom	bom	To improve the village and restore the houses	x	I already knew
2	bom	bom	bom	all	x	I already knew about the ideas, but I liked tourism
3	bom	bom	bom	hunting association	contacts with the organizations	potential of the development of all ideas
4	bom	bom	bom	The ideas he already had came up during the group processes	sim	Yes, had several times contact with ATN
5	bom	bom	bom	Network organization to promote diverse types of activities and products	To discuss and collaborate with the participants that presented the ideas	some I already knew and others emerged
6	bom	suficiente	suficiente	All the ideas were very diverse and useful	Participating, indicating resolutions	Yes, I knew some of the ideas but they had an innovated format and content
7	bom	bom	bom	Debating with people outside the groups	Depending on themes of the group	innovative idea: creation of debate groups to solve some old problems and to

						find solutions
8	bom	bom	bom	Inventory of the architecotroal patrimony (houses). Because that was more clear and targeted.	sim	All were innovative. Trying to innovate and improve the region.
9	suficiente	suficiente	suficiente	Tourism	nao	x
10	bom	bom	bom	Associations, cooperatives, unions, because only then you make have a result	sim	Yes, i already tried to get old houses to recover them and get tourist, already talked to some people but its not easy.
11	bom	bom	bom	to have the possibility to work together	To contact together with others, entities that are able to support us	x
12	bom	suficiente	bom	No comment	x	Didnt know, they were inovative and its good that this happens
13	bom	bom	bom	Building a federation that manages hunting	x	yes, the heritage, because it contributes fot tourism development, employment creation and local population development.
14	bom	bom	bom	the finalization of the workshop 'create challenges	sim	nao

15	suficiente	pouco	bom	the idea of creating one association for technical support and for us to discuss the products and to improve the sales.	making unions with others producers and this way i can make my bet.	...two, are the strongest
16	suficiente	suficiente	bom	Ideas Ideas about the developemtn of rural tourism, and their infrasturcutres, protection of natura and with respect to sustainability and other interlinkages.	The same form (workshop) and others	Already knew some of those ideas, but the subject of change is always innovative. I recall one innovative idea about the creation of a beach at the river Coa.

	<b>Are you interested in joining another workshop like these ones?</b>	<b>Do you have a suggestion/request for another topic/theme for a workshop/meeting?</b>	<b>Are you interested in participating in a workshop where more information about ATN and Reserva Faia Brava will be given?</b>	<b>When do you think is the best timing for another workshop/meeting?</b>	<b>What do you think is the best location for another workshop?</b>	<b>Do you want to keep posted about news about the development and implementation of the produced ideas?</b>
1	sim	Ideas to improve the village	sim	2 and 5	In cidadelhe	x
2	sim	x	sim	5	In cidadelhe	x
3	sim	nature sports and observation of fauna	sim	3 and 6	Figueira de Castelo Rodrigo	sim, email
4	sim	nao	sim	2 and 3	In cidadelhe	x

5	sim	the sustainable development of Vale do Cõa	sim	2 and 5	I do not have a preference	sim, email
6	sim	x	sim	2 and 5	As I said, with some villages in the Coa Valley	sim, carta
7	sim	x	sim	2 and 4	Algodres, Vale de Afonsinho, Quinta or Cidadelhe	sim, email
8	sim	No, I don't remember now. If I remember, I will tell.	sim	1	Figueira de Castelo Rodrigo	sim, email
9	nao	x	sim	3	Figueira de Castelo Rodrigo	sim, email
10	sim	x	x	x	x	sim, email
11	sim	sim, training and environmental awareness of local inhabitants	sim	5	in one of the villages in the region	sim, email
12	sim	nao	sim	5	x	x
13	sim	nao	sim	2	x	sim, email
14	sim	nao	sim	4	algodres	sim, email



15	sim	x	sim	5	x	sim, email
16	sim	I have more ideas, but I think their are enough but can be more discussed	sim	1 and 2	Vale de Afonsoinho, considering the infrastructures that are already there	sim, carta

	Morada	Aldeia	Email	Telefone	Idade	Profissão	Can the researcher have a short interview with you next week for their research?
Silvina	Cidadelhe	Cidadelhe	x	x	90	agricultura	sim
Albertina Pacheco	Cidadelhe	Cidadelhe	x	x	75	x	x
João Pedro Quadrado	Figueira de Castelo Rodrigo	Figueira de Castelo Rodrigo	<a href="mailto:jquadrado@atnatureza.org">jquadrado@atnatureza.org</a>	965225324	28	Biologist	sim
Angelino Matias	Cidadelhe	Cidadelhe	x	214662154	69	Agriculture	sim
Rui Manuel Pacheco Marques	Cidadelhe	Cidadelhe	<a href="mailto:rm.pm@sapo.pt">rm.pm@sapo.pt</a>	968157399	45	business man & president parish Cidadelhe	sim (via email or phone)
Marcos Gualter Quadrado Velho	Rua do Castelo 709	Algodres	x	968867224	76	president parish Algores	sim

António Miguel C.J. Torres	x	Quinta de Pero Martins	<a href="mailto:miguel_torres@sapo.pt">miguel_torres@sapo.pt</a>	962345??	39	Architect & owner casa rural	sim, email
João Romba	Rua Brigadeiro Francisco José Pereira, 11	Figueira de Castelo Rodrigo	<a href="mailto:jmromba@gmail.com">jmromba@gmail.com</a>	968759060	27	Teacher high school audiovisuals	sim
Dorin Bujor	Av so cozheiro	Figueira de Castelo Rodrigo	<a href="mailto:dorin.bujor@hotmail.com">dorin.bujor@hotmail.com</a>	x	20	Student	sim
Isabel Maria Marcelino des Anjos	R. Fundo do Lugar, 29	Algodres	<a href="mailto:alancorimagem@gmail.com">alancorimagem@gmail.com</a>	939867225	53	commercial manager	sim
Rui Jorge Monteiro Torres	Quinta da Ferradosa, 6440-231	Quinta de Pero Martins	<a href="mailto:ruiorres@portugalmail.com">ruiorres@portugalmail.com</a>	968348197	47	agricultural entrepreneur	sim
Felizberto Guerra Nunes	Cidadelhe	Cidadelhe	x	9624481789	76		x
Hojdy Dias Lopes	Figueira de Castelo Rodrigo	Figueira de Castelo Rodrigo	<a href="mailto:hojdy.lopes.92@gmail.com">hojdy.lopes.92@gmail.com</a>	964265149	21	student	no
Bruno Ribeiro	Rua Fundo do Lugar, 29	Algodres	<a href="mailto:bruno5406@gmail.com">bruno5406@gmail.com</a>	271397041 / 938508434	56	entrepreneur	sim
Emilia Rosa Ribeiro Reigado		Quinta de Pero Martins		9663263 / 271312887	47		sim, email
José Manuel Nunes Rodrigues	Rua do castelo, 3	Algodres	x	x	67	banker	sim
Oscar		Cidadelhe			90		

Isabel Matias		Cidadelhe			70		
Joaquim Marques		Cidadelhe			75		
Abel dos Santos Sampaio		Algodres			75		

Results of when people prefer the next workshop:

	segunda a sexta	sabado	domingo
a tarde	2	7	4
a noite	2	6	1

Thus the preference goes to Saturday afternoon and Saturday evening.