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Stakeholder Analysis. Report on stakeholder analysis including evaluation of engagement, training needs and capacity building

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NATURA
CONNECT

Stakeholder Analysis

D1.3 Report on the Stakeholder Analysis including evaluation of engagement, training needs and capacity building



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Deliverable description	<p>We will develop the preliminary stakeholder analysis, to familiarise all actors with the project’s purpose and outcomes, identify their needs, and more thoroughly map the engagement process. This will be done within the first 6 months of the project through an in-person structured and facilitated conversational process between work package teams and key stakeholders in small groups. Such a large scale, but intensive activity will enable information to be captured efficiently at an early juncture in the project, also helping to identify and address any gaps in the stakeholder representation early in the process.</p> <p>The stakeholder analysis will be concluded with an evaluation of engagement and capacity building activities in month 22.</p>
Keywords	Stakeholder Engagement, Learning Platform

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Abbreviations

AI	Appreciative Inquiry
CB	Capacity Building
CDE	Communication, Dissemination and Exploitation Strategy
CHG	Guadalquivir Hydrographic Confederation
EU	European Union
ENA	European Nature Academy
LP	Learning Platform
LMS	Learning Management System
MITECO	Ecological Transition and the Demographic Challenge
MoE	Ministry of Environment
MS	Member States
NGO	Non-Governmental Organisation
PEA	Political Economy Analysis
TNA	Training Needs Assessment
TEN-N	Trans-European Nature Network
WP	Work Package

Acronyms – Stakeholder Groups

APA	Portuguese Agency for the Environment
ASAJA	Agrarian Association of Young Farmers in Sevilla, Spain
BfN	Federal Environmental Agency Germany
BOKU	University of Natural Resources and Life Sciences
CGBN	Coordination Group for Biodiversity and Nature
CHG	Guadalquivir Hydrographic Confederation
CIBIO	Research Centre in Biodiversity and Genetic Resources, Portugal
CNRS	Center National de la Recherche Scientifique
COAG	Coordinator of the Organisation of Farmers and Ranchers, Spain
DG	Directorate General
DGCM	Department of Coast and Sea Environment of the Spanish Ministry for the Ecological Transition (MITECO)
DRBMP	Danube River Basin Management Plan
DREAL	Regional delegations on landscape planning in France (DREAL)
EBD-CSIC	Doñana Biological Station
EC	European Commission
ECHR	European Convention on Human Rights
ECTP	European Council of Spatial Planners
EEA	European Environment Agency
EHF	European Habitat Forum
ELY	Regional Centres for Development, Transport and the Environment and Finland
ENCA	European Network of Heads of Nature Conservation Agencies
ETTF	European Timber Trade Federation
EUSTAFOR	European State Forest Association
FACE	European Federation for Hunting and Conservation
ICNF	Nature Conservation and Forests Institute
ICPDR	International Commission for the Protection of the Danube River
IDIV	German Centre for Integrative Biodiversity Research
IIASA	International Institute for Applied System Analyses
IPBES	Intergovernmental Platform on Biodiversity and Ecosystem Services
IPCC	Intergovernmental Panel on Climate Change
IUCN	International Union for Conservation of Nature

JRC	Joint Research Center
KCBD	Knowledge Center for Biodiversity
KOMBIO	Association of German Municipalities for Biodiversity Protection
LECA	Interreg project – Supporting the coexistence and conservation of Carpathian Large Carnivores
LPN	Nature Protection and Rewilding Portugal
LUKE	Natural Environment Institute Finland
MLU	Martin Luther University Halle-Wittenberg
MTK	The Central Union of Agricultural Producers and Forest Owners, Finland
NADEG	Nature-Directives Sub-Expert Group
OAPN	National Parks Autonomous Agency, Spain
OFB	French Biodiversity Agency
SCC	Secretariat of the Carpathian Convention
SEMA	Department of the Environment Doñana
SEO-Birdlife	Spanish Ornithological Society – Birdlife
SONAE	Private company in Portugal
SYKE	Finnish Environment Institute
UFZ	Centre for Environmental Research Germany
UPA	Union of Small Farmers and Ranchers in Spain
US	University La Sapienza of Rome
WWF	World Wildlife Fund for Nature
WWF-CEE	World Wildlife Fund for Nature Central and Eastern Europe

Executive Summary

NaturaConnect is a Horizon Europe research project, which aims to work closely with key stakeholders to co-develop tools and build capacity that will assist European Union Member States to design a resilient, coherent, and well-connected network of protected and conserved areas – the Trans-European Nature Network (TEN-N).

The project aims to elicit stakeholder visions and to tailor knowledge and tools, resulting from engagement and dissemination efforts across Europe and in six specific case study areas. The project emphasizes co-production – a participatory approach that integrates various stakeholder perspectives and needs, throughout the whole research process. To implement this, the project follows a four-step strategy including (1) multi-sectoral engagement and learning, (2) capacity building, (3) communication and dissemination, and (4) exploitation and impact strategy.

This report provides an overview of stakeholder engagement during the first half of the project, outlines the capacity building approach and briefly discusses the main communication activities. An overview of applied methods in the stakeholder analysis, results from the stakeholder mapping and an evaluation of the engagement activities conducted until end of 2023 are described.

Capacity building is a crucial project component in developing knowledge, understanding, skills and competences for users of the NaturaConnect frameworks, data and tools. The capacity building evaluation of this report focuses on the [NaturaConnect Learning Platform](#) and the [NaturaConnect Training Needs Assessment](#).

Stakeholder Engagement

Stakeholder engagement is a significant component throughout the project. The model adopted by the consortium, was the development of an agreed engagement meta plan both coherent to the project as a whole but individualised for specific work packages (WP) and situations across the project. Capacity building and training of partners on the stakeholder engagement methodology, led by WP1 would enable and empower partners, to undertake mapping and engagement activities with stakeholders relevant to their areas of research. WP1 would lead such engagement activities at the European level with case studies doing likewise at the national and sub-national levels. Such a model is dependent on the capacities and abilities of partners to adopt and implement the meta plan. This has been achieved to varying degrees across the project.

Multiple engagement activities were organised and implemented by the project partners including workshops, events, surveys and interviews. By the end of 2023, 10 engagement workshops and events have been organised. The results of the evaluation survey show that the overall satisfaction of the participants of workshops is between high (55%) and very high (33%). The results further indicate that the workshop matched or exceeded the expectations. The purpose of the engagement event was clear to 87% of the respondents. In addition, respondents indicated that workshops were engaging and participatory. It should also be noted that most respondents were keen to stay involved with the project (98%). This is a positive and constructive affirmation of the stakeholder approach undertaken.

It should be noted that although the project engaged with a variety of stakeholder groups and sectors, some key sectors could be involved more actively, including agriculture and forestry. Spatial planning authorities have been engaged, but not to a large extent. Protected area management authorities have been engaged in certain events and through the EUROPARC Federation, BirdLife partnerships networks and the Danube-Carpathian transboundary region (WP8.1), but engagement could be strengthened in the future. The need to include all relevant sectors has been emphasized by the project and has also been identified as important during the mapping exercise conducted at the beginning of the project by individual WPs.

An imbalance of stakeholder representation could result in biased information, and lead to a false evaluation of the feedback and missed opportunities. However, the consortium has taken this into account and will continue to manage the stakeholder representation and input. Relationships have been built and ideally lead to other engagement opportunities. This requires greater and more detailed analysis of stakeholders and the means of engagement. This analysis process, started in the first half of the project, will be expanded and strengthened for the latter half of the project.

The importance of including all relevant groups was highlighted by several stakeholders during the first Stakeholder Engagement Kick-off meeting in Brussels, Belgium in February 2023, and followed up thereafter, thereby showing how the credibility of the engagement processes can be jeopardized by an incomplete representation of stakeholders.

For stakeholder groups for whom the project outcomes are most relevant, such as regional and national planning administrations and European Union Member State authorities, the uptake of products and research results can be increased, by including them iteratively through different project development stages. This can be seen for example in the French or Finnish Case Study, where the engagement has led to strong partnerships and processes to identify how the results from the project can be beneficial for the countries. In general, the

NaturaConnect case study areas have all been very active in their engagement and have built or increased collaborations with their key stakeholders.

Gender and age distribution has been well-balanced across all engagement activities; and stakeholders are geographically widely distributed across Europe.

As part of the iterative nature of the stakeholder engagement, the project has identified some areas to further develop the stakeholder engagement. The level of engagement and what we mean by different engagement modes does need to be further clarified and made coherent and consistent across the project WPs. For example, consultations usually refer to a middle level of engagement, in which stakeholders are asked for their opinions or information e.g. via surveys, Mentimeter closed end questions etc. Involvement is described as a higher level of engagement than consultation, in which stakeholders are more actively engaged and may also provide resources or data (Durham et al. 2014). To reach a level of collaboration, co-design or co-creating requires stakeholders to be “effectively partners with the research team, driving the research direction, and/or contributing resources and perspectives” (Durham et al. 2014).

Based on the conducted engagement activities, the project, to date, has to a large extent organised consultation and involvement sessions. The joint workshop of WP5, 6 and 7 in Leipzig, Germany (May 2023) included certain elements of co-design, as did the 2-day online workshop by WP6 in October 2023. However, despite targeted efforts to include a variety of stakeholders from different sectors and backgrounds, some key stakeholders like spatial planners, protected area management authorities and government authorities from agriculture were not represented sufficiently in some events, and their inputs have been limited for some research aspects. These challenges were also identified by the European Commission in its review of the first reporting period of NaturaConnect, and are currently being addressed by the project, with greater mapping and analysis of these stakeholders currently being undertaken, and efforts underway to identify how these stakeholders can contribute to ongoing and future research activities.

In some cases, relationships have first to be established (e.g. WP7 with EU Member State representatives) before being able to move into an actual co-design process. Sharing information about the project, the analysis etc. is therefore a crucial first step. Due to various efforts, relationships could be established with the European Council of Spatial Planners (ECTP), which is truly important for further engagement in the second half of the project.

The lowest level of engagement, informing, is not described in depth in this report, as it is out of scope of this deliverable. In a nutshell, the project has built a strong database of contacts and indeed stakeholders, that are being informed about project activities and outcomes via

biannual project newsletters and articles being published on the project website. These activities encompass a more communication and dissemination approach than engagement per se.

Capacity Building

Capacity building has taken place within the project to upskill partners in stakeholder engagement processes. However, the need to ensure capacity building for end users of the research was also generated. To identify the training and capacity building needs, the NaturaConnect Training Needs Assessment (TNA) was launched in March 2024. To address capacity development for project partners and end users of the research, the NaturaConnect Learning Platform (LP) was launched in April 2024.

The NaturaConnect Training Needs Assessment tool allows both individual and group self-assessments to ensure users can develop knowledge, skills and competences that will use and apply the NaturaConnect outputs and results. The main objective of the tool is to assess the level of competences of professionals or teams involved in conservation planning and to learn about their priority capacity-building needs, based on an internationally agreed concept.

Results of the self-assessment can be used by professionals, organisations or projects to plan better their future capacity development actions. In NaturaConnect the results will be used to support the development of the Learning Platform and finetune the training modules. Between March and May 2024, 14 individual assessments have been conducted and submitted on the platform. The low number of responses does not allow for a representative analysis at this time; however, the report shows the analyses of the results and indicates how the tool can be used in the future.

NaturaConnect Learning Platform

The NaturaConnect Learning Platform is the online capacity building hub of the project and aims to improve professional competences for planning conservation areas by providing training modules on the tools and knowledge resulting from the project. The content has been derived from the project outcomes and is being improved through the results generated by the TNA and inputs from stakeholders. This happened for example through a consultation session of WP6 at the Carpathian Convention Meeting, stakeholders highlighted which aspects of connectivity analysis and mapping should be included in the respective module.

The self-paced training course is organised into three sections (1. Concepts, 2. Governance, 3. Technical Tools), which are composed of 11 sequential and stand-alone training modules. The materials and activities aim to empower users to utilise the outputs resulting from the project. Among other topics, participants can learn about the policy context of the TEN-N,

comprehend specific tools and methods used in spatial conservation planning, and be enabled to apply them in various contexts. By June 2024, two modules were launched and have been part of the evaluation. From 11 April to 25 June 2024, 93 users have registered on the platform. The number of registrations demonstrate high interest in the training offered by the project indicating the Learning Platform potential to facilitate the exchange of knowledge and skills and sustain the use of project tools in the long term.



1. Introduction

Together with key stakeholders, NaturaConnect aims to share knowledge and co-develop tools, and capacity building that will assist European Member States to design a resilient, coherent, and well-connected network of protected and conserved areas – the Trans-European Nature Network (TEN-N). The TEN-N builds on the existing network of protected and conserved areas and through research, engagement and dissemination activities NaturaConnect aims to elicit stakeholder's visions and preferences about conservation objectives. It will tap into best practices in protected area management and funding mechanisms, mobilise data and test the TEN-N spatial prioritisation analysis and tools produced by the project.

The project aims for co-production, which refers to a collaborative approach where different stakeholder views are including in the processes. To achieve co-production, a four-step approach has been designed in the development phase of the project. This includes:

Step 1: Multi-sectoral engagement and learning

Step 2: Capacity building

Step 3: Communication and dissemination

Step 4: Exploitation and impact strategy.

This report aims to provide an overview of the conducted engagement activities (Step 1) in the first half of the project, the capacity building approach (Step 2), and touches upon the communication and dissemination efforts (Step 3).

The report is structured into two main parts.

First, it gives an overview of the stakeholder engagement aspects of the project, including the description of the applied method for the stakeholder analysis, identified key stakeholders and the engagement activities implemented in the first half of the project (by end of 2023). A summary of the results from the evaluation survey is presented. The chapter concludes with an outline of the strengths of the engagement activities conducted to date, and which aspects to improve moving forward. An outlook of upcoming engagement activities is given.

The second part of the report addresses the capacity building approach of the project, presenting the Training Needs Assessment tool and its functionalities with an overview of the preliminary results received since the launch of the tool in March 2024. Second, the report introduces the NaturaConnect Learning Platform. As of June 2024, two modules have been publicly launched. The objective of this evaluation is to assess whether the course module

structure and content is useful for the learner, and if not, how to improve. The information will therefore be used to further improve the already existing modules if needed. It will also help to improve the development of the other modules.

2. Stakeholder Engagement

2.1 Context and background

Stakeholder Engagement is the interaction between an organisation or a project and those individuals and groups that are impacted by, or influence, the project (Bruce and Shelley, 2010). In NaturaConnect the agreed definition being applied is “A stakeholder is any person or group who may influence or is influenced by the research, the project or a policy action arising from it.” This definition is in line with the definition described in the BiodivERsA Stakeholder Engagement Handbook (Durham et al., 2014). A good stakeholder relationship and knowledge exchange between stakeholders and the project can prevent bottlenecks during the project implementation. Through the identification of stakeholder needs, better solutions can be identified, increasing the potential for success and the uptake of project outputs. This implies that a strong stakeholder engagement process requires a strong commitment by those initiating it, as well as the stakeholders themselves. Through close engagement processes, trust and ownership can be built, which reduces the risk of conflicts and misunderstandings further down the line. More than that, stakeholder engagement in NaturaConnect is necessary for ground proofing, receiving feedback and to ensure the research touches upon the right elements and is applicable on the ground. The project recognises that for the design of the truly functioning TEN-N, an interdisciplinary and cross-sectoral approach is needed. Research on biodiversity and associated ecosystem services is not only an environmental question but sits within a wider land management and policy framework, with socio-economic and political implications.

The project envisions a co-design approach to emerge for the outcomes of the project. The outcomes of the project and a summary of the associated engagement for each outcome are described below. Each outcome also includes targeted capacity building and the development of training modules as part of the NaturaConnect Learning Platform, which are further described in chapter 3 (Capacity Building) and 2.4.3 (Communication).

Table 1: Visions for engagement related to the project outcomes as agreed upon by the project.

<p>Outcome 1: Development of a coherent and resilient Trans-European Nature Network of protected areas, by supporting Member States on the key commitments for protecting at least 30% of EU land area, and strictly protecting at least 10% of EU land area.</p>
<ul style="list-style-type: none"> • Share knowledge for implementation together with the target users of NaturaConnect planning framework, data and tools. These have been identified as relevant EC cabinets and directorates (e.g. DG Environment, JRC), agencies (e.g. EEA) and working groups (e.g. NADEG, CGBN) who will be assessing Member State pledges. • Support the dialogue between all parties to cooperate (e.g. in the context of the Biogeographical Seminars) and to engage all 27 EU Member States by introducing and stimulating the use of the interactive decision-support tools for live simulations of spatial planning decisions and to support decision-making in these high-level fora. • Pilot the spatial planning framework in the Danube-Carpathian transboundary region (case study 8.1). • Authorities responsible for designation of new conservation areas at the national and sub-national levels are key targets for the biodiversity and ecosystem services data, maps of priority areas for conservation and spatial planning tools resulting from the project (deliverables from WP3-8). • We will offer a platform to establish dialogue and increase cooperation at sub-national levels between landowners, farmers, foresters and other land and freshwater users, land and resource management agencies, environmental NGOs and nature conservation agencies. Feedback on the frameworks, data and tools developed by NaturaConnect will be sought. • These engagement opportunities will be replicated in each of the 6 case study areas.
<p>Outcome 2: Setting up of ecological corridors – within and outside the network – to prevent genetic isolation, allowing for species migration including the responses to climate change, and maintaining and enhancing healthy ecosystems, and delivering multiple ecosystem service.</p>
<ul style="list-style-type: none"> • Development of Guidelines for Planning Nature Connectivity and Corridors in Europe (WP6) will be developed together with stakeholders from member states administrations, EU policy bodies and other relevant EU programs and platforms to understand the constraints and opportunities on the ground and to ensure the guidelines address their needs. • At the European level, identification methods and maps of priority corridors for enhancing connectivity under different scenarios will provide a blueprint to guide the implementation of the Green Infrastructure Strategy.
<p>Outcome 3: Promote, support and demonstrate innovative and replicable financing solutions for the upscaling investments in green and blue infrastructure and nature-based solutions.</p>
<ul style="list-style-type: none"> • We will deliver a detailed assessment of opportunity and experience of public and private investments in nature (WP2) in the EU by engaging with the network of practitioners (especially WWF, EUROPARC Federation, BirdLife Europe) and apply the learnings in the case studies (WP8). • At the European level, main target groups are decision-makers involved in shaping the EU budget reviews. These include EC officials (e.g. DG Budget, DG Environment, Members of the European Parliament (e.g. Budget and Environmental committees) and EU Member States' departments following the EU budget negotiations.

2.2 Methodology of the Stakeholder Analysis

To allow high levels of engagement with the stakeholders, NaturaConnect chose to adopt a proactive approach by selecting the Appreciative Inquiry methodology to shape the entire engagement processes. Appreciative Inquiry is a methodology approach that seeks to support parties to explore what is already working, what is needed and how to identify and support organisational and sectorial change, in this case in the development of a TEN-N. It requires engagement of stakeholders not just workshop scenarios but should infiltrate consultation techniques too, through more reflective question framing. The methodology offers a possibility to focus on “what could be” instead of “what is”, moving away from a more traditional problem-solving approach. It can engender a trust relationship between parties that encourages a co-design approach.

The first step in preparing for the engagement is conducting a stakeholder analysis. This exercise has been conducted in the first months of NaturaConnect in 2022 by identifying stakeholders for each Work Package (WP), based on their specific purpose of engagement, assessing stakeholders' interest in the different work streams of the project and the ways in which these stakeholders may influence the outcomes.



Figure 1: Process of the stakeholder analysis.

2.2.1 Process of the mapping activity

After identifying relevant stakeholder groups for each WP, stakeholders were categorised by using a power-interest grid. The power-interest grid is a conceptual framework that helps to categorise stakeholders into four quadrants according to their perceived influence and interest and therefore engage them in the most effective way. Each quadrant indicates a specific type of engagement most relevant for stakeholders (see Figure 2), e.g. key players with high power and high interest should be fully engaged across multiple levels and should be involved in co-design processes, stakeholders with high power but low interests should be kept engaged at an appropriate level to keep them satisfied and informed. This group has the potential to

become more involved if the need arises or at a particular point in time. Other stakeholder groups should always be closely monitored and kept informed via sufficient and appropriate communication. Ideally, stakeholder with low interest move from a lower quadrant to a higher one, increasing their interest and support in the project over time. The movement across quadrants is a dynamic process and not always linear. In an ideal scenario this movement can be indicated as a backwards Z (see Figure 2). Naturally, the categorisation of stakeholders and the movement between stages is a dynamic process and requires constant monitoring, as it is not always clearly visible.

A biased representation of stakeholders or missing key stakeholders is a common challenge for projects. Conducting a systematic stakeholder analysis, and clearly identifying key stakeholders, is the first most important step for engagement. Consider who might have influence, but also engage with those with significant interest but less power.

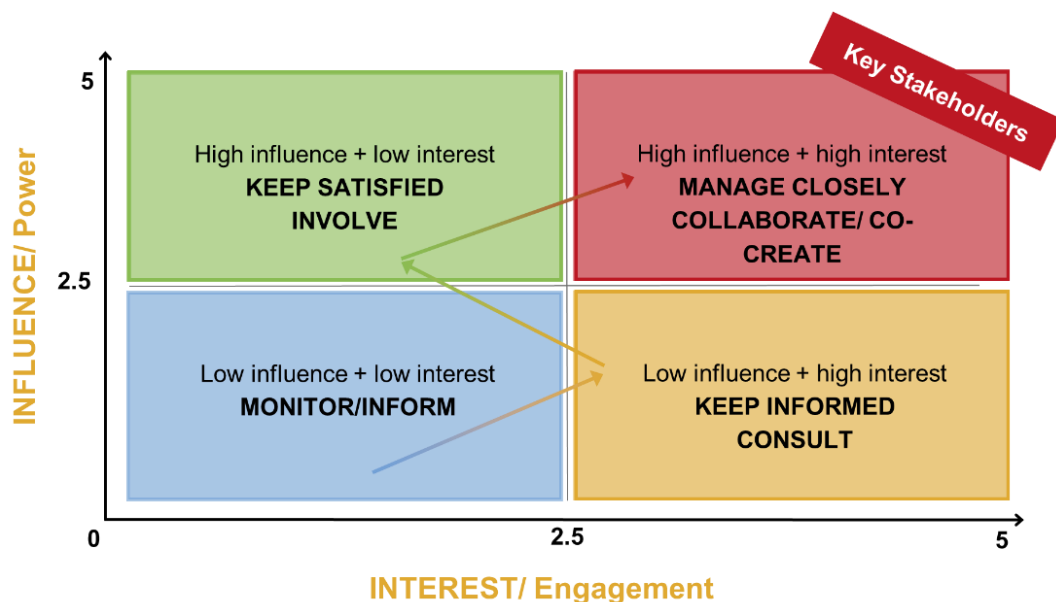


Figure 2: The conceptual framework of the Mendelow Matrix was applied by project partners as part of the stakeholder analysis to categorise stakeholders based on anticipated power/influence and interest on the specific subject relevant for the partners.

Durham et al. (2014) emphasizes the importance to recognize that stakeholders from one group (e.g. policymakers) are likely to have different interests and motivations among each other. Therefore, the engagement levels may vary for different individuals or organisations. The associated engagement for each quadrant is further described in the following and illustrated in Figure 3.

- **Inform:** Refers to the minimum amount of engagement, which is usually a one-way flow of information. The stakeholder is informed on the proceeding of the process, without having any influence on it. Modes of engagement include for example websites, newsletters, brochures, policy or science briefs etc.
- **Consult:** In addition of being informed, stakeholders can phrase concerns and give inputs. There is no guarantee though, that the concerns will be addressed, or that suggestions are being included. Modes of engagement include for example surveys or meetings, an interactive part of a website, Mentimeter questions etc.
- **Involve:** Guarantees an exchange in both directions. Stakeholders are asked for advice and given advice are considered by the project team. Modes of engagement include for example bilateral meetings and discussions, surveys.
- **Collaborate and co-create:** Refers to the active involvement with the project team and other stakeholders. This can take place via regular exchanges in workshops or other bilateral meetings, working together on the outcomes and activities of the project. To reach a level of collaboration, co-design or co-creating requires stakeholders to be “effectively partners with the research team, driving the research direction, and/or contributing resources and perspectives” (Durham et al. 2014).

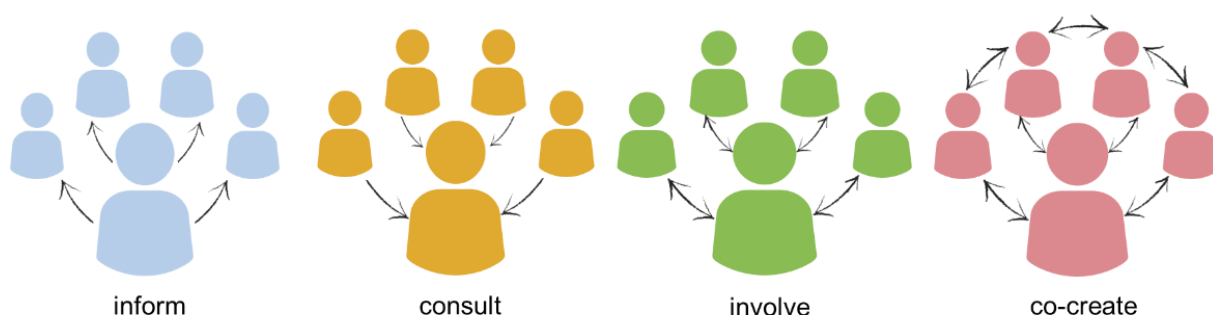


Figure 3: Illustration of levels of engagement.

Stakeholder mapping is a sequential as well as iterative process, which means that the process of identification might need to be repeated in a later stage of the project, this can be the case if new information emerges, or conditions change. Besides that, some stakeholders are important at the beginning of a project, but not at the end.

Training in the stakeholder engagement process and the appreciative enquiry approach was made available to every WP with varying degree of uptake. It was further demonstrated fully at the stakeholder engagement event in Brussels in February 2023.

Each WP then followed the following steps in their stakeholder analysis:

1. Identify specific purpose for engagement.
2. Identify stakeholders and categorise by power and interest, leading to the identification of the key stakeholders.

2.2.2 Gender and diversity dimension

The project aims to lessen biases generated by the imbalance of gender, age and sectoral representations by actively inviting diverse stakeholder groups. Differing age, gender and diversity views have an impact on various decisions made and suggestions given. During the engagement processes by the project, special attention was therefore paid to the adequate representation of different categories of persons, and the participation of all gender and age groups was monitored during conducted events and workshops. In addition, NaturaConnect aims at empowering a geographically, sectoral and administratively representative set of stakeholders. It is important to avoid biased information due to an imbalance of gender, age and sectoral representation, which can lead to false evaluation of the results of the engagement and missed opportunities. During the preparation of invitation lists, the project pays special attention to the representation of gender balance and to avoid an under or overrepresentation of either of any group.

2.3 Summary of engagement

This section outlines the main engagement activities implemented across the project. These include workshop and events (face to face and online), webinars, surveys and interviews. In addition, but not yet further described in the report, a variety of meetings have taken place between project partners and stakeholders. The participation and contribution to external meetings and events is also extremely important and has been proven as a key mechanism for collaboration with key stakeholders like ministries at national, sub-national and local levels, however, conducted meetings are not further described in this report. High-level events organised at European level like the Biogeographical Seminars have been crucial in building relationships with EU Member States representatives and for showcasing benefits of integrated spatial conservation planning to potential beneficiaries. It is important to note that

relationship building is a significant and time-taking process, which is a requirement to be able to move into actual co-design processes.

It should be noted that the stakeholder analysis in this report, as well as the evaluation, focuses on engagement with external stakeholders, meaning those not directly involved in the project and its research activities. A differentiation between “internal” and “external” participants is for example made by participants in workshops. Internal participants are individuals associated with the project, e.g. part of the project consortium, who in some cases may also be key stakeholders. External partners are individuals not directly involved in the project or its research.

The first and most important element of stakeholder engagement is to clearly identify the purpose of engagement. Focus on one clear purpose is crucial, even if some secondary outcomes emerge. Multiple purposes may require multiple engagement activities. Thereby ensuring that the engagement activities then undertaken are designed to meet the purpose articulated.



Figure 4: Impressions from the 1st stakeholder engagement kick-off meeting in Brussels, 2023. © EUROPARC Federation.

2.3.1 WP1: Engagement, communication, dissemination and capacity building

The overarching purpose identified for WP1 is to gain support of policy makers and EU Member States to use the knowledge and tools developed in the project to make improved decisions on the pledges, and to gain insights from nature conservation and other resource managers like protected area managers and spatial planners on policy trends and priorities that may affect the implementation of the TEN-N. Through targeted communication and engagement sessions on the policy level, the WP aims to share information on results of the project and to gather feedback from key policy stakeholders.

Table 2: Stakeholder mapping exercise by WP1.

Low Interest/ High Influence	High Interest/ High Influence
European Spatial Development Planning Network European Forum for Nature Conservation and Pastoralism European Land-use Institute European Landowners' organisation, private landowners, Copa-Cogeca European Federation for Hunting and Conservation (FACE) European State Forest Association (EUSTAFOR) European council of young farmers (CEJA) European Timber Trade Federation (ETTF) Protected Area Management bodies EU Commissions (DG Research and Innovation)	Member State delegations in relevant European Commission working groups e.g. EU Nature Directors, EU Biodiversity Platform, Nature-Directives Sub-Expert Group (NADEG) National ministries and regional authorities, environmental ministries and agencies at national and regional levels European commissions (DG Environment, DG Climate Action, DG Agriculture and Rural Development, DG Regional and Urban Policy) European Environmental Agency (EEA) Committee of Regions
Low Interest/ Low Influence	High Interest/ Low Influence
Consulting companies supporting MS and regional authorities on restoration and on N2000 identification European Convention on Human Rights (ECHR)	Intergroups Biodiversity of the EU Parliament European Environmental Bureau CAN Europe Euronatur and the European Green Belt Eurosite European Habitat Forum CEEWEB Horizon Europe project (EuropaBON) EUROPARC Commissions and Task Forces Environmental and other related sector organisations including the International Union for Conservation of Nature (IUCN) commissions and expert groups, members of the European Habitat Forum (EHF)

To date, WP1 has organised one stakeholder engagement kick-off meeting on the project level, which took place in Brussels, February 2023. The details of it can be found in Table 3.

Figure 5 shows the key stakeholder groups involved in the first policy level stakeholder engagement event organised in February 2023. Although efforts have been made to invite stakeholders from various sectors, they were not sufficiently represented, e.g. the agricultural, forestry and mining sector, as well as large landowner associations have not been presented in this event and should be included in further engagement in the second half of the project.

Table 3: WP1 overview of engagement activities.

Specific purpose for engagement	Engagement activities undertaken	Number of individual external stakeholders involved	Groups of participants	Evaluation survey response rate
Develop a collective understanding of the common challenges being faced and the coming stumbling blocks to implement TEN-N. Initiate dialogue between policy and science on how to advance the design and implementation of TEN-N and how to turn the ideas into concrete actions. Build trust and inspiration over the next few years.	1 day in presence workshop in Brussels, Belgium, 28 February 2023 (EUROPARC Federation WP1). Name of workshop: <i>1st Project Stakeholder Engagement Event.</i>	50	EU Institute or EC: 17 NGO/CSO: 15 Research Institute or University: 8 National governmental administration or authority: 8 International Institute: 2	18 (41%)

Stakeholder groups in the 1st Stakeholder Engagement Event, February 2023 (WP1)

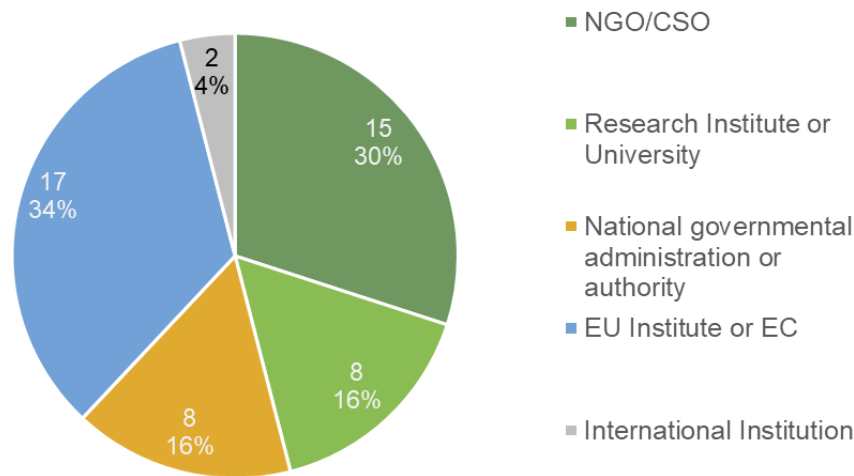


Figure 5: Groups of stakeholders who participated in the 1st stakeholder engagement event organised by WP1 with a total number of 50 external stakeholders. Source: Participation lists, Annex I.

2.3.2 WP2: Governance, policy and financing TEN-N

The overarching purpose for engagement of WP2 is to assess the needs, barriers and challenges in scaling up connectivity, green infrastructure and the Natura 2000 network, considering European and national governance, policies, laws and guidance mechanisms, and to interrogate best practices from the NaturaConnect case studies (WP8). In addition, the WP aims to gather feedback on existing and novel finance mechanisms and the governance structure of protected areas.

Key stakeholder groups:

- Birdlife partners
- Members of the EUROPARC Federation (protected area practitioners and managers in Europe)
- WWF offices in the Danube-Carpathian region
- Authorities and ministries from different sectors including nature conservation, spatial planning, regional development, forestry, agriculture, water management, etc.
- Interest groups including NGOs and other associations in the fields mentioned above
- NaturaConnect case study partners

All inputs received via the workshops, surveys and interviews have been used for the Political Economy Analysis (PEA) and are incorporated into D2.1 *Review governance and land-use policies for TEN-N*, available in August 2024; and into the finance factsheets D2.2.

All engagement activities implemented by WP2 are summarised in Table 4. The surveys were circulated widely. For interviews, the WP reached out to more than 1000 persons, and worked closely with the case study 8.1 (Danube Carpathian transboundary region) Figure 7 highlights the stakeholder groups involved in workshops.



Figure 6: Impression from the workshop at the 14th Carpathian Convention Working Group on Biodiversity Meeting - workshop session on NaturaConnect (WP2 and WP8.1). © Hildegard Meyer.

Table 4: WP2 overview of engagement activities.

Specific purpose for engagement	Engagement activities undertaken	Number of individual external stakeholders involved/ participants	Groups of participants	Evaluation survey response rate (only for workshops)
Understanding enablers and barriers of connectivity, governance challenges and exploring solutions and necessary steps.	Hybrid 3 hours workshop in Edinburgh, United Kingdom, 17 May 2023 (Birdlife International WP2) Name of the workshop: <i>Governance of PA Connectivity</i>	36	NGO/CSO: 36	8 (22%)
Explaining the project and identifying how the Carpathian Convention Working Group on Biodiversity can contribute to the project. Identifying enablers and barriers for the implementation of TEN-N and the extended protected areas, including financing aspects, how we can collaborate on this at the transnational level – in the context of the Carpathian Convention.	Hybrid 1.5 hours workshop in Vsetín, Czech Republic, 24 May 2023 (WWF-CEE, WWF-RO, IIASA WP2 together with case study 8.1) Name of the workshop: <i>14th Carpathian Convention Working Group on Biodiversity Meeting - workshop session on NaturaConnect</i>	30	National governmental administration or authority: 17 Research Institute or University: 7 International Institution: 4 NGO/CSO: 1 Private company/sector: 1	7 (25%)
Identify enablers and barriers for effective protected area governance. Promote innovative funding opportunities to improve connectivity.	3 hours workshop in presence at the EUROPARC Conference in Leeuwarden, the Netherlands, 4 October 2023 Name of the workshop: <i>Identifying enabling factors for PA governance and promoting innovative funding opportunities</i>	20	Protected Area: 11 NGO/CSO: 7 Sub-national governmental administration or authority: 1 Local governmental administration or authority: 1	16 (80%)
Identifying how ecological connectivity is integrated into the planning of (connectivity) projects in different sectors and identifying supporting laws, regulations, strategies etc.	Online Survey for nature conservation Online Survey for other sectors	97	Nature Conservation sector: 67 Other sectors including forestry, agriculture, energy, transport, spatial planning, water management: 30	
	Interviews	54 video interviews with stakeholders, plus interviews with project partners		
Create a dialogue between key stakeholders in the Doñana case study area and to identify barriers to a coherent nature network around Doñana and possible solutions.	3-hour workshop in presence in Sevilla, Spain, 1 December 2023 (Birdlife, EBD-CSIC WP2, WP8.2)	7	NGO/CSO: 3 National governmental administration or authority: 2 Protected Area: 1 Sub-national governmental administration or authority: 1	0
Identify mechanisms to foster cross-sectoral cooperation on the topic of ecological connectivity in the framework of the Carpathian Convention and to understand current and future strategies for the implementation of ecological networks in the Danube Carpathian Region.	Hybrid 3-hour workshop and exhibition in Belgrade, Serbia, 11 November 2023 (WWF-CEE, WWF-RO, IIASA WP8.1, WP2) Name of the workshop: <i>Stakeholders' Consultation - Establishing the Trans-European Nature Network: Strengthening collaboration within the Carpathian Convention for building a transboundary functional ecological network and integrating ecological corridors across relevant sectors at the 7th Conference of the Parties to the Carpathian Convention (COP7)</i>	40	NGO/CSO: 13 National governmental administration or authority: 10 Research Institute or University: 4 Sub-national governmental administration or authority: 3 International Institution: 3 Protected Area: 2 Private company/sector: 1 Other: 3	15 (33%)

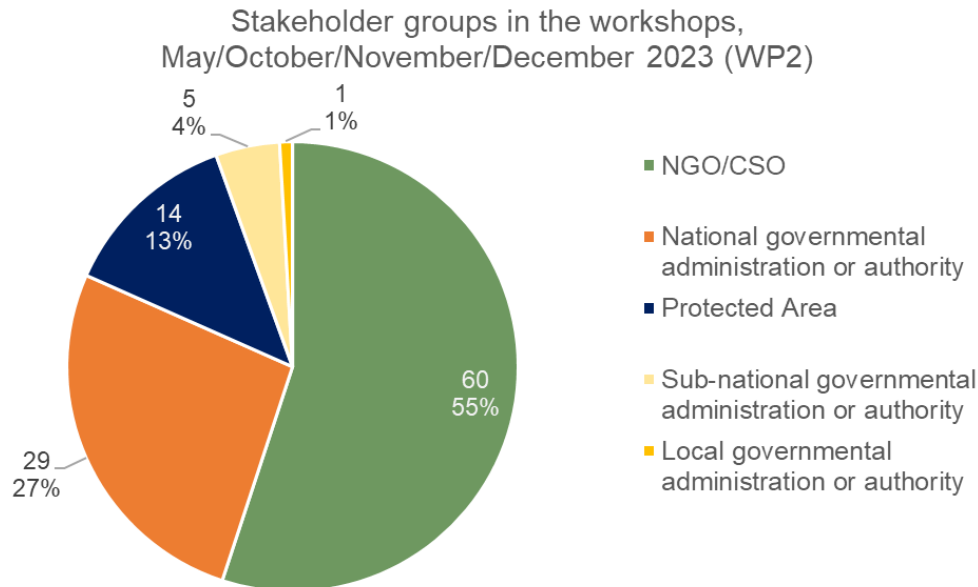


Figure 7: Stakeholder groups in the workshops of WP2 with a total number of 133 participants. Source: Participation lists, Annex I.

2.3.3 WP5: Scenarios for nature futures

The overarching purpose for stakeholder engagement of WP5 is to analyse the societal visions for a European landscape. The WP aims to gather inputs on socio-economic and land-use spatial scenario simulations to develop narratives on future nature protection in Europe using the Nature Future Framework (NFF) developed by IPBES.

Ideally, the narratives would be adopted by policymakers and European Union Member States for their strategic development planning and for the development of European and national policies. For this, gaining support from key stakeholders is significant, as well as to understand the barriers and constraints that hinder switching to nature positive futures.

Inputs received from the engagement activities were incorporated into the development of narratives for Europe, considering the global and European policy context, documented in the [Deliverable D5.1](#) Scenario Framework for TEN-N, translation of NFF storylines into indicators and scenario settings.

Table 5: Identified stakeholders of WP5 and their interest and influence in the nature future scenarios.

Low Interest/ High Influence	High Interest/ High Influence
<p>Cabinet Vice President Timmermans Cabinet von der Leyen</p>	<p>Cabinet Agri Commissioner Cabinet of Environment Commissioner EU Commissions (DG Environment, DG Climate Action, DG Agriculture and Rural Development) EU Nature Directors European Landowner Association European Timber Trade Federation (ETTF) IPCC EuropaBON GeoBON IPBES</p>
Low Interest/ Low Influence	High Interest/ Low Influence
<p>European Federation for Hunting and Conservation (FACE)</p>	<p>EEA European Council of Young Farmers (CEJA) European Spatial Development Planning Network Schools, High schools Society for Conservation Biology IUCN</p>



Figure 8: Impressions from the workshop in Leipzig, Germany, 2023 (WP5,6,7). © Hildegard Meyer.

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Table 6: Engagement activities conducted by WP5.

Specific purpose for engagement	Engagement activities undertaken	Number of individual external stakeholders involved/ participants	Groups of participants	Evaluation survey response rate (only for workshops)
Elicit stakeholder feedback on the scenarios, connectivity analysis and planning priorities, in a dialogue with the scientists. The Nature Futures Framework is the overarching theme for this dialogue.	<p>Three-day in presence workshop in Leipzig, Germany, 8-10 May 2023 (iDiv/MLU WP5,6,7). Day 1 of the workshop dedicated to WP5</p> <p>Name of the workshop: <i>Designing Nature Futures scenarios to support a Trans-European Nature Network</i></p>	13	<p>NGO/CSO: 3 National governmental administration or authority: 3 EU Institute or EC: 2 Local governmental administration or authority: 1 Sub-national governmental administration or authority: 1</p>	9 (69%)
Share results from the Leipzig workshop with the wider public and gather further feedback on nature future scenarios in an interactive feedback session via Mentimeter.	<p>Public 1.5 hours webinar, 4 July 2023 (US, WP5)</p> <p>Name of the workshop: <i>Exploring Nature Futures Scenarios for a resilient Trans-European Nature Network (TEN-N)</i></p>	110	<p>Research Institute or University: 36 NGO/CSO: 15 National governmental administration or authority: 5 EC Institute or EC: 5 Private company/sector: 5 Protected Area: 3 Sub-national governmental administration or authority: 1 N/A: 40</p>	10 (9%)

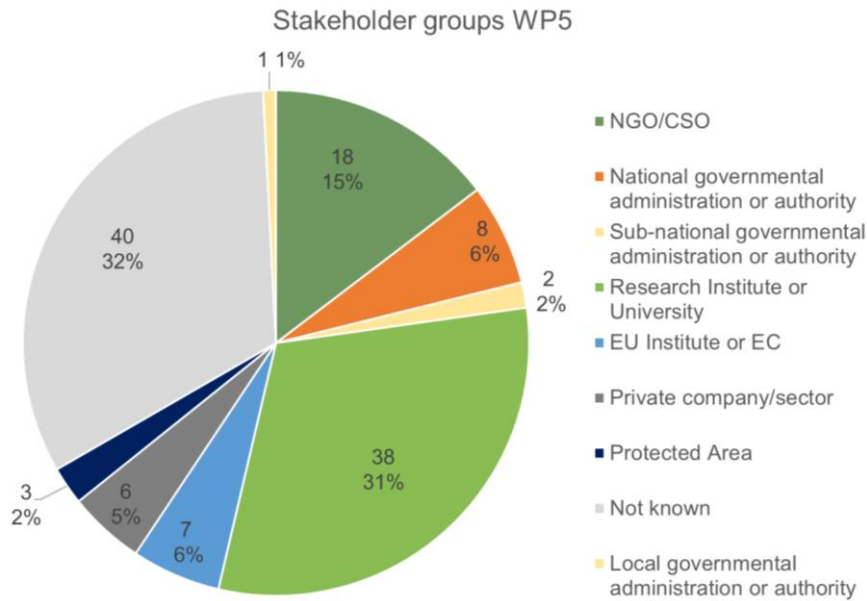


Figure 9: Stakeholder groups in the workshops of WP5. This includes one in person workshop (Leipzig, Germany in May 2023. Source: participation list – Annex I) and the online webinar in July 2023. Source: Mentimeter question asked in the beginning of the webinar.

Table 6 outlines the conducted engagement activities and Figure 9 shows the involved stakeholder groups by WP5 from participants who answered questions about their affiliated sector. Landowners were not flagged as a group in the responses, so may or may not have been present.

The public online webinar involved a total of 110 participants, who were able to further shape the proposed nature future narratives via targeted Mentimeter questions. Between 45 and 79 responses were received on the different Mentimeter questions. The forestry sector was represented by 6 participants respectively, including 4 participants from a research Institute. 13 participants associated themselves with the spatial planning sector, either as part of an EU institution (1), a national government administration or authority (1) or a research Institute or university (5). 54 participants associated themselves with the nature conservation sector, among other minor sectors represented (Source: Mentimeter question in the beginning of the webinar). It should be noted that for 40 participants who participated in the webinar their affiliated entity and sector remained unknown. Most of the participants represented research institutes or universities (31%) and the nature conservation sector.

EU commissions have been involved, namely representatives from the Advisory Board of NaturaConnect from DG Environment during the Leipzig workshop, as well as representatives

from other EU Commissions, national government administrations or authorities from France, the Netherlands, Ireland and the UK, and the private sector.

2.3.4 WP6: Multi-scale ecological connectivity and corridor design

The overarching purpose for stakeholder engagement in WP6 is twofold: 1) Understand the current practices in implementing connectivity conservation projects in Europe, 2) Address needs for improving the knowledge available for connectivity planning. The engagement therefore aims to understand the priorities, needs and knowledge gaps in connectivity planning, to understand constraints and opportunities, and to discuss on-going initiatives for conserving ecological corridors throughout Europe.

Main stakeholder groups:

- National and sub-national governmental administrations or authorities, including planning departments.
- EU policy bodies and other relevant research and knowledge programs and platforms across the EU: LIFE projects, EuropaBON, KCBD, EEA, NADEG

Other groups:

- Protected area management bodies in Europe (e.g. via the EUROPARC Network)
- National and international conservation NGOs
- Municipalities, water management bodies, large landowners.

The inputs received through engagement sessions are included in the report *Guidelines for Planning Nature Connectivity and Corridors in Europe* (D6.1 of the NaturaConnect project) and within a [public repository](#) of connectivity projects in Europe generated based on the information received via a pan-European survey.

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Table 7: Engagement activities implemented by WP6.

Specific purpose for engagement	Engagement activities undertaken	Number of individual external stakeholders involved/ participants	Groups of participants	Evaluation survey response rate (only for workshops)
Elicit stakeholder feedback on connectivity analysis and planning priorities.	<p>Three-day in presence workshop in Leipzig, Germany, 8-10 May 2023 (iDiv/MLU WP5,6,7). Day 3 of the workshop dedicated to WP6</p> <p>Name of the workshop: <i>Designing Nature Futures scenarios to support a Trans-European Nature Network</i></p>	13	<p>NGO/CSO: 3 National governmental administration or authority: 3 EU Institute or EC: 2 Local governmental administration or authority: 1 Sub-national governmental administration or authority: 1</p>	9 (69%)
Exchange knowledge to inform the connectivity guidelines and identify gaps and needs to successfully implement connectivity projects on the ground	<p>Virtual two-day workshop of two hours each, 23-24 October 2023 (iDiv, CIBIO)</p> <p>Name of the workshop: <i>Assessing Ecological Connectivity in Europe: Conservation Goals and Information Gaps</i></p>	60	<p>Research Institute or University: 28 NGO/CSO: 16 National governmental administration or authority: 14 EU Institute or EC: 5 Private company/sector: 5 Sub-national governmental administration or authority: 4 Local governmental administration or authority: 1</p>	26 (43%)
Obtain a comprehensive, Pan-European snapshot of connectivity initiatives taking place across Europe	Online survey	80 from 35 countries		

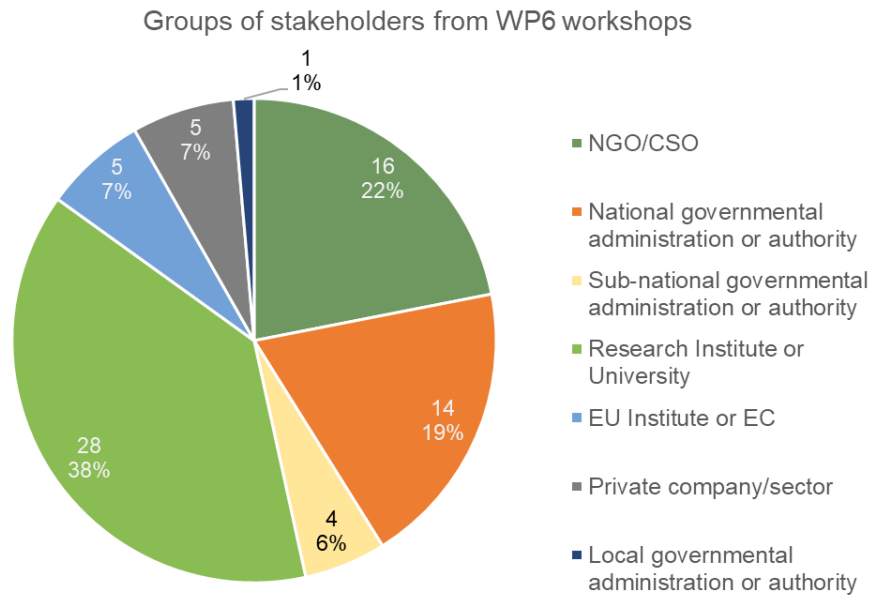


Figure 10: Workshop participants of WP6 from two workshops with a total number of 73 participants. The 2-day online workshop had a total number of 60 external participants, of which some participants participated both days, others only on one day. The information on the participants organisation during the online workshop was recorded in introduction rounds and subsequently documented by the organising team from IDiv/MLU. The joint workshop in Leipzig counted 13 external participants. Source: Participation lists, Annex I.

The analysis of the participation lists indicates that most participants come from research institutions, which was expected given the high scientific interest in connectivity assessments and the fact that the reach out of NaturaConnect are probably biased towards the scientific community. The second main group comprises the different levels of administrations that result from pooling National, Sub-national and EU administrations (25%). These had been previously identified as the main target group. Protected area management bodies have been involved to a lesser extent, for example through one representative from Metsähallitus Parks and Wildlife Finland, two representatives from NatureScot and one staff member of EUROPARC Federation, who is not directly involved in the project, in the online workshop *Assessing Ecological Connectivity in Europe: Conservation Goals and Information Gaps*. Spatial planning authorities have been represented in both workshops by one participant from ECTP respectively. One representative from the Slovenian Forest Service was present in the online workshops. Key stakeholders from the case study areas e.g. France (OFB), Finland (Syke), both research institutes, as well as MITECO from the national government in Spain have contributed to the discussions in the Leipzig workshop.

2.3.5 WP7: An integrated trans-European nature network design

The overarching purpose for stakeholder engagement of WP7 is to establish collaborations with the EU Member States. On-going and iterative feedback rounds on the pilot analysis are envisioned, which allow to receive detailed feedback on the founding elements for the TEN-N network design, ground truth the results and to elicit feedback on included data, targets, weights, constraints, details of relevant scenarios, and views on implications of the preliminary results. The engagement shall ensure that the ongoing work is relevant in scope, understandable, accessible and timely, and that scenarios are developed that are useful for the specific policy contexts of different Member States. In addition to the model results and shaping of analysis and scenarios, interactive software is trialled and presented during the development stages to make sure it contains options to investigate results in ways that matter to decision-makers.

Table 8: Identified stakeholders of WP7 in an Influence/interest matrix. Attendance at the Biogeographical Seminars is seen as a pathway to create interest from national, regional and local decision-makers who have not yet heard of the project, and to push them into the high interest sector.

Low Interest/ High Influence	High Interest/ High Influence
Environmental departments National and regional planning authorities	NADEG Biogeographical process EU Commission (DG Environment, DG Regional and Urban Policy) EEA
Low Interest/ Low Influence	High Interest/ Low Influence
	EU Biodiversity Platform National and regional conservation NGOs (IUCN-Europe) National conservation authorities National and regional conservation NGOs (IUCN-Europe) The European Network of Heads of Nature Conservation Agencies (ENCA) European council of spatial planners (ECTP)

In addition to the conducted workshop and the survey, the WP is frequently in touch with the European Commission DG Environment, represented in the Advisory Board of the project, and is taking part in the Biogeographical Seminars series between 2023 and 2024. The engagement so far has helped to learn about country specific priorities and challenges for the TEN-N implementation. These are translated into parameters in the workflow of Task 7.3, which develops possible configurations of a TEN-N for Europe.

The information provided indicates that national and regional planning agencies as well as EEA have been involved in the stakeholder engagement activities via the Biogeographical Seminars by WP7. Contacts with the European Council of Spatial Planners (ECTP) have been built with one representative who participated at the workshop in Leipzig (WP5/6/7). Several national and regional administrations as well as conservation NGOs have been in contact via email after participation in the seminars to investigate specific material or possible additional analysis. Country contacts that were made outside of the case studies include Ireland, Belgium, Latvia, Estonia, Lithuania, and the Azores. Conversations about possible collaborations are ongoing and have not materialized into concrete plans to date. The engagement work will continue with the aim to realise co-design partnerships where interest is mutual. One information session was organised for members of IUCN WCPA-Europe providing information on the TEN-N analysis from the WP. Members of NADEG have been consulted via one survey.

Table 9: Engagement activities conducted by WP7.

Specific purpose for engagement	Engagement activities undertaken	Number of external individual stakeholders involved/ participants	Groups of participants	Evaluation survey response rate (only for workshops)
Elicit stakeholder feedback on planning priorities.	<p>Three-day in presence workshop in Leipzig, Germany, 8-10 May 2023 (iDiv/MLU WP5,6,7). Day 2 of the workshop dedicated to WP7</p> <p>Name of the workshop: <i>Designing Nature Futures scenarios to support a Trans-European Nature Network</i></p>	13	<p>NGO/CSO: 3 National governmental administration or authority: 3 EU Institute or EC: 2 Local governmental administration or authority: 1 Sub-national governmental administration or authority: 1</p>	9 (69%)
Identify preferences and relative importance of input data and possible scenarios for the TEN-N analysis (WP7)	Online Survey	12	Anonymous responses from NADEG members	

2.3.6 WP8: Showcasing the implementation of TEN-N

8.1 Case study Danube-Carpathian transboundary region

The overarching purpose of engagement, and indeed of this case study, is to foster transboundary and cross-border cooperation, particularly in developing the TEN-N in the region. Through existing networks, the case study aims to discuss potential contributions to the development of the TEN-N and existing planning instruments in the ongoing work on connectivity in the Danube region. In the second half of the project, the results of the prioritization and of the connectivity analysis from the project shall be discussed with the regional stakeholders. Overall, the case study aims to include the regional stakeholders in co-creation processes and to provide feedback rounds on the deliverables of the project.

Key Stakeholder Groups:

- Carpathian Convention
- Relevant working groups of the Carpathian Convention (biodiversity, forestry and spatial planning)
- Carpathian Convention Implementation Committee
- Carpathian Network of Protected Areas
- Carpathian Wetland Initiative
- The International Commission for the Protection of the Danube River (ICPDR), including the River Basin Management Expert Group and the Hydro-morphology Task Group
- EU Strategy for the Danube River including several priority areas (Biodiversity, Quality of Air and Soils, Water Quality, Environmental Risks, Road & Rail and Navigation)
- Ministries of the environment, agriculture, forests, waters, regional development, spatial planning and transport in the 15 countries of the case study
- Sectoral agencies
- NGOs including partners of Birdlife, Members of EUROPARC and Danubeparks,
- Other relevant projects in the region including SOS Water, Danube4All, LECA.

Stakeholder engagement as part of NaturaConnect so far included bilateral discussions, workshops and exhibitions. The Conference of the Parties and working group meetings are used for various engagement sessions for NaturaConnect. These so far include two in person workshops (Vsetín, Czech Republic, May 2023; Belgrade, Serbia, October 2023 as described

in Table 4 in the WP2 section), which were both organised in collaboration with WP2. Together with WP2, the case study reached out to more than 1000 persons to receive feedback via surveys and to organise interviews (see Table 4 in WP2 section). A close cooperation between BOKU and the ICPDR for developing a methodology to integrate blue and green infrastructure to have a coherent ecological network that includes freshwater, wetland and terrestrial realms, which is based on available data sets for the entire region and practical ranking systems, has been established.

8.2 Case study national level Finland

The overarching purpose of engagement in the Finnish case study is to facilitate the uptake of the project results in the decision-making process on the Finnish pledge, including data sharing and exchange between the project and stakeholders. Understanding which analysis would best support the Finnish pledge process and the goals of NaturaConnect is an important objective for this case study. Engagement with key stakeholders shall help to gain a better understanding of the various processes of planning and implementing the EU Biodiversity Strategy 2030.

Table 10: Identified stakeholders according to interest towards the project and influence/power on the national pledge.

Low Interest/ High Influence	High Interest/ High Influence
Ministry of Finance Finland Regional State Administrative Agencies (AVI)	Finnish Ministry of the Environment (MoE) and the Ministries for Forestry and Agriculture National working group responsible for preparing the Finnish pledge Regional centres for development, transport and the environment (ELY centres) Metsähallitus Parks & Wildlife, Metsähallitus Forestry Ltd Commissioned projects providing data into pledge NGOs including WWF and Birdlife Finland's MTK
Low Interest/ Low Influence	High Interest/ Low Influence
Hunters Association.	Regional forest centres

The engagement in the case study so far included regular meetings with the Finnish Ministry of the Environment (3 meetings) and other associated projects based in Syke (every second month). Meetings with these ensured an effective flow of information on the pledge preparation process as well as informal discussions on nationally important areas for the EU Biodiversity

Strategy for 2030. In autumn 2023, as the very first drafts of the pledge became available to national stakeholders, the case study worked together with the MoE to co-design specific analysis options for the work to be carried out by the case study, in line with the task objectives. The case study generated a link between NaturaConnect and the Finnish Strategic Research Council funded project MUST (“Enabling multispecies transitions of cities and regions”), which will be helpful for the connectivity planning and assessments. The MUST project will develop regional analyses of functional connectivity in Finland, thus providing a comparison point to EU and national level connectivity assessments.

In addition, the case study has participated in relevant events, such as 1) the national stakeholder meetings organised by the MoE (June and September 2023); and 2) the Boreal Biogeographical seminar, held in Espoo, Finland in October 2023. The case study has also actively promoted the NaturaConnect project to relevant stakeholders in Finland, who provided direct feedback to NaturaConnect work design and outputs (e.g. D2.1, D4.1 and D5.1). The different engagements have provided information about the policy processes that underpin the national pledge preparation and directly influence the analysis design. Regular and active engagement with key stakeholders is taking place and bilateral information flows between the project and the national pledge preparation has been established via:

- Biannual meetings with MoE
- Bimonthly meetings with MoE commissioned projects
- Attendance in national stakeholder meetings
- Attendance in workshops and seminars relevant to the pledge process

8.3 Case study national level France

The objective of this case study is to apply the methodological framework of NaturaConnect to assess protected areas' connectivity over the French metropolitan territory and to create scenarios for future protected area expansion. The overarching purpose of engagement in the France case study is to contrast the results of NaturaConnect with the national strategies for protected areas. Engagement shall help to understand the needs for biodiversity information and conservation tools, and how evaluations and projects on protected area expansion are being built.

Key Stakeholders:

- French Biodiversity Agency (OFB)
- Ministry of Ecological Transition

- Regional delegations on landscape planning (DREAL)
- National and regional parks and the national reserve network

A close collaboration was established with the French Biodiversity Agency (OFB), through a cooperative partnership agreement involving also other relevant stakeholders. French protected areas are designed at the regional, not national level, so the outcomes of the project are not one to one transferable and require some changes. However, the outcomes are significant and will be widely distributed so that they can be used by different parties.

8.4 Case study national level Portugal

The Portuguese case study is dedicated to developing an ecological blueprint for the TEN-N in Portugal by supporting collaborative efforts between different parties. The main purpose for engagements is to analyse the challenges and opportunities to reach the Biodiversity Strategy 2030 and to analyse whether results from the prioritisation and connectivity analysis (WP7) can support the Portuguese Biodiversity Agency. The case study aims to facilitate dialogue and to contribute to the technical and scientific capacity of public administrations and technicians at national, regional and local levels, directly involved with land planning and nature conservation.

Key Stakeholders:

- National public authorities including the Nature Conservation and Forests Institute (ICNF)
- Portuguese Agency for the environment (APA)
- Directorate General for Spatial Planning
- Ministry of Environment and Climate Action
- State Secretariat for Nature Conservation and Forests
- Sectoral agencies including FlorestGal – a public company for forest management
- Research institutes including the University of Évora, CIBIO, iDiv, the Mediterranean Institute for Agriculture, Environment and Development and the Institute of Social Sciences of the University of Lisbon
- Sectoral agencies including Parques of Sintra and Mafra Reserve
- NGOs and trusts including Mata do Bucaco Foundation, LPN – Nature Protection and Rewilding Portugal
- Enterprises including Navigator and SONAE
- Regional and public authorities

A significant achievement of the case study has been the establishment of a Think Tank, a high-level forum that aims to spark critical discussions on the various aspects necessary for the TEN-N implementation in Portugal. With the endorsement of the Ministry of Environment and Climate Action and the DG for Nature Conservation and Forests, the Think Tank includes the participation of national public authorities for nature conservation, environment and spatial planning research institutes, sectoral agencies for forest management, enterprises, environmental NGOs and foundations with direct management of protected areas. The group has been instrumental in discussing the regulatory, political, socio-economic, financial and technical challenges of implementing TEN-N in Portugal, which gives the researchers of the NaturaConnect project a deeper insight into the political and socio-economic contexts impacting TEN-N implementation.

The first Think Tank meeting was organised in November 2023 in Evora, and a second one in Mafra, Portugal, in May 2024. With the first session of the established Think Tank, a concrete overview of the main barriers for implementing the EU Biodiversity Strategy 2030 could be gained and key entrance points for change were outlined. The Think Tank will continue to meet once a year. In addition, three online information sessions in Portuguese language will be organised for the wider stakeholder group, as well as four capacity building session targeting technicians at regional and local levels, including land planning and nature conservation professionals. One of the open online informative sessions was organised in April 2024 with more than 300 participants.

8.5: Case study sub-national level Doñana area

The overarching purpose of engagement of the Doñana case study is to agree on a proposal for improved connectivity based on the NaturaConnect framework and the local planning challenges. Through on-going engagement, stakeholders shall be kept informed about the progress of the project while gathering their feedback about it to reduce frictions between conservation and socio-economic interests in the area. The long-term goal is to facilitate collaboration between scientists and stakeholders to favour a decision-making process that successfully improves connectivity within and outside Doñana.

Key Stakeholders:

- Ministry for the Ecological Transition and the Demographic Challenge (MITECO), including the National Parks Autonomous Agency (OAPN) and the Guadalquivir Hydrographic Confederation (CHG)
- Department of Coast and Sea environment (DGCM)

- Regional Government of Andalusia
- Provincial delegations of the council for environment in Cadiz, Sevilla, Huelva
- Local authorities and park managers
- NGOs including WWF, Ecologistas en Acción, SEO-Birdlife
- Andalusian Association of Consumers and Users, Doñana 21 Foundation, Hermandad Matriz del Rocío
- Landowners including EBD-CSIC, WWF and the Fundación Gonzalez Gordon
- Board of Andalusian Universities
- Private sector including business organisations, trade unions, traditional users' sector and farming organisations (ASAJA, COAG, UPA)
- Andalusian Hunting Association.

An important aspect of the work done in the case study is facilitating dialogue with the relevant stakeholders. The project was presented for the first time to the stakeholders during a meeting in December 2022. One face to face workshop (Sevilla, Spain, December 2023) was organised in collaboration with WP2 to identify enablers and barriers of a coherent nature network in the area. Potential solutions for some of those challenges were also discussed. The results are summarised in a policy brief (currently in revision).

In addition, one-to-one meetings with the advisor of the Regional Ministry of Environment and the General Sub-directorate for Biodiversity. Biodiversity in charge of Protected area pledges for Spain have taken place. Case study partners have also participated at different meetings and conferences to introduce the project and the case study. Furthermore, links to other projects were established. Through these activities, the case study aims to bridge the gap between scientific research and practical application.

8.6 Case study sub-national urban level Halle-Leipzig

The case study aims to demonstrate how connectivity can contribute to biodiversity maintenance and multi-functional use in a peri-urban and wetland area between the cities of Halle and Leipzig in Germany. This shall be achieved by creating dialogue around the contributions of existing governance structures and bottom-up citizen supported projects. Together with stakeholders, challenges and opportunities for the region from the perspective of the administration at the national and municipal level, shall be explored. The engagement also aims at receiving information on the current state of nature protection actions and nature connectivity in Leipzig urban region, and to discuss key points including needs, blind spots and synergies for the follow-up analysis.

Key Stakeholders:

- City administration of Halle-Leipzig
- Urban Forest Agency
- Centre for Environmental Research (UFZ)
- Federal Environmental Agency Germany (BfN)
- Association of German Municipalities for biodiversity protection (KOMBIO).

Information from the interviews is fed into a strategic plan to support authorities in implementing TEN-N. The results of the barrier analysis revealed insights for strategic planning and implementation of the nature network. Knowledge gained from the interviews will serve as further input for decision support tools for green infrastructure and protected area development.

D1.3 Report on the stakeholder analysis including evaluation of engagement, training needs and capacity building 28.06.2024

Table 11: WP8.6 overview of engagement activities.

Specific purpose for engagement	Engagement activities undertaken	Number of individual external stakeholders involved/ participants	Groups of participants
<p>Identify challenges and future perspectives of urban trees as well as success factors in planning and management.</p> <p>Identify strengths and weaknesses of digital tools and other knowledge and information gaps</p>	<p>In presence workshop in Leipzig, Germany, 27 October 2023 (UBER WP8.6)</p> <p>Name of the workshop: <i>Dealing with urban trees as a nature-based solution.</i></p>	12	<p>Research Institute or University: 6</p> <p>NGO/CSO: 3</p> <p>Local governmental administration or authority: 2</p> <p>National governmental administration or authority: 1</p>
<p>Obtain information on the status of nature conservation measures and nature connectivity in the Leipzig metropolitan region. Explore the challenges and opportunities for the case study region from the perspective of the administration at national and municipal level, and the data needs and constraints resulting from institutional barriers or knowledge and awareness gaps at different administrative levels.</p>	Interview	2	<p>representatives of national and municipal environmental protection administrations, including the Federal Agency for Nature Conservation (BfN) and the Association of German Municipalities for Biodiversity Protection (Kombio)</p>
<p>Explore the local context of the case study and their approaches and objectives, access to knowledge and expertise for the implementation of projects. Assess whether the interviewed local actors have the possibility to exert political influence on the implementation of green infrastructure planning and design.</p> <p>Assess the financial resources of the different actors and what are other barriers and/or constraints to their work</p>	Interview	10	Local stakeholders

8.7 Integration, support and feedback elicitation

The overarching purpose of stakeholder engagement for this sub-task is to elicit feedback on the feasibility and realism of the proposed TEN-N in alignment with the Biogeographical processes. The exchange with key stakeholders shall ensure that the analysis performed in WP7 on the design of the TEN-N are based on relevant assumptions and criteria that are understandable and supported by EU Member States. The main objective is to ensure policy uptake by the stakeholders.

Key stakeholders:

- Nature Directives Expert Group (NADEG)
- EU Biodiversity Platform and Biogeographical Seminars
- European Commission (DG Environment, DG Climate Action, DG Agriculture and Rural Development, DG Regional and Urban Policy)
- EEA
- National and regional ministries and authorities from different sectors
- Regional planning authorities
- Knowledge Center for Biodiversity (KCBD)
- International and national NGOs (e.g. members of CEEweb, Birdlife, WWF, IUCN)

The NaturaConnect Advisory Board (see Chapter 2.4.1) and the NADEG have been consulted to elicit expertise on the TEN-N design. Responses have been received from various Biogeographical regions, providing initial guidance on relative importance of different data. This task links directly to WP7.

2.4 Other engagement measures in place by the project

2.4 1 Advisory Board

The project's Advisory Board's main role is to provide overall guidance to the project and ensure its relevance to EU policy processes. The board consists of nine members, including representatives from the European Commission DG for Environment, the European Commission DG for Regional and Urban Policy, the European Commission Knowledge Centre on Biodiversity, the European Environment Agency (EEA) (until February 2024), the European Habitats Forum and international and national environmental organisations. Communication

and engagement with the Advisory Board is handled by WP9 (project management and coordination). Interactions with the Advisory board members include the invitation and participation at organised workshop (1st Stakeholder Engagement Event in Brussels, February 2024 and Designing Nature Futures Scenarios in Leipzig, May 2023), as well as to the annual consortium meetings (1x in Vienna, Austria 2022, 1x in Sevilla, Spain 2023). In addition, bilateral communication takes place between the project and individual Advisory Board members, which facilitates the engagement with key stakeholder groups including NADEG, EEA and the participation at the Biogeographical Seminar Series between 2023 and 2024.

2.4.2 Stakeholder Community Platform

The [Stakeholder Community Platform](#) is an initiative established by WP9 (Project management and coordination) and is coordinated by IDiv/MLU. It brings together different stakeholders, who are interested in the project and to be involved in different activities. By joining the community and sharing information about their background and interests, the project can reach out to specific stakeholders, depending on the objective of the engagement and the expertise needed.

By January 2024, 170 persons from 32 countries have joined the Stakeholder Community Platform. All users receive the biannual newsletter and can receive targeted invitations to project workshops, surveys etc. initiated by the different WPs.

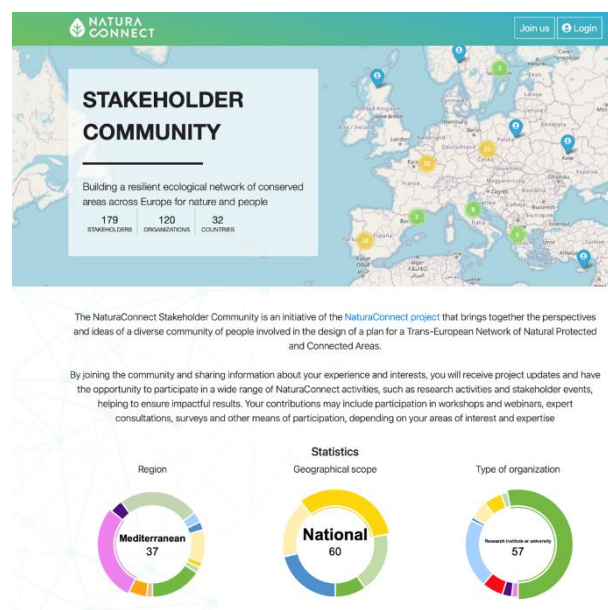


Figure 11: The NaturaConnect Stakeholder Community Platform Homepage.

In the following, some background information on community members is illustrated. By filtering members by key features, targeted outreach can be applied by the project.

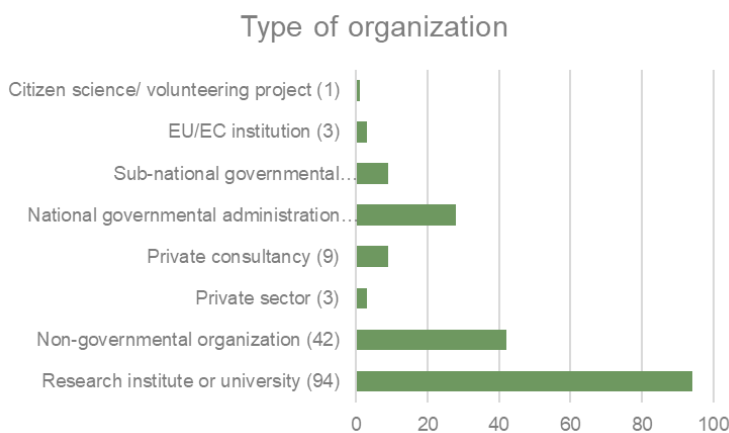


Figure 12: Type of organization of stakeholder community members.

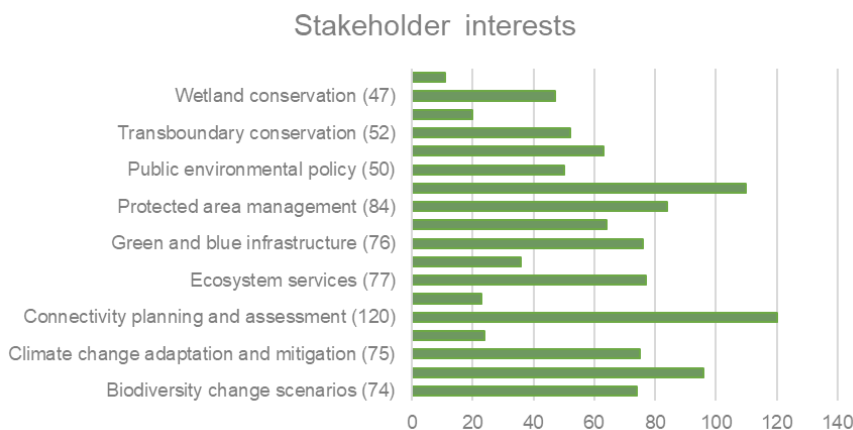


Figure 13: Stakeholder interests of stakeholder community members.

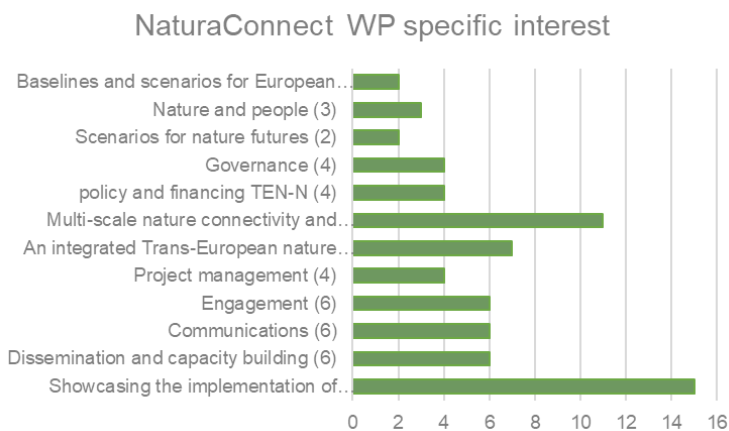


Figure 14: Stakeholder interests related to the WPs.

2.4.3 Communication

Communication, dissemination and exploitation are significant components of Horizon Europe projects. The NaturaConnect Communication, Dissemination and Exploitation (CDE) Strategy details the exploitation of the research results and how to facilitate outreach to stakeholders, the public and the end users of the project results through strategically planned and executed actions, using specific media channels, as well as particular language styles and branding.

Dissemination and exploitation objectives and activities are tailored using a wide range of tools, high-level events and related media activities to maximise the impact of NaturaConnect to reach different professional and public target groups. The communication activities of the project aim to increase the visibility of project research, gain an understanding and support from target audiences for biodiversity conservation and, through effective exploitation, support the dissemination of knowledge to those target groups.

The classification of stakeholder groups into different categories within an interest/influence matrix as described in the stakeholder analysis process, not only directs further engagement activities, which themselves vary among different stakeholder groups depending on their level of interest and influence but invites consideration of the communication tools and channels required by each stakeholder group, or communication audience.

Communication and dissemination even with key stakeholders, however, should not be mistaken as engagement activities. Informing stakeholders and the project's target audiences is key for disseminating and sharing information on project activities and research results but is barely considered the lowest level of (passive) engagement. It is nevertheless a crucial part of any project and requires scientific language to be adapted to the needs of the target groups.

For NaturaConnect the primary communication target groups are government officials and institutions, key representatives from the European Union Member States central government bodies, environmental ministries, spatial planners, policy and decision makers from the European Commission, and intergovernmental EU bodies and committees like NADEG and the EU Biodiversity Platform, as well as protected area management organisations, NGOs from the nature conservation as well as other sectors. These overlap strongly with key stakeholders identified, but communication audiences may be wider reach than just stakeholders.

The project has built a strong contact list. In addition, all stakeholders, who have given written consent in line with European General Data Protection Guideline, are included in the project

mailing system and receive the biannual newsletter with important updates on the project. In June 2024, the mailing list contains 884 persons. Furthermore, a project website is in place (www.naturaconnect.eu), as well as well-established social media channels. These have more than 1,000 followers (X, LinkedIn and Facebook), and are being used to distribute information on the progress of the project activities and link to relevant resources coming out of the project. The recent Newsletter (June 2024) has reached by 867 people, with an open rate of 29.1% (248 persons). Subscribers include different organisations and sectors, as seen from the mailing list. However, an exact analysis with reliable information on organisation and sector of subscribers is not possible, as this information is not required upon registration.

2.5 Evaluation of stakeholder engagement

2.5.1 Objectives

NaturaConnect aims at empowering a geographically, sectoral and administratively representative set of stakeholders, from the early stages and throughout the project to participate in the co-design of the TEN-N and target setting, utilising innovative cooperation and participatory approaches. To encourage high levels of engagement, NaturaConnect adopted a proactive approach, following the principles of Appreciative Inquiry and the Art of Hosting. The BiodivERsA Stakeholder Engagement Handbook (Durham et al. 2014) further advises research projects to undertake stakeholder engagement with credibility, relevance and legitimacy.

As described in the executive summary capacity building and training of partners on the stakeholder engagement methodology, led by WP1 would enable and empower partners, to undertake mapping and engagement activities with stakeholders relevant to their areas of research. WP 1 would lead such engagement activities at the European level with case studies doing likewise at the national and sub-national levels. Such a model is dependent on the capacities and abilities of partners to adopt and implement the meta plan. This has been achieved to varying degrees across the project.

For the evaluation of the stakeholder engagement processes, two main aspects are being considered. First, the effectiveness of the engagement process from the perspective of the stakeholders (participants) in workshops and events conducted between June 2022 – December 2023. Second, the effectiveness of the evaluation from the perspective of the NaturaConnect partners and the outcomes of the engagement processes. To ensure

stakeholder engagement is effective, Durham et al. (2014) highlight the following aspects, which are taken as the guiding factors for this evaluation.

1. **Credibility:** determines by how stakeholders perceive the quality and validity of the participation process itself, as well as other stakeholders invited to participate. Credibility can be enhanced by:
 - Involving stakeholders from various sectors and with different interests
 - Having a clear objective and purpose
 - Processes used are transparent
 - Continuity in the participation, allowing relationships to be maintained and trust to be strengthened.

2. **Relevance:** determines how useful stakeholders consider the participation process and outcomes to be, and how well their needs are taken into account. Relevance can be enhanced by:
 - Appropriate timing of participation processes, e.g. engagement needs to be at a stage where it can have real influence on the research
 - Results are delivered in a timely manner to demonstrate stakeholders the impact of their engagement
 - Ongoing communication processes
 - Understandable language is being used

3. **Legitimacy:** determines by how fair and balanced the participation across all stakeholders are perceived. Legitimacy can be enhanced by:
 - Process for participation of all stakeholders is clearly stated
 - Stakeholders feel their interests have been understood and considered
 - Balanced group of multiple stakeholders involved
 - Unbiased facilitation
 - Satisfaction and expectations are met

4. **Stakeholder motivation, expertise and ability to participate** stakeholders' motivation to participate in a project can be very diverse. Motivation can be enhanced by providing results, feedback and information to stakeholders in a timely manner.

2.5.2 Methodology for evaluating NaturaConnect workshops

The evaluation of workshops and events was conducted by the external consultancy ETIFOR to bring a degree of independent objective analysis and is based on an online questionnaire shared with the participants after each event. The analysis is based on 97 responses from eight events with response rates between 9-80%, varying between events. It is a common difficulty to reach a 100% response rate in surveys, which can be confirmed by the experience of the evaluation survey. A low response rate increases the risk of non-response bias, defined as *“the mistake one expects to make in estimating a population characteristic based on a sample of survey data in which, due to non-response, certain types of survey respondents are under-represented”* (Berg, 2005).

In our case, the non-response bias can refer to the polarisation of responses, considering that the responses received may come from people particularly affected (positively or negatively) by the events. This possibility would lead to the conclusion of having the “moderate” respondents under-represented in the present survey. In literature, the threshold of a survey response rate to avoid the non-response bias in various fields of research is set in a range of 60-80%, with 80% being considered the standard (Hendra, et al. 2019, Johnson, et al. 2003). Separate studies found 60% considered marginal or sometimes acceptable, 70% reasonable, 80% good, and 90% excellent, prescribing “higher is better” (Gordon, et al. 2002). Therefore, given that the non-response bias may become an issue when response rates fall below 60%, 6 out of 8 events fall below that threshold. Nevertheless, the information gathered through the evaluation form gives valuable insights and has been carefully analysed.

The evaluation survey can be found in Annex II.

In addition, participation lists from the conducted events or workshops have been analysed to obtain information background information of the participants. This includes information on the country of workplace and origin of the participants, as well as their affiliation (which type of organisation they belong to). All participation lists (organisation and country by workshop) can be found in Annex I.

The evaluation of events and workshops conducted within the framework of NaturaConnect is based on the criteria outlined in Chapter 2.5.1 and addressed by analysing the following four dimensions.

1. **Background information** on the participants including socio-demographic characteristics of the involved stakeholders, reputational power (influence and decision-making) and interest in the topic.
2. **Preliminary phase to engagement** including clear invitation and purpose of the workshop transparently outlined.
3. **Engagement process:** addressing the perceived level of participation of the participant.
4. **General evaluation of the event** including expectations, general satisfaction, relation to work, interest in continuity of participation.

2.5.3 Results evaluation events and workshops

From June 2022 (beginning of the project) – December 2023, a total number of 10 workshops or events have been organised across the project. In total, 407 external participants have joined these workshops, with 365 individuals. The analysis is based on responses from 97 participants from eight events who submitted the evaluation survey. The response rates for each event can be seen in each table in Chapter 2.3 summary of engagement.

This section describes the results from the evaluation, divided into the four dimensions (background information, pre-liminary phase to engagement, engagement process and a general evaluation). The Figures included in this report are extracted from the evaluation report provided by ETIFOR, which is an internal project report.

1. Background information

Figure 15 shows the country of origin of 365 external participants. The source for this information is the participation lists (Annex I).

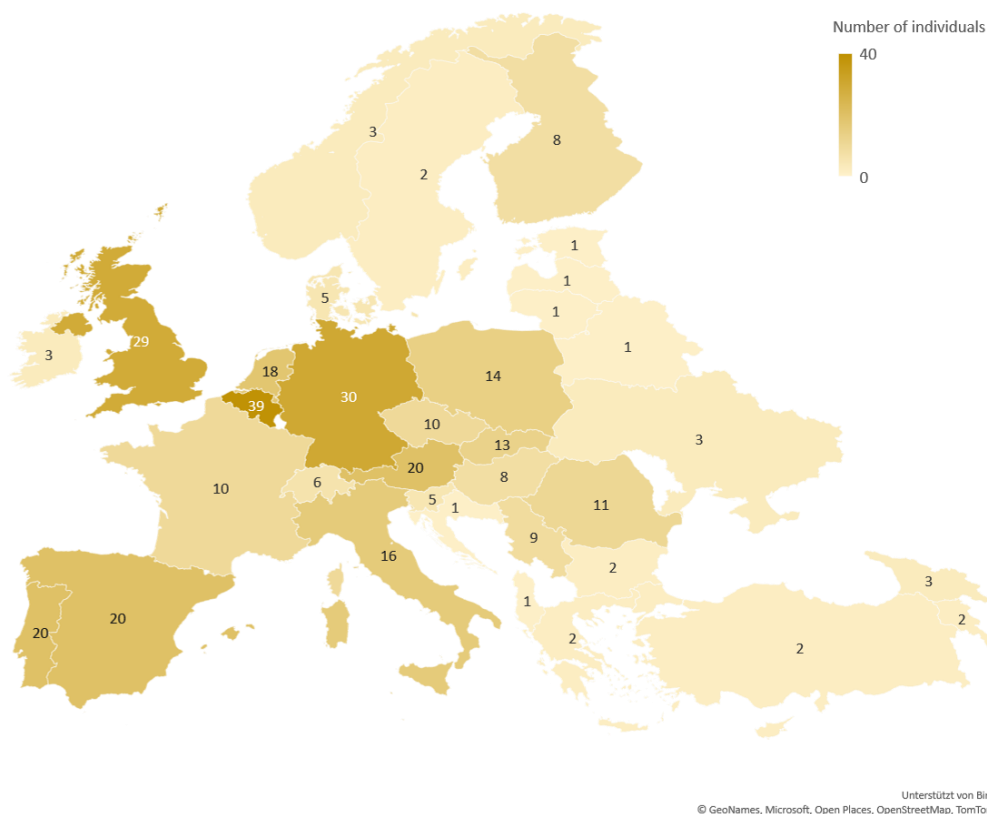


Figure 15: Country of origin of 361 external participants, excluding for participants from South Africa (2), Bolivia (1) and USA (1) on the graph for illustration reasons (total number 365) (source: participation lists).

Figure 16 illustrates the workplace of all 365 individuals, with the majority coming from an NGO (29%), followed by research institutes or universities (24%). National and sub-national governmental administrations or authorities are represented by 67 individuals (19%).

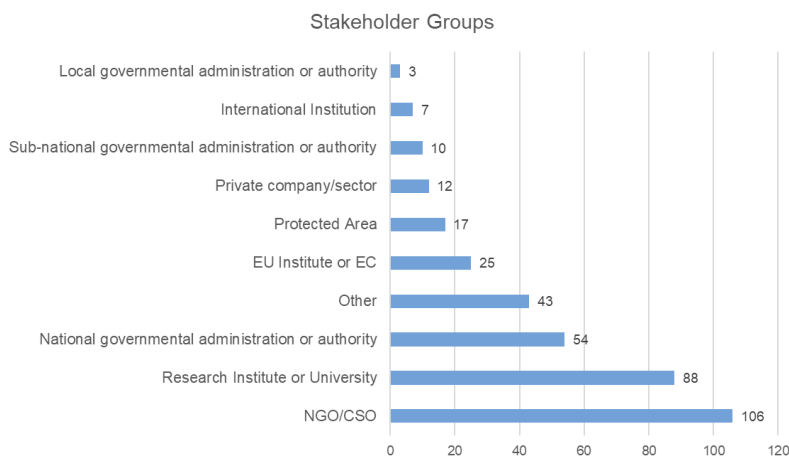


Figure 16: Stakeholder groups based on their workplace. Source: participation lists.

The project consortium is doing a good effort in engaging with stakeholders who have a sub-national/regional/local small-scale of work. This is in particular true for workshops organised in collaboration with the Danube-Carpathian Case Study (WP2 and WP8.1). National to EU scales are well represented in all the monitored events.

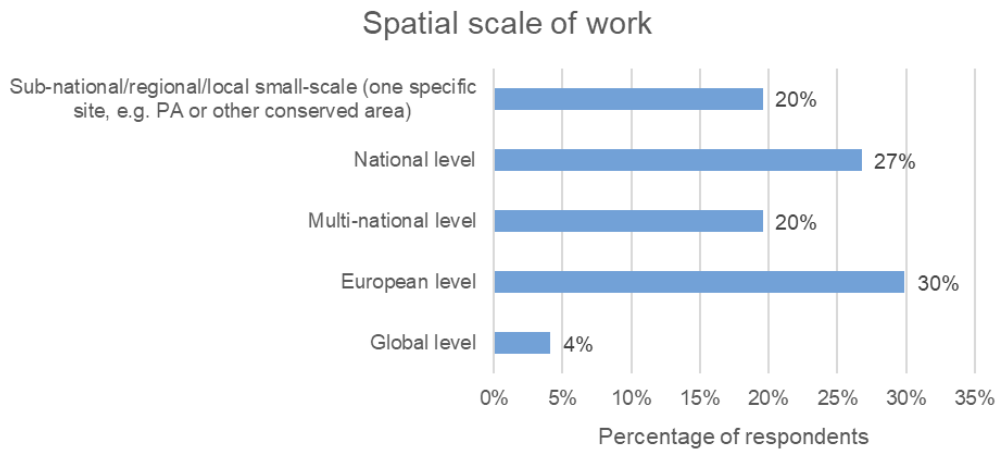


Figure 17: Spatial scale of work of the respondents (n=97). Source: Evaluation form.

In July 2023, an additional question was integrated into the survey about event participants' topic of work. Fifty-five responses from 4 events have been received to date, and 78% of these 55 respondents (out of 365 participants) associate their work with "nature conservation" (Figure 18).

As it is important to organise events for a specific audience, the goal does not necessarily mean to have all key stakeholders at all events, but to rather organise several engagement activities for different stakeholders. This was perfectly executed for example by WP2, who organised targeted workshops for specific audiences. Therefore, one specific workshop (*Governance of Protected Area Connectivity*) has participants only from the NGO conservation sector, while their workshop at the conference in Leeuwarden (*Identifying enabling factors for effective Protected Area governance and promoting innovative funding*) was predominately organised for Protected Area managers, which is reflected in the list of participants.

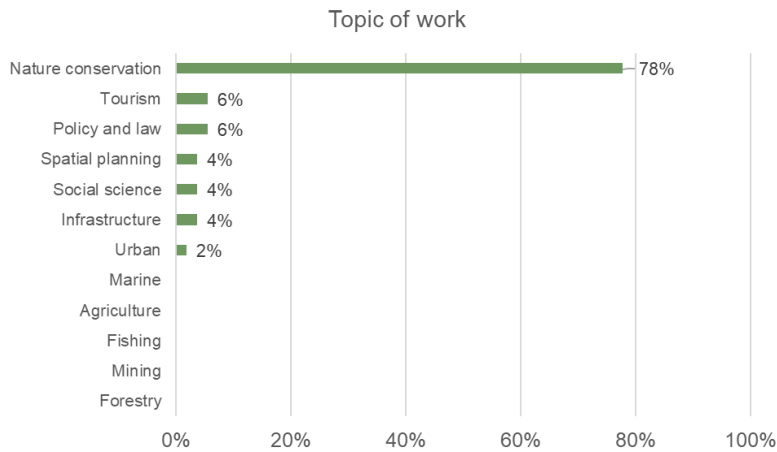


Figure 18: Topic of work based on 4 events and 55 responses. Source: Evaluation form.

Based on the information collected via the evaluation form, NaturaConnect maintains a good gender balance among the stakeholders involved so far. The disaggregated data presented in Table 12 confirm the gender balance among the respondents, with a slight prevalence of male respondents in 6 out of 8 events (see Table 12).

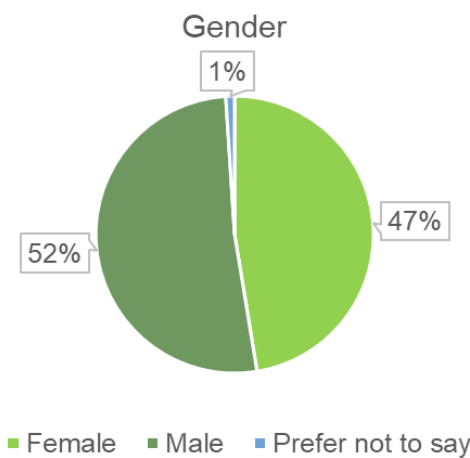


Figure 19: Gender distribution based on 97 responses from eight events. Source: Evaluation form.

Table 12: Respondents' gender disaggregated by event. Source: Evaluation survey.

Event	Response rate	Female	Male	Prefer not to say
1 st Stakeholder Engagement Event	41%	44%	56%	-
Designing Nature Futures scenarios to support a Trans-European Nature Network (WP5/6/7)	69%	44%	56%	-

Event	Response rate	Female	Male	Prefer not to say
Governance of Protected Area Connectivity (WP2)	22%	38%	50%	13%
14th Carpathian Convention Working Group on Biodiversity Meeting - workshop session on NaturaConnect (WP2 and WP8.1)	25%	43%	57%	-
Exploring Nature Futures Scenarios for a resilient Trans-European Nature Network (TEN-N) (WP5)	9%	40%	60%	-
Identifying enabling factors for effective Protected Area governance and promoting innovative funding opportunities to improve connectivity (WP2)	80%	56%	44%	-
Stakeholders' consultation on ecological connectivity - 7th Conference of the Parties to the Carpathian Convention (COP7) (WP2 and WP8.1)	33%	60%	40%	-
Assessing Ecological Connectivity in Europe: Conservation Goals and Information Gaps (WP6)	43%	43%	57%	-

Respondents' age is well distributed among all monitored events (Figure 20). The most frequent age range is 41-50 (36%), including a good share of young professionals (14%). The least frequent age range is >60 with 5%.

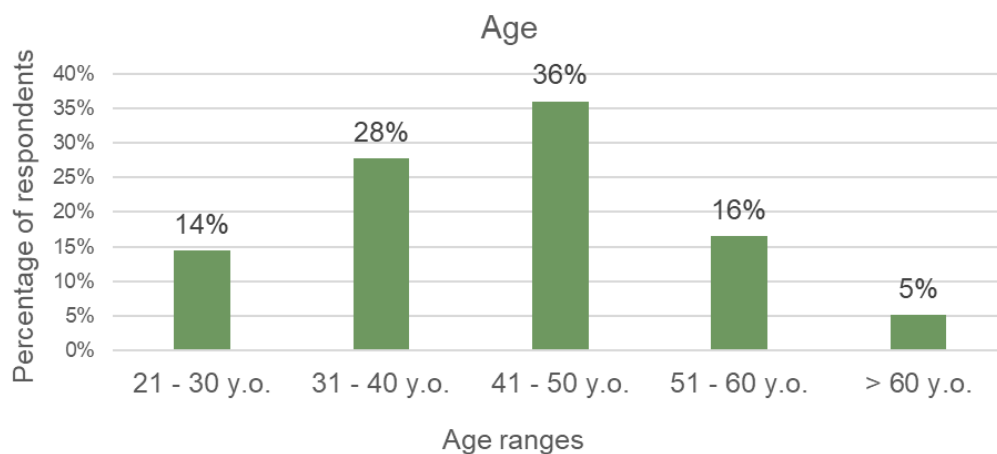


Figure 20: Age distribution based on 97 responses from eight events. Source: Evaluation Form.

2. Preliminary phase to engagement

The first and most important element of stakeholder engagement is to clearly identify the purpose of engagement. This ensures that the engagement activities are undertaken are designed to meet the purpose articulated. The purpose of the event also gives rise to a stakeholder's choice to attend or not attend a certain event and generates expectations among those attending. Therefore, it needs to be clear as much as possible. According to the responses, the purpose of the events was clear for 87% of the total number of respondents (with a 57% of “very clear”, as presented in Figure 21). Disaggregated data by event confirm this overall result. One exception is the event titled “*Identifying enabling factors for effective Protected Area governance and promoting innovative funding opportunities to improve connectivity*” (WP2): with a high response rate of 80%, around 1/3 of respondents were of the view there was a lack of clarity in the purpose of the event.

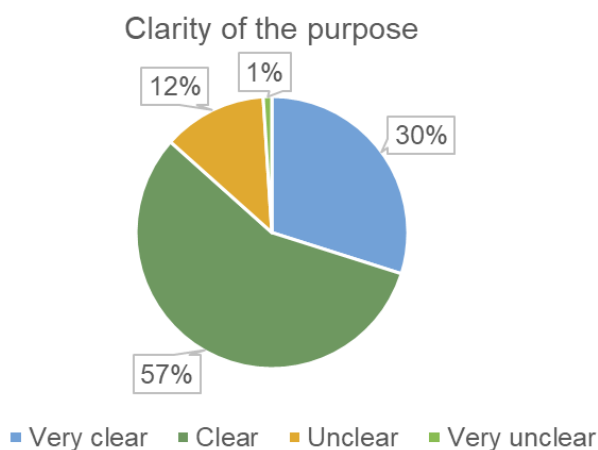


Figure 21: Clarity of purpose of the event based on 97 responses from eight events. Source: Evaluation form.

3. Engagement process

The participatory level perceived by the participants varies event by event. Most respondents (55%) perceive the level of involvement of the workshop participants “*had the feeling to be consulted and heard from the organisers, providing feedback, inputs and expression opinions*”. 30% of participants had the perception that participants had an “*active role in decision-making and co-creation of project outcomes*”, and 9% claimed participants were “*in control of the event and came out empowered, with new and shared role and responsibility.*” In total, 94% of the respondents confirm that the monitored events were organised in a way

that ensured high levels of participation. None of the respondents felt that they had taken part in a meeting without participatory interaction.

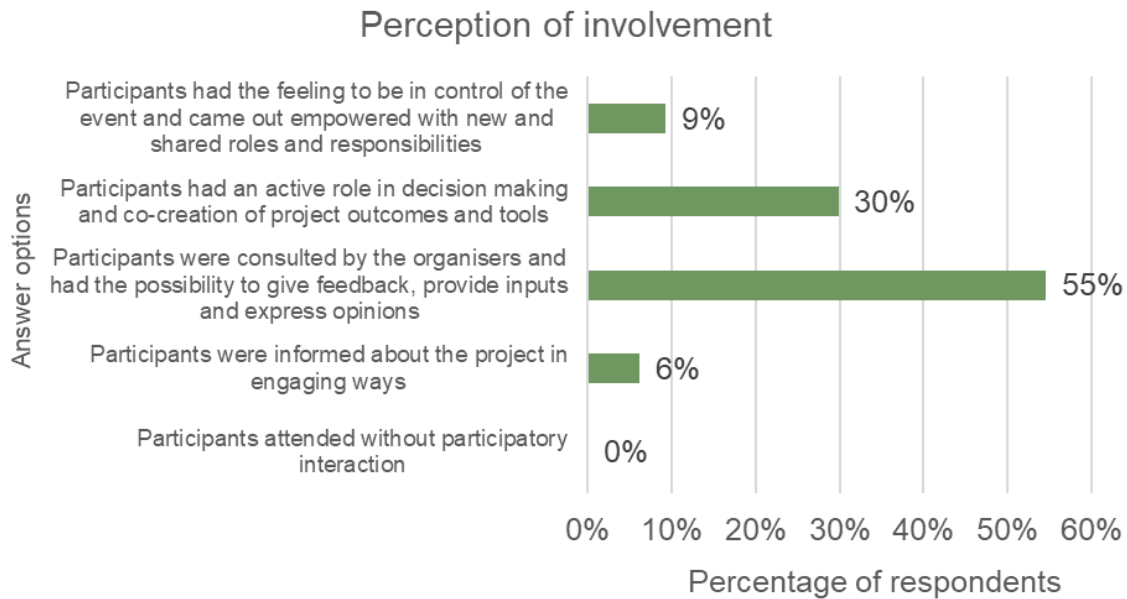


Figure 22: Perception of involvement based on 97 responses from eight events. Source: Evaluation form.

Figure 23 addresses the personal participation/ contribution offered to the event by the respondent. Comparing perception of involvement (Figure 22) and personal level of participation (Figure 23), only 6 respondents (6% of the total) would describe the events as “informative.” We note that over 20% primarily listened without actively participating. On the other hand, 79% of respondents who claimed to have a high or very high level of participation is an encouraging result for the organising partners.

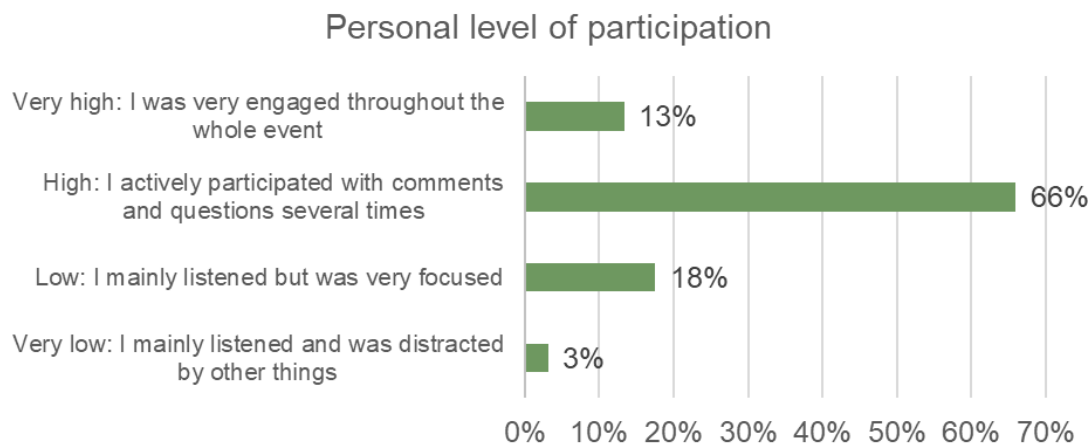


Figure 23: Personal level of participation based on 97 responses from eight events. Source: Evaluation form.

The personal level of participation disaggregated by event (see Table 13) show that the workshop organised by WP5/6/7 had “very high” – “high levels” of participation. Very low levels of participation were reported for the webinar organised by WP5 (*Exploring Nature Futures Scenarios for a resilient Trans-European Nature Network – TEN-N*), which is rather common for online webinars, the online workshop of WP6 (*Assessing Ecological Connectivity in Europe*) with 7%, and the workshop at the 14th Carpathian Convention Working Group Meeting (WP2, WP8.1) with 14% of respondents who rated their level of participation as very low.

Table 13: Level of participation of the respondents ranging from very high, to very low (97 in tota). Source: Evaluation survey.

Event	Response rate	Very high	High	Low	Very low
1 st Stakeholder Engagement Event (WP1)	41%	22%	72%	6%	-
Designing Nature Futures scenarios to support a Trans-European Nature Network (WP5/6/7)	69%	22%	78%	-	-
Governance of Protected Area Connectivity (WP2)	22%	-	88%	12%	-
14th Carpathian Convention Working Group on Biodiversity Meeting - workshop session on NaturaConnect (WP2 and WP8.1)	25%	14%	72%	-	14%
Exploring Nature Futures Scenarios for a resilient Trans-European Nature Network (TEN-N) (WP5)	9%	20%	40%	30%	10%
Identifying enabling factors for effective Protected Area governance and promoting innovative funding opportunities to improve connectivity (WP2)	80%	6%	81%	13%	-
Stakeholders' consultation on ecological connectivity - 7th Conference of the Parties to the Carpathian Convention (COP7) (WP2 and WP8.1)	33%	7%	53%	40%	-
Assessing Ecological Connectivity in Europe: Conservation Goals and Information Gaps (WP6)	43%	14%	50%	29%	7%

More than 90% of respondents agree that “*the mode of conveying information during the events was engaging*”; and almost all the interviewees (94%) agreed to have had the “*space to propose ideas and express opinions*” during the event. What is more important, is that almost the same share of respondents had the perception that “*comments and ideas will be heard and considered by the project team*”. During the project events, almost 90% of respondents perceived to have had room for “*implementing ideas*”, which underlines the

operational characteristics of the meetings. A high percentage of respondents came out of the event with “increased knowledge and awareness of the drivers of change and solutions for conservation planning in Europe”.

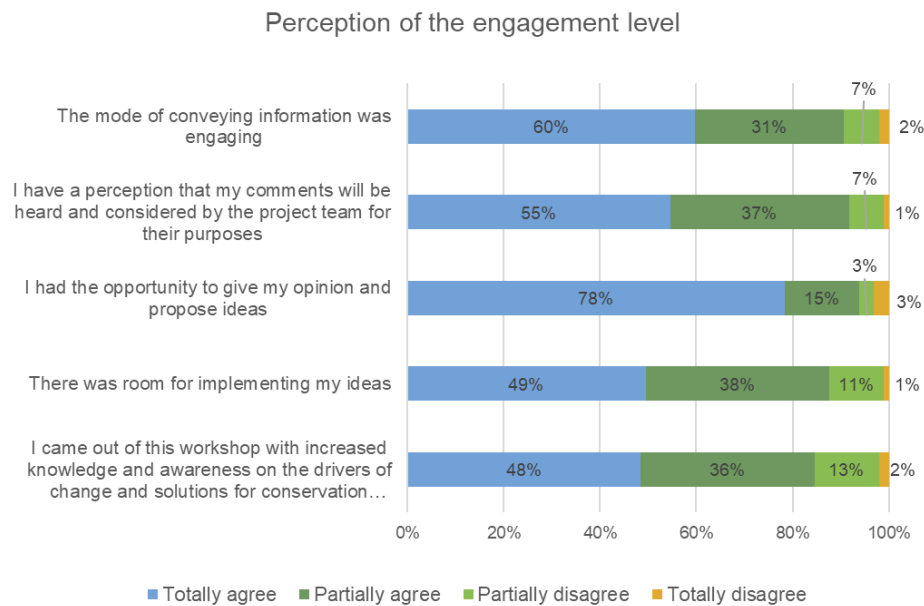


Figure 24: Perception of engagement level based on 97 responses from eight events. Evaluation form.

4. General evaluation of the events

The general evaluation of the events in which the stakeholders took part, includes overall satisfaction – compared to expectations, the relevance of the content and learnings to the participants’ work, including the willingness to share them with their network of colleagues, and the willingness to remain involved in future project activities.

Most respondents claimed that the event exceeded or matched their expectations (84%), see Figure 25, meaning that the events in general were well calibrated, the purpose was moderately clear (as shown in Figure 25), therefore generating the right expectations by the respondents before the event. Only 16% of respondents felt their expectations not completely matched. In the event titled “Identifying enabling factors for effective Protected Area governance and promoting innovative funding opportunities to improve connectivity” (WP2, Leeuwarden), 44% of respondents felt the event was “less than expected” (Table 14).

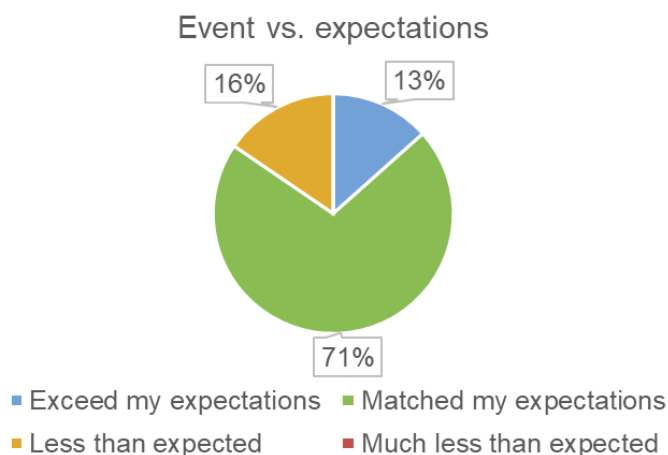


Figure 25: Event vs expectations based on 97 responses from eight events. Source: Evaluation form.

Table 14: Event vs. Expectations of the respondents disaggregated by event. Source: Evaluation form.

Event	Response rate	Exceeded my expectations	Matched my expectations	Less than expected	Much less than expected
1 st Stakeholder Engagement Event (WP1)	41%	33%	50%	17%	-
Designing Nature Futures scenarios to support a Trans-European Nature Network (WP5/6/7)	69%	11%	78%	11%	-
Governance of Protected Area Connectivity (WP2)	22%	-	100%	-	-
14th Carpathian Convention Working Group on Biodiversity Meeting - workshop session on NaturaConnect (WP2, WP8.1)	25%	-	86%	14%	-
Exploring Nature Futures Scenarios for a resilient Trans-European Nature Network (TEN-N) (WP5)	9%	20%	70%	10%	-
Identifying enabling factors for effective Protected Area governance and promoting innovative funding opportunities to improve connectivity (WP2)	80%	-	56%	44%	-

Event	Response rate	Exceeded my expectations	Matched my expectations	Less than expected	Much less than expected
Stakeholders' consultation on ecological connectivity - 7th Conference of the Parties to the Carpathian Convention (COP7) (WP2 and WP8.1)	33%	20%	67%	13%	-
Assessing Ecological Connectivity in Europe: Conservation Goals and Information Gaps (WP6)	43%	7%	93%	-	-

The overall satisfaction with the event was considered high by 88% of respondents. One third of them had a “very high” satisfaction, see Figure 26. Looking at Table 15, which presents the disaggregated data, each monitored event had a minor share of respondents not completely satisfied.

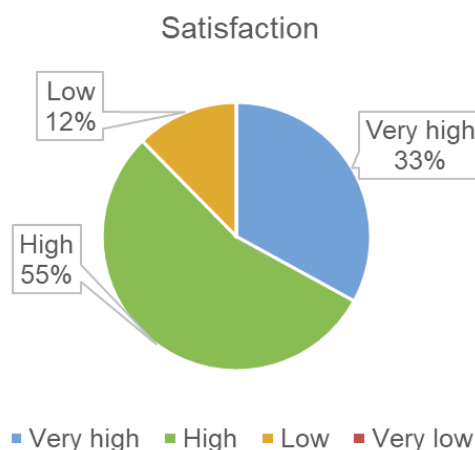


Figure 26: Satisfaction based on 97 responses from eight events. Source: Evaluation form.

Table 15: Satisfaction of the respondents disaggregated by event. Source: Evaluation form.

Event	Response rate	Very high	High	Low	Very low
1 st Stakeholder Engagement Event (WP1)	41%	44%	44%	12%	-
Designing Nature Futures scenarios to support a Trans-European Nature Network (WP5/6/7)	69%	56%	33%	11%	-
Governance of Protected Area Connectivity (WP2)	22%	38%	50%	12%	-

Event	Response rate	Very high	High	Low	Very low
14th Carpathian Convention Working Group on Biodiversity Meeting - workshop session on NaturaConnect (WP2 and WP8.1)	25%	43%	43%	14%	-
Exploring Nature Futures Scenarios for a resilient Trans-European Nature Network (TEN-N) (WP5)	9%	30%	60%	10%	-
Identifying enabling factors for effective Protected Area governance and promoting innovative funding opportunities to improve connectivity (WP2)	80%	6%	75%	19%	-
Stakeholders' consultation on ecological connectivity - 7th Conference of the Parties to the Carpathian Convention (COP7) (WP2 and WP8.1)	33%	34%	53%	13%	-
Assessing Ecological Connectivity in Europe: Conservation Goals and Information Gaps (WP6)	43%	29%	64%	7%	-

Half of respondents see high relevance of the topics covered during the workshops for their work (see Figure 27). For 44% the workshop was “to some extent relevant”. Only 6% considered the activity “a little bit relevant” or not relevant for their work.

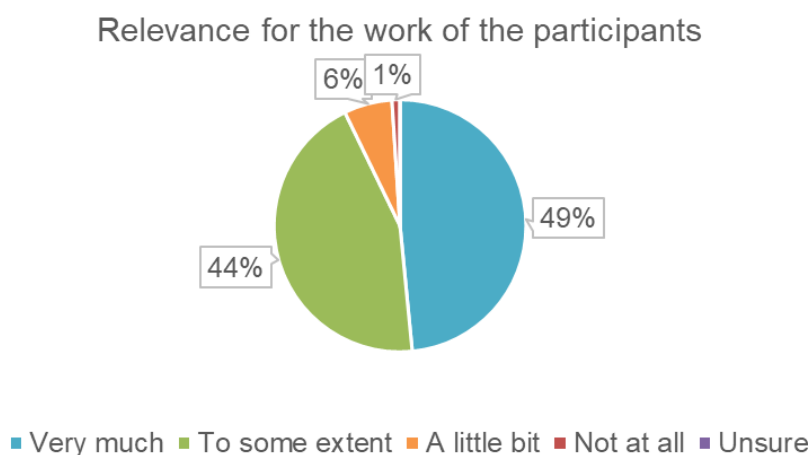


Figure 27: Relevance of the workshop for the work of the participants, based on 97 responses from eight events. Source: Evaluation form.

For 23% of the respondents, it was not the first moment of involvement in NaturaConnect activities, and they also wish to continue being involved. 38% of respondents haven't

previously been involved in the project but would like to do so (see Figure 28). For 37% of respondents, it's likely that they would like to continue to participate in the project activities. Only 2% of all respondents are unlikely to stay involved. None of respondents consider it extremely unlikely to be involved again, which is a promising sign for the project team.

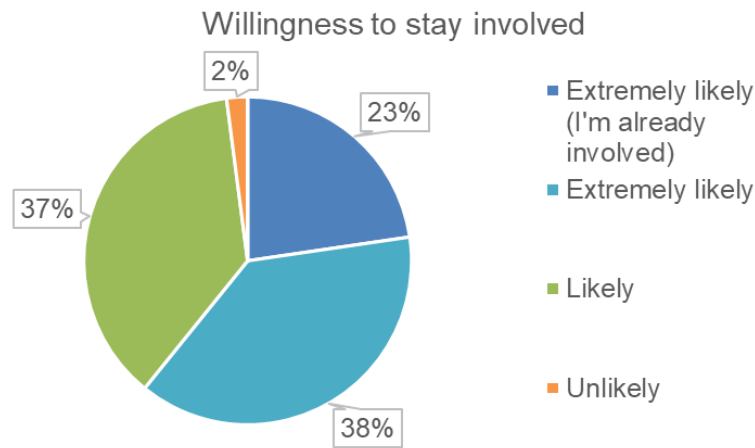


Figure 28: Willingness to stay involved, based on 97 responses from eight events. Evaluation form.

2.5.5 Summary of strengths and areas for improvement

This section describes the strengths of the implemented engagement measures, and where there is room for improvement based on the quantitative analysis of the evaluation form (Chapter 2.5.4) and the qualitative descriptions of the WPs (Chapter 2.3). The section is structured into two parts: 1) integration and 2) implementation, which have been identified as key factors when aiming to achieve the outcomes of the project in a collaborative and participatory format.

Table 16: Integration - Strengths and areas for improvement.

Integration – How well results from the scientific WPs is integrated and tested at case study level and into existing policy processes

Strengths

- ✓ WP2 is working closely with case studies and contacts through their networks to obtain knowledge and to elicit stakeholder feedback for their deliverables, including conducted interviews, workshops and surveys with targeted stakeholders.
- ✓ The Danube-Carpathian case study has intergraded workflows from WP2 (Review and synthesis of best practices in governance and land-use policies to implement TEN-N; and factsheets on public, private and blended financial support options for TEN-N and recommendations); and successfully carried topics from other WPs to the Carpathian Convention and the ICPDR.
- ✓ The Danube-Carpathian case study is planning a consultation follow-up workshop together with WP6 on the *Guidelines for Connectivity Conservation Planning in Europe* and the connectivity analysis of WP7 (June 2024).
- ✓ Establishment of a public database on connectivity projects across Europe (WP6) based on contributions from all around Europe.
- ✓ Strong engagement and stakeholder relationships within all case study areas (WP8) can be noted. For example, the Finnish case study is working closely with the Ministry of Environment, creating feedback loops and ensuring research is considered and validated by the Finnish key stakeholders, the French case study is in partnership with the OFB, as well as all other case studies have built strong collaborations with their key stakeholders. In addition, some key stakeholders from case study areas have been involved in workshops from the scientific WPs (e.g. WP1 1st Stakeholder Engagement Event, workshop in Leipzig from WP5/6/7).
- ✓ Consultation and relationship building with EU Members States on policy level is taking place via the Biogeographical seminars (WP7), with support from the European Commission and the EEA.

Further integration needed

- It has been noted that better feedback loops and interactions between scientific WPs and the case study areas would be beneficial to ensure the outputs are relevant for practitioners. Further efforts to enhance engagement and collaboration across scales and sites has also been noted as a recommendation by the European Commission in its review of the first reporting period of the project. The case study and partners networks offer relevant platforms and contacts for interactions. In addition, the project has established the NaturaConnect Stakeholder Community Platform, which aims to bridge the gap between stakeholders and the project and should be utilised by the WPs.
- The foundation for all successful engagement activities is to involve the right target group and the key stakeholders as identified. Engaging with relevant stakeholders, target groups and indeed the end users of the project results and outputs is key to ensure the uptake of results and could be further improved among different WPs, for example by organising targeted workshops with a specific stakeholder group to gather their feedback and inputs, as it was done by WP2.

Table 17: Implementation - Strengths and areas for improvement.

Implementation – reflects on the feedback received via the evaluation survey from stakeholders/participants of workshop conducted across the project.

Strengths

- ✓ Based on the feedback from the evaluation survey, the numbers of subscribers for the newsletter and followers on social media, there is high interest and support for the project from different stakeholder groups.
- ✓ High number of participants in various workshops and events indicate high interest, with several participants who would appreciate to stay involved in the project.
- ✓ Generally, very positive feedback and high satisfaction levels from the participants at the workshops organised by the project.
- ✓ The facilitation was often mentioned as a real strength and a positive aspect of the engagement activity (e.g. 1st stakeholder engagement event from WP1, and the workshop in Leipzig from WP5/6/7)

To be improved

- Participants in workshop are to 29% (106 individuals) representing an NGO/CSO, followed by participants from a research institute or academia (29%), national governmental administrations (15%) and European Institution or Commission members (7%), see Figure 16 on page 57. While different types of stakeholders are being engaged under the project, some key stakeholder groups (e.g. the forestry, water and agriculture sector, as well as spatial planning authorities) have not been largely represented. In some cases, this is due to a lack of proper stakeholder mapping (e.g. WP6). In others, it might be due to weak invitation process or missing relationships (e.g. WP1, WP5).
- Engagement with protected area practitioners should be strengthened in the second part of the project, especially through using EUROPARC's extensive network of European protected area members and the case study areas. To date, participation in workshops from participants who identified as protected area representatives has been low (17 participants, or 4% of all participants, source: participation lists). The group has been identified as important for some outputs (e.g. the connectivity guidelines), and a targeted workshop for protected area practitioners was organised by WP2 at the EUROPARC Conference in Leeuwarden, 2023. It is likely that the number of protected area practitioners engaged is slightly higher as some protected area management bodies are represented by government institutions, which participated in project workshops in greater numbers. Nevertheless, going forwards, the project team will reflect and consider how to adapt future approaches to these stakeholders.
- WP2 has engaged with different sectors but received little feedback from these sectors in surveys and on their invitations for interviews, although high efforts of reaching out to different groups and individuals.

Implementation – reflects on the feedback received via the evaluation survey from stakeholders/participants of workshop conducted across the project.

To be improved

- In some cases, an unclear description of NaturaConnect or the purpose of the workshop led to a low satisfaction rate by the participants. This was the case for the workshop organised by WP2 in Leeuwarden, the Netherlands.
- In some cases, during online sessions (e.g. webinar and workshops organised by WP5 and WP6 respectively) the topic may have been too wide and difficult to grasp by all participants in such a short period of time. Feedback from participants include for example “generic” or “too abstract” (source: qualitative feedback from the evaluation).
- While facilitation was generally a positive aspect, biased facilitation was documented and reported by one participant in the evaluation form in the workshop organised by WP5/6/7 in Leipzig, 2023. Although, this was mentioned by only one person, it is an extremely strong and negative feedback, which will be reflected on by workshop organisers and considered in future events. The online webinar *Exploring Nature Futures Scenarios for a resilient Trans-European Nature Network* (WP5) received a similar comment stating that the facilitators “influenced the discussion and the answers” (source: qualitative feedback in the evaluation form).
- The project achieved a good gender balance in all of the conducted workshops and events (source evaluation form). The project team should continue to carefully invite representatives from the stakeholder groups covering all genders. In addition, the organisers are encouraged to pay attention to the speaker and presenters during events, as this should also be equally distributed among all genders and hierarchies. This was pointed out by one of the participants in the workshop *Designing Nature Futures scenarios to support a Trans-European Nature Network* (Leipzig, May 2023) (source: qualitative feedback in the evaluation form).
- The analysis of the evaluation form revealed that during the conducted workshops, the information on the project and background information on the topic was often not sufficient (e.g. WP1 Stakeholder Engagement Kick-off meeting and WP2 *Identifying enabling factors for effective Protected Area governance promoting innovative funding opportunities to improve connectivity*)
- Co-design levels have been aimed at, for example for developing the *Guidelines on Connectivity Conservation Planning in Europe* (WP6), with around 500 email invitations sent for providing input. However, some target groups (national and regional planning authorities, protected area management bodies) have not been reached sufficiently. This is now being pick-up in follow-up engagement sessions to develop practical guidelines.
- Co-design levels were attempted during the development of the Nature Future narratives for Europe. However, the high representation of academia, and the nature conservation sectors in both the webinar and the in-person workshop (source participation list and Mentimeter question during the webinar asking participants which sector they belong to), indicate missing stakeholders from other groups including the agricultural sector and forestry.
- The Training-Needs Assessment (WP1) could be applied and tested by the case study areas with defined groups of invitees.

2.6 Strategic plan for engagement moving forward

2.6.1 Recommendations

This report has reflected on the engagement activities taken place so far. Some consideration is now given to the lessons learned and continuation of the stakeholder engagement going forward. Have we reached and talked to the right people? Have we reached our goals of co-design? If not, how can we do better?

The analysis of the stakeholder engagement activities highlights the importance in improving synergies between the scientific WPs and the case study areas. This includes learning from the stakeholders in the case study areas, in particular their views and perspective on the research, and then testing outputs to fine-tune the further development of the research. This is also important to cross-check that project outputs are relevant for users on the ground.

Enabling stakeholders to contribute at co-design level requires further, opportunities to be developed. Such high-level engagement is extremely nuanced and requires capacity and skills to deliver that may not be fully present across all WPs. To improve this aspect of stakeholder engagement requires all partners to:

- Ensure clarity between the purpose(s) of engagement and the stakeholders identified and the activities designed.
- Utilise the appreciative enquiry approach (what do countries, stakeholder already do, what works well in their context?)
- Gain insights into the needs of the stakeholders, including their preferred means of engagement and communication channels.
- Analyse and understand the various methods and tools that could be deployed at various levels of engagement.
- Determine the frequency, level and type of engagement such as one-off, frequent, leading, final, technical, generic, gathering intelligence or decision-making.
- Assess the ability and competency to deliver the chosen method effectively.

This identification of future engagement across all WPs, and where co-design is appropriate and possible, must take place for the second half of the project.

The planning process can be time consuming and requires thorough considerations. It is important to outline the planned engagement activity in advance and to share relevant information to potential participants to allow them a most accurate understanding of the

context, and therefore, improve their capacity to interact and provide contributions during the session. This includes background information on the NaturaConnect project, as well as communicating the purpose and objectives of that specific session, its structure, focus questions and, if foreseen, also the expected outcomes. The strengths of participatory approaches lie in addressing the correct purpose to the right target group and ensuring the facilitation process as well as the design of the specific engagement method is appropriate and well executed.

The mechanism for delivering this complex means of engagement may need to be further considered across the WPs.

During and after each workshop, a clear and consistent means of harvesting the feedback gained from the stakeholders in a transparent format is crucial, as is the ability to track how that knowledge has been utilised.

Evaluation by the project team is important too, to reflect on the engagement, improve tools and approaches. Inclusive facilitation during a workshop can be a real strength of participatory methods and requires particular skills. Indeed, it may be opportune to bring in independent facilitators out with those working in the project or those skilled within the project to lead on and offline workshops. Key aspects of good facilitation include:

- Non-biased facilitation
- Considering interest and needs from the target group
- Creating a safe space for participants to discuss complex or emotional issues in an open way.

The Art of Hosting, as envisioned by the project, is an approach that uses interactions that may seem on the surface appear informal but are carefully structured to ensure people feel comfortable and are able to offer insight, input and feedback to the matters under discussion. The organisers and indeed facilitators should encourage a connection between the participants and the emergence of new, creative ideas (IIASA, 2023). A better integration of Appreciative Inquiry into engagement activities may help to ask better, more interesting reflective questions and hence receive different and more focused and appropriate responses. These can be included in the design of surveys, but also affect the design and implementation of world cafés. It is worth noting that Appreciative Inquiry was originally developed as a qualitative research method and requires more detailed analysis than quantitative measures.

Key aspects that can be incorporated into future thinking include for example:

- Formulate positive questions that help to identify what works and the strengths of a system, instead of a problem-focused approach.
- Apply open questions as opposed to close questions, which can be structured following the different phases of Appreciative Inquiry:
 1. Discovery questions: what works, what are the strengths of the system, what are past achievements?
 2. Dream questions: Envision the possibilities and what we want to happen. Instead of asking “what if”, we would ask questions about stories and their details, the overarching question is: “what might be?”.
 3. Design questions: What should be?
 4. Destiny questions: How do we empower, learn, and improvise to get there?
- Ask purpose questions aligned to a specific research question (what is it that you are doing and that makes you proud?), strengths questions (what works specifically well in your work, country etc., what can we learn from that?), future vision question (what does your future look like?)
- Identify the patterns emerging from the responses.

Appreciative Inquiry questions can be adapted to suit different context. It does not mean this is the only way things can be done, yet it is one tried and tested methodology which can be applied to enhance co-creation and bring new thinking into the issue under investigation.

Fundamentally good stakeholder engagement requires due consideration and planning, with sufficient time in advance to ensure the engagement levels desired and to take time to reflect what worked well and what could be improved. It also takes time and skill to identify the best mode for engagement, depending on the purpose and stakeholder to be reached. Traditional research tools are often insufficient to serve the needs of policy makers, who are faced with complex challenges. Therefore, it is important to think beyond the traditional engagement methods like presentations, surveys etc. and instead include other methods like qualitative systems mapping or participatory scenario planning. Crucially though it is paramount to not consider the tool before the purpose of engagement is identified.

One of the bottlenecks of the project is reaching the right target group, once clearly identified for specific sub-tasks and outputs. Stakeholders to be involved more actively include landowners, spatial planning authorities on national and regional levels, representatives from agricultural, forestry and water sector. The networks of EUROPARC (mainly Protected Area management bodies and administrations on national and regional levels), the Carpathian

Convention and Birdlife partners have been extremely important for communication and engaging with different stakeholder groups, however, the potential of these existing networks have not yet been fully utilised by the WPs. In addition, the project has various measures in place to facilitate engagement. These include the Stakeholder Community Platform representing different organisations and sectors, and the NaturaConnect Advisory Board. **Efforts should be made by the project and individual WPs to identify key moments of future engagement for specific groups of stakeholders.** Continuous dialogue is extremely important, especially in terms of reaching decision makers at higher levels of the government.

The project is currently updating the monitoring process, aiming to improve the documentation of the different engagement activities and to better document how knowledge and information harvested is included into the research. While conducted workshops and events, as well as events participated are well documented, other key moments of engagement like internal and external meetings, are not yet documented sufficiently.

The project now moves into its second phase, meaning that research results are being released. The communication and dissemination work will therefore be upscaled and the project must ensure that communications can be easily understood by all stakeholders and do not overuse complex or technical language. A common trap is the use of too much technical jargon, complicated scientific terms and acronyms in scientific communications and indeed in general not appreciating the difference between what the audience needs as opposed to what the researcher wishes to state. However, to reach our stakeholders and target groups, we need to speak the same language as our audiences. At the same time, lecturing tone should be avoided. Policy makers in particular want to be informed in precise and short manner (CoE, 2016). Further recommendations for communication with policy makers outlined by the Council of Europe (CoE, 2016), which the project aims to adopt in the remaining time of the project. NGO partners in the project are well versed in this style of communication and their expertise should be better and more widely utilised across the project.

In terms of further engagement apart from dissemination, a key adaptation measure for the NaturaConnect consortium will be to confirm with all partners which outputs of the project still require a co-design approach, and which sub-tasks require other levels of engagement. This is the first step project partners need to take and outline in a structured framework.

Finally, as described by the ENGAGE project, “co-creation process depends on the willingness of the project management team and partners to invest time and resources in the activities throughout the course of the project.” (IIASA, 2023). The importance and value of a two-way

dialogue and the required steps to achieve them need to be recognised. Capacity building on participatory methods, approaches, facilitation, question formulation, harvesting and monitoring is a continuous learning process. Within the NaturaConnect project, capacity building for project partners was organised in the beginning of the project with the support of the *Living Wholeness Institute* to introduce the Art of Hosting approach. Further reflection and learning should be organised within the consortium, and supported by the project management committee, once key co-design outputs and moments have been identified by the project. These could for example take place once every six weeks, with inputs from different project partners, and facilitated by WP1.

It is also essential to maintain gender balance for all engagement activities and to offer a safe space to express opinions. The participants and audience so far are well balanced, and the project will continue to have this as a priority in their planning.

The monitoring of events continues until the end of the project. A final evaluation on conducted workshops and events will be prepared by ETIFOR covering all workshops/events organised between January 2024 and mid-2025.

2.6.2 Engagement activities between 2024-2026

In this chapter, we describe the overarching objectives of how stakeholders will be involved in the remaining two years of the project, looking at relevant topics from the different WPs that envision engagement, as well as the main engagement objectives for the case studies.

Collecting further inputs from stakeholders to inform the research and to receive intermediate feedback is envisioned by WP2, WP6 (to receive feedback on the Connectivity Guidelines and refine them based on the inputs via a current survey and a workshop together with WP8.1 at the Carpathian Convention), WP7 (receive feedback and distribute the map of green and blue infrastructure and the NaturaConnector – planned intervention at the Carpathian Convention Meeting in June 2024).

Further engagement opportunities by the WPs should be identified and outlined by the NaturaConnect consortium, including to specify which outputs of the project still require a co-design approach, and which sub-tasks require other levels of engagement.

As part of WP1 (EUROPARC Federation), a 2nd stakeholder event with European policy makers will be organised in 2025 based on current policy processes and required feedback

on research outputs identified by the scientific WPs. Table 18 illustrates the next steps of engagement for the case studies (WP8) and their links to the scientific WPs.

Table 18: Strategic engagement for the different case studies (WP8).

<p>WP8.1 Danube-Carpathian Transboundary Region</p>	<ul style="list-style-type: none"> • Receive feedback and distribute the Connectivity Guidelines (WP6) and the map of green and blue infrastructure, the NaturaConnector (WP7) at the Carpathian Convention Working Group Meeting in June 2024 (consultation). • Support in implementing the strategies of the Carpathian Convention (e.g. the New River Basin Management Plan for ICPDR and the Carpathian Biodiversity Framework) by promoting the NaturaConnect tools (e.g. the NaturaConnector), the NaturaConnect Learning Platform and the Training Needs Assessment with the stakeholders from the region.
<p>WP8.2 Finland</p>	<ul style="list-style-type: none"> • The aim is to achieve some preliminary results and share with stakeholders to receive feedback before disseminating the results towards the end of the project. • Ongoing support in the national pledge preparation process and the development of the Finnish protected area network, sharing of information and data between project and stakeholders. • Further inputs from stakeholders to inform research and receive some intermediate feedback. • Participate in meetings upon invitation. • Dissemination of results.
<p>WP8.3 France</p>	<ul style="list-style-type: none"> • Organise a series of webinars to the different parties (Reserve and Parc Federation, DREALs, agents) to explain the NaturaConnect project and its outcomes, including examples from key regions in France. This will help to gain support and showcase the amount of data that will be provided and how it can be used by other organisations, government or research institutions for example. • One in person workshop is planned for end of 2024 to present preliminary results and proof of concept carried out on a specific region. Identify possibilities for engagement with other regions. • Participate in meetings upon invitation • Further inputs from stakeholders to inform research and receive intermediate feedback. • Dissemination of results.
<p>WP8.4 Case study Portugal</p>	<ul style="list-style-type: none"> • Working on policy-level, finding key hindrances and possible solutions to increase protected area management effectiveness, increase funding for nature conservation and reach the 30% and 10% targets. • Further engagement aims to a) boost cooperation among public administration agencies, businesses and NGOs for better decision-making processes and innovative solutions, b) to increase the technical capacity of professionals working in regional administrations, public agencies, nature conservation and PA management, to prompt a better implementation of land planning instruments and increase the efforts for nature conservation, ecological connectivity and climate change mitigation and adaptation. • 2025: 3rd Think Tank session and one public information session will be implemented.

	<ul style="list-style-type: none"> Capacity building sessions will start in autumn 2023 (two capacity building events planned).
WP8.5 Doñana	<ul style="list-style-type: none"> Co-develop scenarios for improved connectivity in the area together with stakeholders based on the results from the research and their knowledge. Meetings and workshops with relevant stakeholders will be organized towards the end of the project.
WP8.6 Halle-Leipzig	<ul style="list-style-type: none"> A series of workshops will be organised with focus groups to support decisions for improving connectivity based on the analysis.

2.8 Caveats of the monitoring and evaluation process

The following section outlines the caveats from the monitoring and evaluation processes and how the project aims to address those:

- The evaluation survey for workshops and events with the guidance of ETIFOR showed low response rates (97 total responses out of 407 participants). However, the information provided by the participants in this form is extremely important to gather not only background information on the participants (e.g. gender, age, related sector), but also to monitor performance in terms of satisfaction and clarity of purpose among other factors. To increase response rates, it is recommended to include the evaluation on the agenda of the event, allocating approximately 10 minutes. In addition, organisers of the event should follow up with participants via email, providing them with the link to the questionnaire. Since a barrier might be the English language, the project team (WP1) can help to translate the survey in other languages.
- So far, no standardized registration form and participation list has been used across the project. Therefore, a standardized template will be developed and should be applied by all WPs to standardize the information collected.
- Participant lists should be shared with WP1 for analysis purposes, in alignment with the EU General Data Protection Regulation.

A better monitoring framework will be developed by WP1 and WP9, capturing how the knowledge from engagement has been transferred to the research

3. Capacity Building

Capacity building is a transformative and sustained process aiming to “developing and strengthening the skills, instincts, abilities, processes and resources that organisations and communities need to survive, adapt, and thrive in a fast-changing world (...) transformation of this kind goes beyond performing tasks to changing mindsets and attitudes” (UN, n.d.). Within NaturaConnect, capacity building underpins the collaborative transnational aspects of the Trans-European Nature Network (TEN-N) to develop the competences needed to use the project outcomes and build post-project sustainability.

The NaturaConnect approach to capacity building aligns with the strategies of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services to “build capacities that strengthen the science-policy interface for biodiversity and ecosystem services for the conservation and sustainable use of biodiversity, long-term human well-being and sustainable development” (IPBES, 2017). The project approach aims to improve spatial conservation planning and support EU Member States in establishing the TEN-N.

The United Nations Sustainable Development Group (UNDG, 2017) sets capacities into three levels (individual, organisational, and enabling environment) and two types (technical and functional). The three levels are interdependent and mutually reinforcing. At the individual level, building capacity means improving skills, knowledge and performance through training, experiences, motivation and incentives. At the organisational level, building capacity means improving performance, e.g., through strategies, plans and regulations, and strengthening systems, processes and responsibilities. Building capacity at the enabling environment level means improving the policy framework to address environmental, social, political and economic factors. NaturaConnect targets the individual level through a training course and other capacity-building actions that should also impact the organisational and enabling environment levels, as the three levels are interconnected.

Some types of capacity can be grouped as technical or functional. Technical capacities are specific to a sector or thematic area, e.g., agriculture or forestry. Functional capacities are needed across sectors or thematic areas, e.g., planning, budgeting, policymaking, financial analysis, strategy formulation and communications. The Convention on Biological Diversity (CBD, 2020) emphasises that functional capacities are most urgently needed to meet the biodiversity goals, including the capacities to engage, inspire, plan and implement. The NaturaConnect training course addresses relevant technical and functional capacities and

competences for planning conservation areas. Additional training opportunities are indicated for competences identified as needed but not addressed by the project.

Capacity building within NaturaConnect has a competence-based approach grounded on the International Union for Conservation of Nature (IUCN) framework of competences for protected area practitioners (Appleton, 2016). Competence is the required combination of knowledge, skills, and attitude that leads to the proven ability to perform a job. The project utilises competences as a parameter to develop all capacity-building actions. Capacity-building processes are ongoing and iterative, encompassing actions at four stages: analysis, development, utilisation and retention (CBD, 2020). Throughout these stages, it is crucial to have constant feedback loops and flexibility to adopt and revise new actions and strategies.

NaturaConnect capacity-building process mirrors the project's interdisciplinary and cross-sectoral approach. The main action to identify the training needs of individuals at the analysis stage is the Training Needs Assessment (TNA), an online self-assessment tool of the current level of competences that are relevant to planning and managing conservation areas (see Chapter 3.1). At the development stage, actions occur mainly in the Learning Platform (LP), a hub providing an overview and easy access to all learning resources developed by the project. It hosts a training course with 11 modules to enhance competences in, for example, cross-sectoral policy frameworks, stakeholder engagement and spatial planning for conservation areas (see Chapter 3.2).

Table 19: Examples of NaturaConnect capacity building actions at each stage of the process.

Analysis	Development	Utilisation	Retention
<p>Preliminary Training Needs Assessment (TNA) to design tasks and deliverables.</p> <p>In-depth online TNA to self-assessment using a standardised list of relevant competences.</p> <p>Project outcomes set training scope.</p>	<p>Learning Platform (LP) with learning resources to enhance competences.</p> <p>Training course with materials, activities and webinars.</p> <p>Additional training indicated to competences not addressed by the project.</p>	<p>Training modules support other capacity-building actions to build up competences.</p> <p>Online, hybrid and in-person workshops and training sessions.</p> <p>Utilise and deploy project tools in its case studies.</p>	<p>LP facilitates the exchange of knowledge and skills among sectors and organisations.</p> <p>Training course nurtures expertise and reduce capacity loss.</p> <p>Training modules sustain the use of project tools in the long term.</p>

The training course modules offer diverse types of materials and activities complemented by webinars. They derive from the project outcomes, e.g., reports, factsheets, guidelines, data

standards, analysis code and tutorials. At the utilisation stage, the modules can support other capacity-building actions like online and hybrid workshops as much as hybrid and in-person training sessions. They can also be used to mobilise and deploy the project tools in its case studies. At the retention stage, the LP has the potential to facilitate exchange among sectors and organisations, nurture expertise and sustain the use of project tools.

The project capacity-building actions target a wide range of stakeholders. For the TNA, the main target groups are outlined in Table 20. From those, three groups were selected for the delivery of quality tailor-made content through the training course, they are biodiversity and conservation managers, spatial planning technicians and data analysts.

Table 20: Target groups for the TNA and the NaturaConnect Learning Platform. Adapted from Appleton (2016).

Typical job title	Scope of work and responsibility	Example of positions
Middle manager, technical specialist	<ul style="list-style-type: none"> • Management, organisation and leadership of technical sections and teams implementing plans and projects. • Completing specific and complex technical assignments (according to speciality) or data analysis. 	<ul style="list-style-type: none"> • Local government field officer. • Local environmental inspector. • Technical staff at ministries/state agencies or spatial planning authorities. • NGO project field worker. • Head ranger, PA biologist, education/outreach/tourism officer, landowner.
Senior Manager	<ul style="list-style-type: none"> • Planning and management of projects and programmes within strategic frameworks. • Conducting and leading complex and technical programmes (according to speciality). • Direction and management of medium-size organisations. 	<ul style="list-style-type: none"> • Director of a protected area. • Local governments/agencies in charge of protected areas. • Local planner. • Senior protected area management teams, and landowner organisations/associations. • Director at spatial planning authorities.
Executive	<ul style="list-style-type: none"> • National and regional policy development, spatial and strategic planning. • Cross-sectoral coordination. • Direction of complex programmes and plans. • Central direction and management of large organisations. 	<ul style="list-style-type: none"> • Director of national or regional NGO, landowner organisations/associations. • Senior national or subnational planner (land use resource use, development). • Director or senior executive of national or regional ministry, ministerial department for Environment and Biodiversity or other natural resource management departments (forestry, agriculture, freshwater management).

3.1 Training Needs Assessment

The [NaturaConnect Training Needs Assessment](#) (TNA) is an online tool for assessing the current level of professional competences relevant to conservation practitioners, spatial planners and decision-makers in planning and managing conservation areas. The tool can be used and applied as an individual or group assessment at organisational and network levels. As stated in the NaturaConnect Grant Agreement, the TNA results identify training needs addressed by the training course through novel content created by partners or the indication of additional training opportunities.

3.1.1 Context and background

The NaturaConnect TNA is a competence-based self-assessment using a standardised list of relevant competences to plan and implement the Trans-European Nature Network (TEN-N). The online tool helps professionals to assess competences required to fulfil a role or task, i.e., the knowledge and skills to perform a present or future task and aspects related to the attitude to the work. By identifying the level of such competences, professionals can decide on training opportunities. According to Appleton (2016), the definitions of these characteristics are:

- **Competence:** The ability, encompassing knowledge, skills and attitudes, of an individual to perform adequately in a job.
- **Knowledge:** The body of facts, principles, theories and practices related to a field of study or work and the learning outcome.
- **Skill:** The ability to perform tasks and solve problems.
- **Attitude:** A stable, long-lasting, learnt predisposition to respond to certain things in a certain way. They are based on beliefs, feelings and intentions.
- **Learning:** The acquisition of knowledge, skills and behaviours through study, experience, or being taught.

The tool utilises competences identified as required for connectivity and spatial conservation planning. The selection of competences builds up on the analysis conducted in the project [LIFE e-Natura2000.edu: Supporting e-learning and capacity building for Natura 2000 Managers](#), in which requirements from the EU Nature Directives and Natura 2000 site management objectives in different countries across Europe were identified.

The NaturaConnect tool compiles 119 competences from 10 categories (see Table 21). Each competence category compiles a set of competences. The full list and description of all competences can be found in Annex IV. This customised list of competences, adapted from the IUCN framework (Appleton, 2016), compiles the competences required by professionals involved in conservation planning. Each competence covers knowledge requirements and specific skills, indicating what a professional should know and be able to do.

Table 21: Categories of competences selected for the NaturaConnect TNA. Adapted from Appleton (2016).

List of categories of competences for the TEN-N		
Code	Title	Description
PPP	Protected Area Policy, Planning and Projects	Providing a strategic and rationally planned framework for protected areas and/or ecological corridors governance and management.
ORG	Organisational Leadership and Development	Establishing and sustaining well-governed, managed and led organisations for protected areas and/or ecological corridors management.
FRM	Financial and Operational Resources Management	Ensuring that the protected areas and/or ecological corridors are adequately financed and resourced and that resources are effectively and efficiently deployed and used.
CAC	Communication and Collaboration	Building and using the skills required to communicate and collaborate effectively.
BIO	Biodiversity Conservation	Ensuring the maintenance of the ecological values of the protected areas and/or ecological corridors through management and monitoring of species, their habitats, ecosystems and natural resource use.
LAR	Upholding Laws and Regulations	Ensuring that laws, regulations, and rights affecting the protected areas and/or ecological corridors are upheld.
COM	Local Communities and Cultures	Establishing systems of protected areas and/or ecological corridors governance and management that address the needs and rights of local communities.
AWA	Awareness and Education	Ensuring that local stakeholders, visitors, decision makers and the wider public are aware of protected areas and/or ecological corridors, their purpose and values and how they are governed and managed.
TEC	Technology	Use of technology to support protected areas and/or ecological corridors management and planning.

Covering different responsibilities that professionals might have due to their position, the self-assessment considers three job levels reflected in the selection of competences:

Job level 2 – Middle Manager or technical specialist

Job level 3 – Senior Manager

Job level 4 – Executive

The numbers used for each level (2, 3, 4) do not indicate a hierarchy but different levels of responsibility and complexity corresponding to a job position. They usually correlate with the training and experience required to fulfil that role or task. Each level is associated with different job titles/names at the national, regional and local levels in all sectors. The exact names of job positions may vary in each country (see Table 20). Each job level is associated with specific set of competences from the total 119 competences.

3.1.2 Objective

The TNA objective is to assess the level of competences of professionals or teams involved in conservation planning to learn about their training needs. It provides information to prioritise competence categories or individual competences in which members of a certain group are at minimal or moderate levels based on the average scores.

Results can be used by professionals, organisations or projects to plan capacity-building actions. In NaturaConnect, the results are used to support the development of the training course and finetune its modules. The online tool has been developed by the EUROPARC Federation and distributed widely via the project Stakeholder Community, the EUROPARC network and contacts in the project case study areas (e.g. the Carpathian Convention). An [interactive online information session](#) to guide users through the assessment was held on 22 May 2024, together with IUCN WCPA-Europe. The recording is available on the NaturaConnect website.

3.1.3 Methodology

The online self-assessment is conducted by the users, who indicate their estimated competence level for each competence (Annex IV), using the following scale:

Table 22: The scale used in the assessment to estimate the competence level by the user. The respective scale is then used in the analysis of the results and to calculate the average score for each competence. Source: NaturaConnect Training-Needs Assessment.

Score	Description
0	This competence is NOT RELEVANT to my job, and I do not think that I need it.

Score	Description
1	I have LITTLE OR NO EXPERIENCE OR COMPETENCE in this skill: I require extensive training and development.
2	I have LIMITED EXPERIENCE OR COMPETENCE in this skill: I require further training and development.
3	I have GOOD EXPERIENCE AND COMPETENCE in this skill: I only require occasional updates.
4	I have GREAT EXPERIENCE AND COMPETENCE in this skill: I am an expert who could train and instruct others in this task/skill.

Once the online self-assessment is completed, a report is generated including:

- The overall results by competence categories, using percentages from the maximum possible score per category. Competences identified as “not relevant” are excluded from the calculation. The lower the percentage, the higher the training needed in the competence category.
- A list of competences identified as not being relevant for the user’s current job, but which would be “important to have” or “might be needed”.
- A list of competences identified as being limited or having less experience with.
- A list of competences identified as being relevant for the current job and which require training.

3.1.4 Analysis of results

During the first months of implementation (March to May 2024), 14 assessments have been conducted by individual participants from different countries and across different job levels. Since the number is too low for meaningful statistics, the data has been analysed and visualised in this report for demonstration purpose only. In the following analysis, we are first providing an overview of all responses and then focusing on responses from level 2, with the highest number of assessments (n=11). This is important, because not all competences are relevant for all job levels (all three assessment are slightly different, with some competences only applicable for level 2, others only for level 3, and others only for level 4).

Table 23: Overview of the conducted assessments by job level and country between March and May 2024. Source: NaturaConnect Training-Needs Assessment.

Country	Level 2	Level 3	Level 4
Belgium			1
Finland		1	
Germany	1		
Greece	1		
Ireland	2		
Italy	1		
Poland	1		
Portugal	2		
Slovakia	1		
Spain	1	1	
Other	1		

The analysis allows us to investigate the responses from different groups. In this case, the analysis was done by creating groups for different job levels. Table 24 shows the percentage of professionals from level 2 (n=11), who are at a certain competence level ranging from minimum (1) to excellent (4) based on their individual responses. The percentages are calculated using the respective scores, without 0.

Table 24: Self-assessment results by users from level 2 for all competence categories (n=11), ranging from minimal (1), moderate (2), to good (3) and excellent (4). Source: NaturaConnect Training-Needs Assessment.

Group	Competence category	Percentage of people who are at ... competence level.			
		Minimal	Moderate	Good	Excellent
Level 2 (n=11)	PPP – Protected area policy, planning and projects	33%	44%	11%	11%
	BIO – Diversity conservation	25%	25%	31%	19%
	LAR – Upholding laws and regulations	12.5%	62.5%	12.5%	12.5%
	COM – Local communities and cultures	23%	31%	35%	12%
	TEC - Technology	31%	38%	6.9%	24%
	FPC – Foundational personal competences	9.5%	10.5%	45%	35%

Group	Competence category	Percentage of people who are at ... competence level.			
		Minimal	Moderate	Good	Excellent
	APC – Advanced Personal Competences	5%	18%	43%	34%

When including all individuals in the analysis (n=14), different results are shown. Both overviews (Table 24 and Table 25) show which competence category has least points for the specific group, meaning the capacity among the users in this category is the lowest. Figure 29 visualises the table.

Table 25: Overall assessment of competence categories and the percentage of people who are at different levels ranging from minimal (1), moderate (2), to good (3) and excellent (4). Source: NaturaConnect Training-Needs Assessment.

Group	Competence category	Percentage of people who are at ... competence level.			
		Minimal	Moderate	Good	Excellent
All levels (n=14)	PPP – Protected area policy, planning and projects	20%	38%	33%	9%
	ORG – Organisational leadership and development	0%	10%	70%	20%
	FRM – Financial and operational resource management	0%	50%	50%	0%
	CAC – Communication and collaboration	17%	25%	58%	0%
	BIO – Diversity conservation	26%	25%	31%	18%
	LAR – Upholding laws and regulations	46%	38%	8%	8%
	COM – Local communities and cultures	22%	34%	34%	10%
	AWA – Awareness and education	27%	40%	20%	13%
	TEC - Technology	31%	38%	7%	24%
	FPC – Foundational personal competences	8%	9%	47%	36%
	APC – Advanced Personal Competences	4%	16%	46%	34%

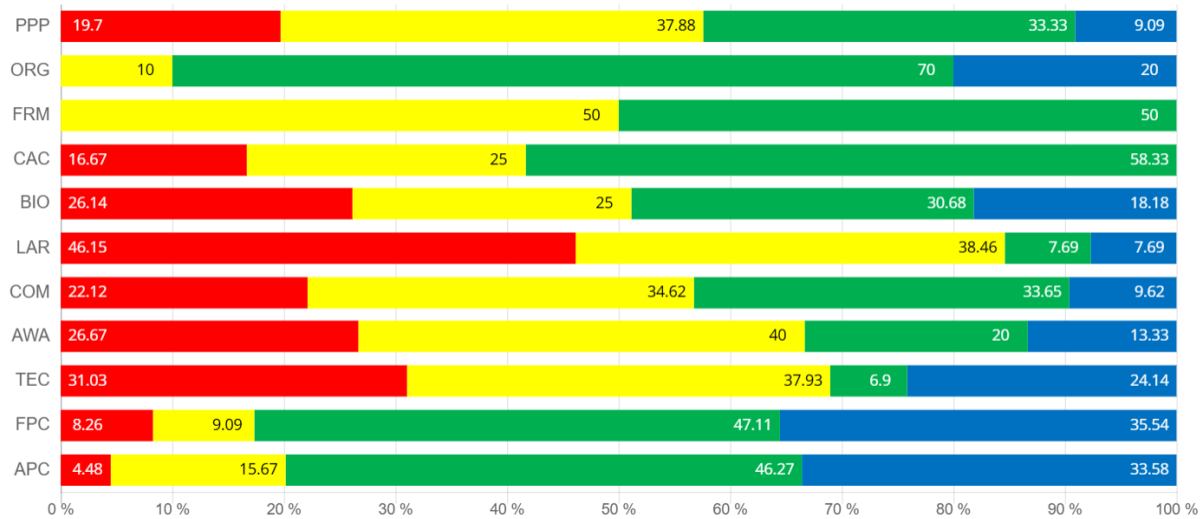


Figure 29: Overall assessment (n=14) of competence categories and the percentage of people who are at different levels ranging from minimal (1= red), moderate (2=yellow), good (3=green) and excellent (4=blue). Source: NaturaConnect Training-Needs Assessment.

The analysis based on the total number of assessments (n=14) shows that the competences ranging from minimal to moderate (1-2) are: LAR (84%), TEC (69%), AWA (67%) and PPP (58%). In the following, a closer look into the competence categories with least points shows the specific competences that would require further training. In the example of the LAR competence category (Upholding laws and regulations), the competences LAR 4.1 (Coordinate analyses of law enforcement, compliance, crime prevention and security issues affecting biodiversity, protected areas and ecological corridors) to 4.5 (Contribute significantly to development of international policy and/ or legal responses to major threats affecting biodiversity, protected areas and ecological corridor or connectivity) are all scored equally low. Competence LAR 2.1 (Gather information to support law enforcement and security operations) receives slightly higher scores. Competences with 0 points are rated as “not relevant” by the users.

D1.3 Report on the stakeholder analysis including evaluation of engagement, training needs and capacity building 28.06.2024

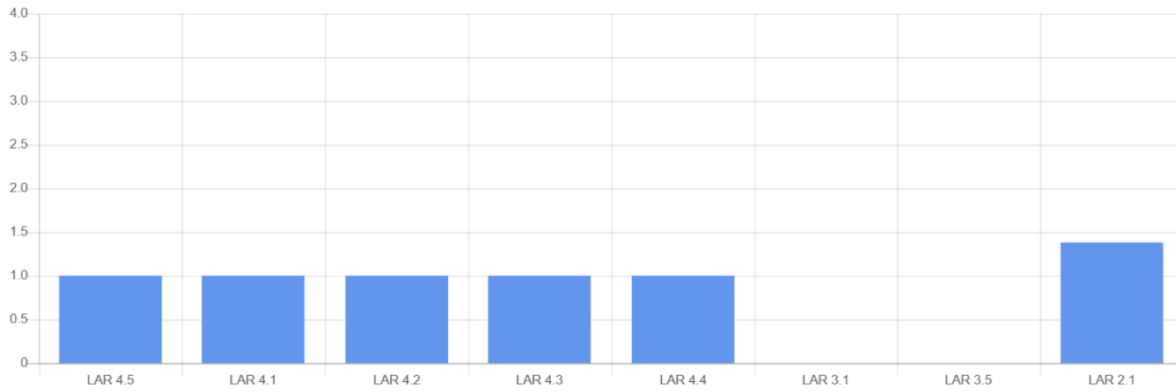


Figure 30: Breakdown of the LAR competence category and the scores for each competence. Source: NaturaConnect Training-Needs Assessment.

It must be noted that the LAR competences are only part of the competence assessment for job levels 3 and 4, therefore, in this example the analysis is based on a very small number of professionals (n=3). Only competence LAR 2.1 is part of job level 2 and has been assessed by 11 users.

Table 26: Competence description of the LAR category with the lowest competence level across all assessments (n=14). Source: NaturaConnect Training-Needs Assessment.

Code	Competence statement
LAR 4.1	Coordinate analyses of law enforcement, compliance, crime prevention and security issues affecting biodiversity, protected areas and ecological corridors.
LAR 4.2	Coordination national policies, strategies, laws and regulations for addressing environmental crime and security threats.
LAR 4.3	Coordinate development and implementation of standards and operating procedures for law enforcement, crime prevention and security in a protected area system.
LAR 4.4	Coordinate law enforcement strategies and operations with other agencies.
LAR 4.5	Contribute significantly to development of international policy and/ or legal responses to major threats affecting biodiversity, protected areas and ecological corridor or connectivity.
LAR 2.1	Gather information to support law enforcement and security operations.

In the example of the TEC competence category (Technology), all three competences receive low scores (Figure 31). Table27 shows the competence description.

D1.3 Report on the stakeholder analysis including evaluation of engagement, training needs and capacity building 28.06.2024

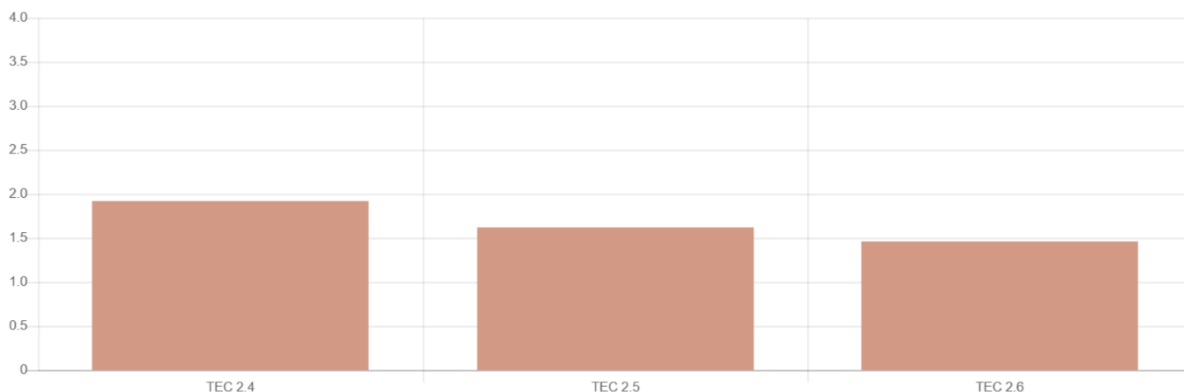


Figure 31: Breakdown of the TEC competence category and the scores for each competence across all assessments (n=14). Source: NaturaConnect Training-Needs Assessment.

Table 27: Competence description of the TEC category with the lowest competence level. Source: NaturaConnect Training-Needs Assessment.

Code	Competence statement
TEC 2.4	Manage and maintain digital data and information resources.
TEC 2.5	Operate Geographic Information Systems (GiS) and related applications.
TEC 2.6	Use advanced technology to support protected area management.

In the example of the PPP competence category (Protected area policy, planning and project) the competences with the lowest scores include PPP 4.9, PPP 4.5, PPP 4.10 with Table 28 showing all PPP competences with scores below 2.

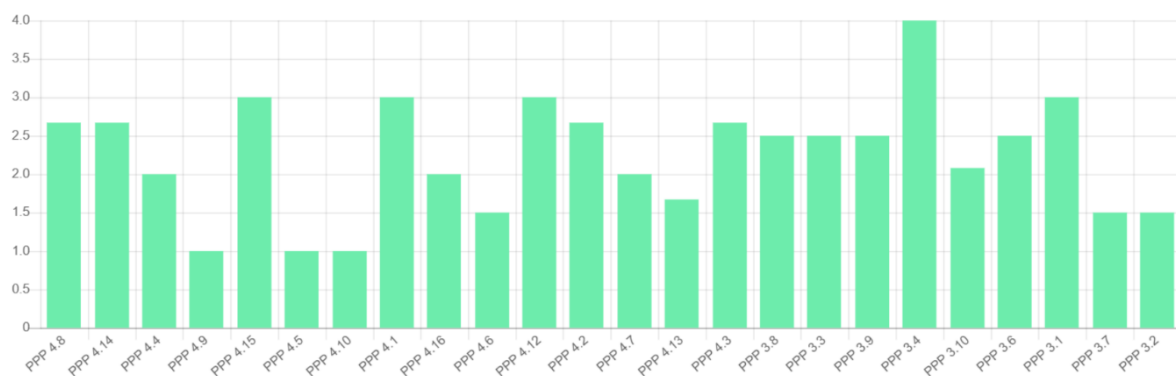


Figure 32: Breakdown of the PPP competence category and the scores for each competence. Source: NaturaConnect Training-Needs Assessment.

It must be noted that most that most PPP competences are only assigned to the assessment for levels 3 and 4. Since only three responses from this level have been received, we did not analyse the data in detail. The PPP competences for the level 2 include PPP 4.6 (Coordinate processes for establishing ecological networks and connectivity between protected areas) and PPP 3.10 (Contribute to Environmental Impact Assessments (EIAs) of projects and proposals affecting a protected area and ecological corridor/connectivity), both scored below 2 as shown in Figure 33.

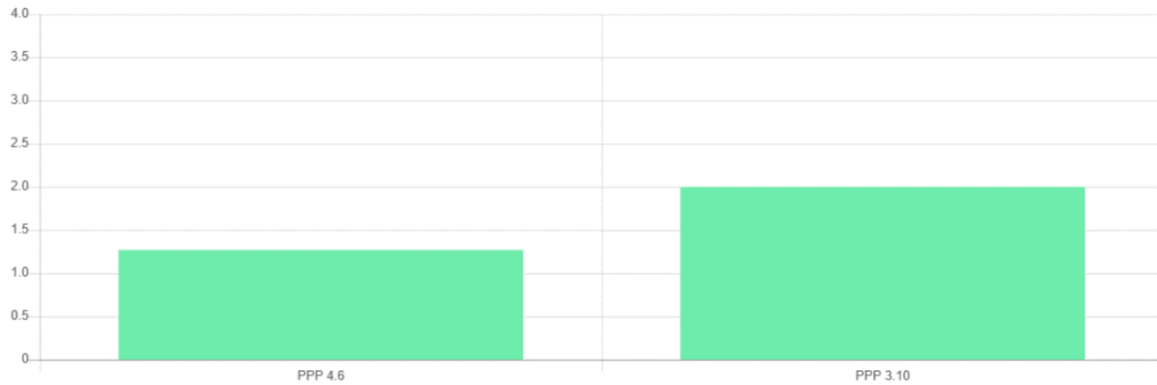


Figure 33: Breakdown of the PPP competence category and the scores for each competence in level 2 (n=11). Source: NaturaConnect Training-Needs Assessment.

Table 28: Competence description for the PPP competence categories. Source: NaturaConnect Training-Needs Assessment.

Code	Competence statement
PPP 3.10	Contribute to Environmental Impact Assessments (EIAs) of projects and proposals affecting a protected area and ecological corridor/connectivity.
PPP 4.5	Coordinate processes for establishing and maintaining the status of internationally designated protected areas and ecological corridor/connectivity.
PPP 4.6	Coordinate processes for establishing ecological networks and connectivity between protected areas.
PPP 4.9	Coordinate protected area system-wide responses to climate change and associated impacts.
PPP 4.10	Coordinate Strategic Environmental Assessments (SEAs) affecting protected areas and ecological corridor/connectivity.

In the following, all competences from level 2 (11 responses) with a score of 2 or less are presented (Table 29). The results indicate which competences should be covered in training modules by the project or elsewhere.

Table 29: Competence description of individual competences with the low scores (below 2) from level 2 only. Source: NaturaConnect Training-Needs Assessment.

Code	Competence statement	Average total score
APC 04	Cope with hazardous working environments.	1.9
COM 2.2	Plan, lead and report on cultural and socioeconomic surveys and assessments.	2
COM 2.7	Plan lead and report on measures to safeguard intangible cultural heritage.	1.55
COM 2.3	Facilitate and support agreements for community-based sustainable use of natural resources.	1.82
COM 2.4	Facilitate and support establishment of community development projects.	1.91
COM 2.5	Facilitate and support establishment of community-based economic enterprises.	1.45
COM 2.6	Plan, lead and report on measures to safeguard cultural and historic sites, structures and artefacts.	1.36
BIO 2.6	Propose justified measures for sustainable use of natural resources.	1.55
BIO 2.3	Plan, lead and report on resource use surveys and monitoring programmes.	1.91

3.1.5 Caveats and next steps/recommendations

The [NaturaConnect Training Needs Assessment](#) has been designed, built and applied by the project. During the first months of implementation, the usefulness and applicability of the tool could be assessed as the response rate has been very low. In addition, the assessment was responded to by individuals with different job positions making a comparison by various factors (e.g., country) difficult. Reasons for the low number of responses could be the length (30 to 40 minutes to completion), the multi-step process (registration on the platform and assessment), and the complexity of competences, each containing various sub-skills to be read, understood and evaluated by the users.

The online tool has been designed as a self-assessment, which comes with various advantages, but also limitations:

- Respondents can only assess their competence accurately if they understand the skills involved, which must be clearly defined. In any case, this might still happen, as respondents may understand competences differently, affecting their responses. As in all self-assessments, there is a level of subjectivity in the use of the tool, which, however, doesn't make the assessment less useful.
- There is a tendency for some respondents to over-assess their competences. This happens for example if staff fear being perceived as lacking important competences required in their job. This risk might be lower when the tool is anonymously used, and if respondents are confident that their reports are not shared with someone working in the organisation they are employed. It is also important to highlight that overestimating competences is likely to lead to a conclusion that training is not needed reducing opportunities for entire teams/groups to receive official support for participation in capacity-building programmes.

The strength of the tool lies within the possibility to conduct assessments of groups with pre-invited individuals. The platform is built in a way, that specific groups, from organisations or teams can be set up. The group leader can invite various users to respond the individual assessment allowing team leaders or project managers to understand the level of competence of a group. Group assessments are useful to develop capacity-building plans and applied curricula. Groups of any size can be considered and be defined at local, regional or national levels. The group assessment for the NaturaConnect Training Needs Assessment will be further developed by the project by preparing a guideline for group assessors, which will be publicly available on the platform and can be applied by anyone.

The assessment is extremely comprehensive covering several work areas, and over 119 competences extracted from the IUCN framework (Appleton, 2016). The NaturaConnect TNA is a useful tool for a competence-based self-assessment, using a standardised list of competences that are relevant for individuals in charge of planning and implementing conserved areas or connectivity projects. The list of competences is aligned to different job levels, depending on responsibility and position. The assessment can also help individuals with less experience to identify possible requirements for their job in terms of competences.

Developing such a comprehensive tool that covers several competence categories, from project planning to organisation, law, funding and financing, communication etc., that are all required and important when planning and working with protected and conserved areas across

Europe, naturally is going to be extensive and time taking in its application. However, as a result, it can indicate training needs across scales. At the same time, while covering various competence categories, it is not possible to include extremely detailed competences. For a more detailed and tailored assessment, specific questionnaires can be developed addressing only one or two competence categories.

The NaturaConnect TNA is built on an internationally agreed framework with a competence-based approach offering the possibility to assess knowledge and skills that are needed to fulfil a task and, as far as possible, some aspects related to the attitude towards the work carried out. The scope of the project does not allow to conduct the high number of assessments needed to make representative statements for training needs across Europe. However, individual and group assessments could be envisioned, for example, for a ministry or spatial planning authority from the NaturaConnect case study countries.

3.2 NaturaConnect Learning Platform

The [NaturaConnect Learning Platform](#) is the project capacity-building hub that aims to improve technical and functional capacities and competences for planning conservation areas. It provides an overview and easy access to all learning resources developed by the project and hosts a self-paced training course with sequential and stand-alone modules organised into three sections covering 1. Concepts, 2. Governance, and 3. Technical Tools. Users can join specific modules or complete the entire course. On the homepage, users find links to all project websites and platforms for networking, datasets and publications.

3.2.1 Context and background

The Learning Platform (LP) is hosted by the [European Nature Academy](#) (ENA), a training hub administered by the [EUROPARC Federation](#), that offers advanced and user-friendly training courses for conservation practitioners. The LP is embedded in this broader hub to increase its potential use and visibility among project target groups, the EUROPARC network and other interested stakeholders. The ENA is a long-term training hub built on a Learning Management System (LMS) called LearnWorlds that will continue to exist after the NaturaConnect project terminates. EUROPARC will keep hosting the LP free of charge for users beyond the project's lifetime and will ensure its ongoing maintenance.

The NaturaConnect self-paced training course will enable learners to enhance competences for planning conservation areas by providing capacity building on the tools and knowledge resulting from the project. It is organised into three sections composed of 11 sequential and stand-alone modules (Figure 34). For example, users can learn about the policy context of the TEN-N, comprehend specific tools and methods used in spatial conservation planning, and be enabled to apply them in various contexts. Moreover, since the design and planning of conservation areas have often been a top-down process with limited consultation (Laktić & Malovrh, 2018), particularly at the early stages of the process, a specific training module is dedicated to stakeholder engagement.

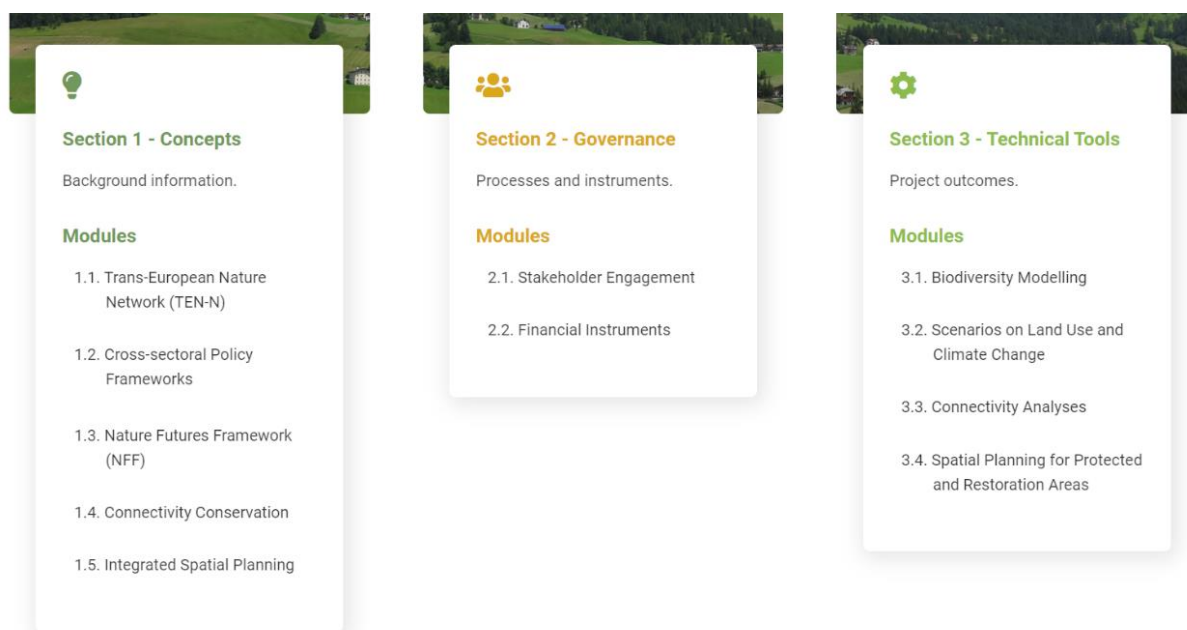


Figure 34: Training course sections and respective modules. Source: NaturaConnect Learning Platform.

The project outcomes set the training scope, which is also informed by needs identified in the capacity building analysis stage. The relevant categories of competences selected for the Training Needs Assessment (TNA), are addressed by the training course (see Table 30) through novel content or the indication of additional training opportunities. The results of the TNA support the development of the training course and finetune the modules. For example, the first results for the LAR category (Upholding laws and regulations) show that most respondents are at minimal or moderate level requiring further training (see Table 24 for job level 2 and Table 25 for all job levels). The LAR category is addressed by various modules on the NaturaConnect Learning Platform, and the TNA results on the specific competences help

to finetune the content. For example, LAR 4.5 that regards international policy on biodiversity, protected areas and connectivity is addressed by modules 1.1, 1.2. and 1.4. (see Table 30).

Table 30: TNA categories of competences addressed by the NaturaConnect training course.

Modules	PPP	ORG	FRM	CAC	BIO	LAR	COM	AWA	TEC
Section 1 - Concepts: Background information									
1.1. Trans-European Nature Network (TEN-N)									
1.2. Cross-sectoral Policy Frameworks									
1.3. Nature Futures Framework (NFF)									
1.4. Connectivity Conservation									
1.5. Integrated Spatial Planning									
Section 2 – Governance: Processes and instruments									
2.1. Stakeholder Engagement									
2.2. Financial Instruments									
Section 3 – Technical Tools: Project outcomes									
3.1. Biodiversity Modelling									
3.2. Scenarios on Land Use and Climate Change									
3.3. Connectivity Analysis									
3.4 Spatial Planning for Protected and Restoration Areas									

EUROPARC develops the modules' instructional design (curricula, materials and activities, assessments) and coordinates content creation with the project partners. All modules have

the same structure: module overview, sequence of two or three topics covered through a cohesive set of materials and activities, summary of key takeaways. This structure is called the learning journey.

The learning journey starts with the module overview that gives the core information: target audience groups, learning level, requirements or previous knowledge needed, relation to other modules, and the categories of competences based on the TNA. The module overview also highlights the learning outcomes and the sequence of two or three topics that deliver the content allowing learners to achieve the outcomes at the end of the module. The content of each topic is delivered through different forms of materials like briefing papers, videos, audios, tutorials, external website links, exercises, and webinars. At the end of each topic, a ten-question quiz allows the users to self-assess if they have achieved the learning objective. Finally, a comprehensive summary of reviews the most important content delivered in the topic and three Additional Resources (AR) are offered to the learners.

The learning materials and activities derive from the project deliverables and outcomes, e.g. reports, factsheets, guidelines, data standards, analysis code and tutorials. They are also updated and improved throughout the research process. For example, key features of the Trans-European Network (TEN-N), updated policy frameworks or the latest versions of tutorials for the technical tools will be adjusted until the end of the project. Training modules also aim to build capacity within the project; therefore, partners are incentivised to attend the training modules of their interest, for example, the module on stakeholder engagement offers templates to categorisation and analysis, and information on participative methodologies.

3.2.2 Evaluation Objective

The objective of the evaluation is to analyse if the Learning Platform (LP) is achieving its objectives and reaching the proper target groups. It also aims to receive feedback from users on the training modules in terms of their acceptability, suitability, utility and general learning experience. The module survey, at the end of the learning journey, allows learners to express their opinions that helps to modify and customise the upcoming modules and finetune the existing ones if needed. In addition, statistics on the learners' use of the platform and their background information are collected through the European Nature Academy (ENA) system and the enrolment process.

By 25 June 2024, 93 users enrolled in the LP and two self-paced training modules (see Table 31) have been launched and are publicly available on the platform.

Table 31: Training modules publicly available until May 2024.

Modules	Lead Partner	Available since	Level	Completion Time	Target audience
1.3. Nature Future Frameworks (NFF)	Sapienza University of Rome	11 April 2024	Introductory	04 h	Biodiversity and conservation managers, spatial planning technicians, and data analysts
2.1. Stakeholder Engagement	EUROPARC Federation	11 April 2024	Introductory	04 h	Biodiversity and conservation managers, spatial planning technicians, and data analysts

3.2.3 Evaluation Methodology

To get as much information as possible, the evaluation combines the analysis of data collected through three different tools:

1. **Registration form** submitted by users in the enrolment process.
2. **ENA statistics** on user behaviour and engagement in the modules.
3. **Module survey** filled by learners at the end of each module.

The **registration form** allows to collect information to characterise the users in terms of their country of birth, country of residence, age, gender, and workplace.

The **ENA statistics** allow an understanding of users' access and behaviour. Data indicate the study time and most accessed materials and activities to appraise the effectiveness of the learning journey.

The **module survey** at the end of each module allows direct feedback from learners on their experience and their opinions on the content and delivery quality. The survey consists of 15 questions of different types (see Annex III). In most questions, learners are asked to rate their opinion, experience, or agreement on aspects of the module based on a Likert scale, going from 0 (low/disagreement) to 5 (high/agreement). A multiple-choice question is used to identify the preferred type of learning materials and activities. Finally, four open questions offer space to freely comment on what they have particularly liked, how they intend to apply the learning to their job or what other topics they would like to learn about.

3.2.4 Analysis of results

The number of registered users on the NaturaConnect Learning Platform (LP) on 25 June 2024 was 93 learners. From these, 20 users did not fill in the registration form because they were enrolled in the European Nature Academy (ENA) as participants in the project [LIFE ENABLE: Creating the European Nature Academy for applied Blended LEarning](#). Thus, part of this analysis is based on the 73 users who filled in the registration form.

The LP and the two training modules publicly available were launched on 11 April 2024. After that, three peaks of enrolments were recorded, corresponding to dissemination actions on social media, newsletters, or events. The peaks were:

- 12 April 2024 with 7 enrolments following social media posts and the [Portuguese case study online event](#), both on 11 April.
- 03 May 2024 with 15 enrolments following the announcement on the EUROPARC Federation newsletter.
- 08 May 2024 with 7 enrolments following the [webinar on Stakeholder Engagement](#) on 7 May, which is part of module 2.1 Stakeholder Engagement.

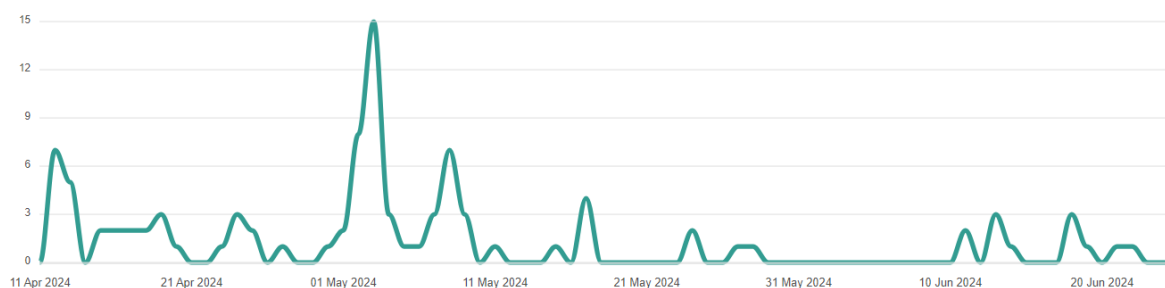


Figure 35: Number of enrolments in the Learning Platform. Source: ENA Statistics.

In the registration form, information on the following characteristics of the users is being collected to inform if the proper target groups are being reached. These statistics refer to the 73 users who filled in the registration form.

Country of birth: Users are from 27 different countries, of which 17 are from the European Union, four from other European countries (Norway, Russian Federation, Serbia and United Kingdom), two from Asia (Bangladesh and Oman), one from Africa (Kenya) and three from America (Chile, Colombia and United States).

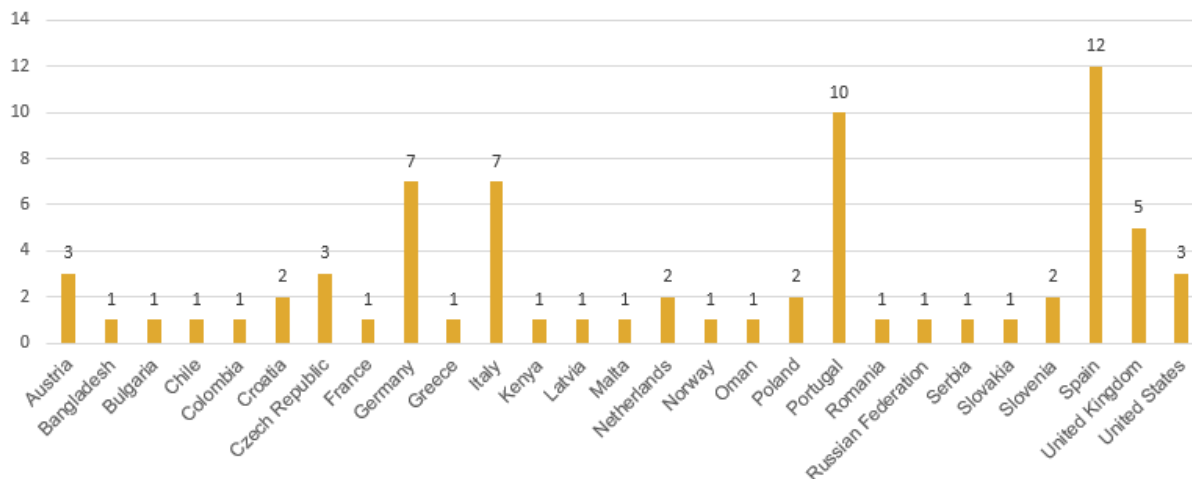


Figure 36: Number of users by country of birth. Source: ENA Registration Form.

Country of residence: Users live in 25 different countries, of which 17 are in the European Union, five in other European countries (Norway, Russian Federation, Serbia, Switzerland and United Kingdom), one in Asia (Oman), one in Africa (Kenya) and one in America (United States). The EU countries with more participants are Spain, Portugal, Italy and Germany.

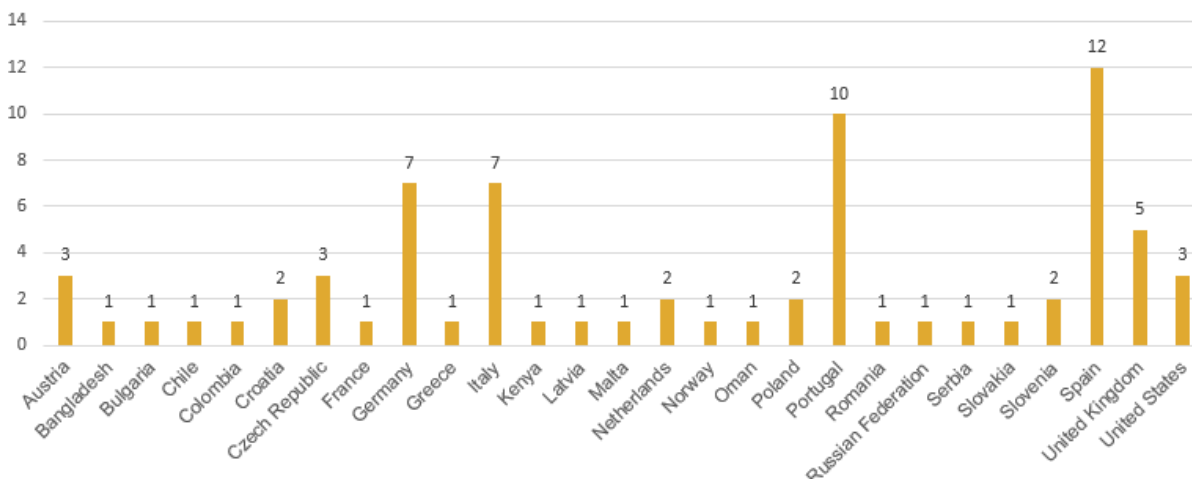


Figure 37: Number of users by country of residence. Source: ENA Registration Form.

For 11 users, the country of residence differed from that of birth. Most of the movements were within Europe, as follows: from Austria to Switzerland; from Germany to Spain, the Netherlands and Norway; from Poland to Germany; and from the Netherlands and Spain to Portugal. All users from other continents moved to Europe, mainly to Germany (from Chile, United States and Bangladesh), but also to Austria (from the United States) and to the United Kingdom (from Colombia).

Data on the countries of origin and residence show that the users are widespread in Europe and the Learning Platform has been accessed in other continents. It indicates that the interest in the training modules goes beyond the project area. Some case study areas are well represented, such as Spain with 12 users, Portugal with 10 users and Germany with 7 users (see Figure 37). Other countries in the case studies areas do not yet show up in the statistics, indicating that communication efforts should be enhanced especially in Finland, France and in the Carpathians region. Another EU country well represented is Italy, where EUROPARC Federation has a strong network and active section.

Age: Most users are under 40 years old. The majority are professionals between 30 and 39 years old (36%) or in their early career between 20 and 29 years old (22%). Around 30% are between 40 and 59 years old.

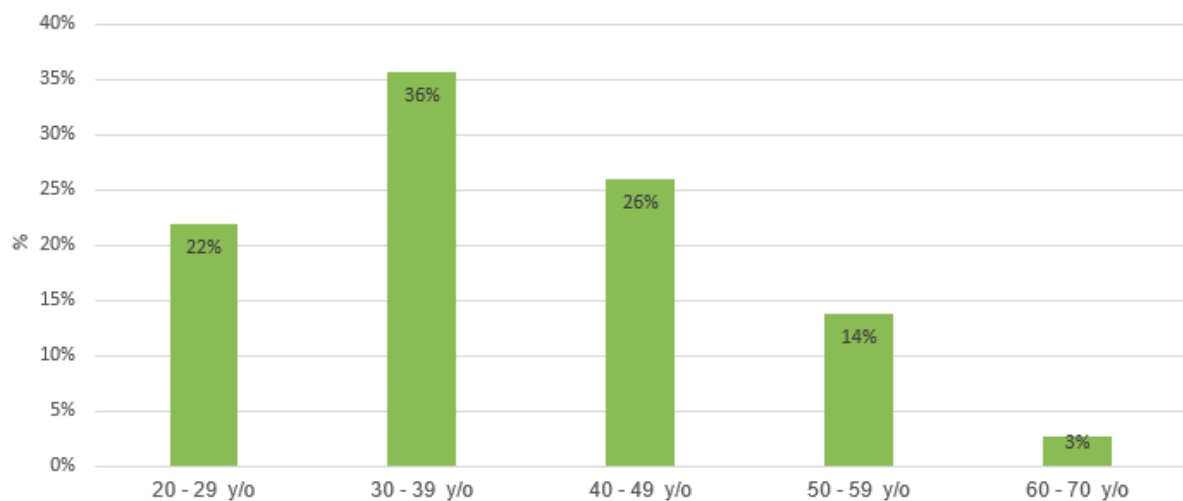


Figure 38: Percentage of users by age ranges. Source: ENA Registration Form.

Gender: Gender representation is unbalanced: 59% of registered users are women as opposed to 36% of men. 5% preferred not to specify their gender (see Figure 39).

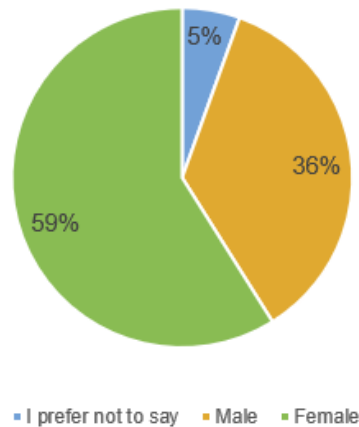


Figure 39: Percentage of users by gender. Source: ENA Registration Form.

Workplace: The users' associated organisation is outlined in Figure 40. The majority is either from academia or the environmental sector. Thus, from 73 users that filled in the registration form, 16 work for a research institute or university, 12 for a Non-Governmental Organisation and 11 for a Protected Area. This audience reflects the composition of the project consortium. There are 15 users associated to national or sub-national governmental administrations indicating that communication channels used to reach administrations were probably insufficient or not efficient. There are also representatives of the private sector and volunteers amplifying the groups reached.

The professionals targeted by the Learning Platform (LP) are biodiversity and conservation managers, spatial planning technicians and data analysts. These positions, their scope of work and responsibilities are usually performed in the workplaces represented by the users registered in the LP (academia, governmental institutions and protected areas). To assure the targeted professionals are being reached in these institutions, focused communication actions should be taken. Besides the existing channels, like social media and newsletters, working close with partners in the case studies areas will ensure that the targeted professionals are reached and take part in the training modules.

Besides the information gathered from the 73 users who filled in the registration form, the Learning Management System (LMS) used by the European Nature Academy (ENA) provides data on the users' access and behaviour within the Learning Platform (LP). The following data of ENA statistics refers to the total of 93 users enrolled (20 from another EUROPARC project and 73 enrolled after the launch of the LP).

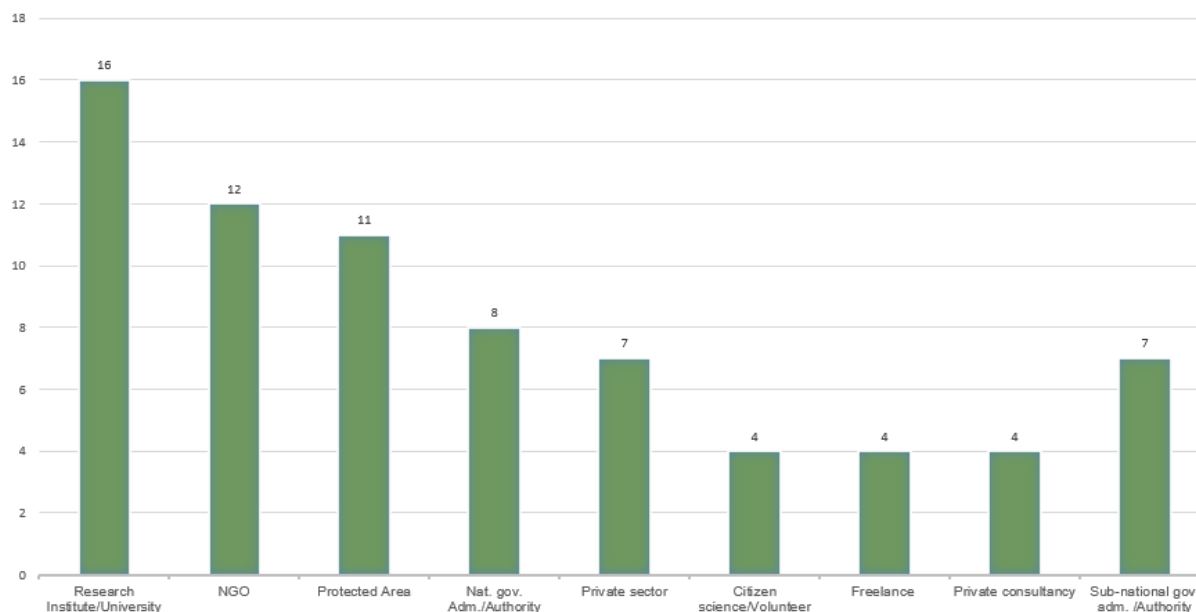


Figure 40: Number of users by workplace. Source: ENA Registration Form.

The recent launch and substantive completion time of the modules publicly available have not given learners time to complete them. However, existing data on users' behaviour indicate some interests and demonstrate the tools offered by the LMS to appraise the effectiveness of the learning journey. The recent launch of the LP and substantive completion time modules publicly available have not given learners time to complete them. However, existing data on users' behaviour indicate some interests and demonstrate the tools offered by the LMS to appraise the effectiveness of the learning journey. For this purpose, we will monitor the information on the learners' access to materials and activities and their study time.

The ENA statistics show that together with the peaks of enrolment (see Figure 35), there were peaks of users accessing at least one material or activity (see Figure 41). Data on access show that once they are registered, users tend to access all module overviews. That indicates their interest in understanding better what the training course offers and the specificities of each module. Overview information available to each module includes target audience groups, learning level, requirements or previous knowledge needed, relation to other modules, learning outcomes, sequence of two or three topics to deliver the content, and the categories of competences based on the TNA.

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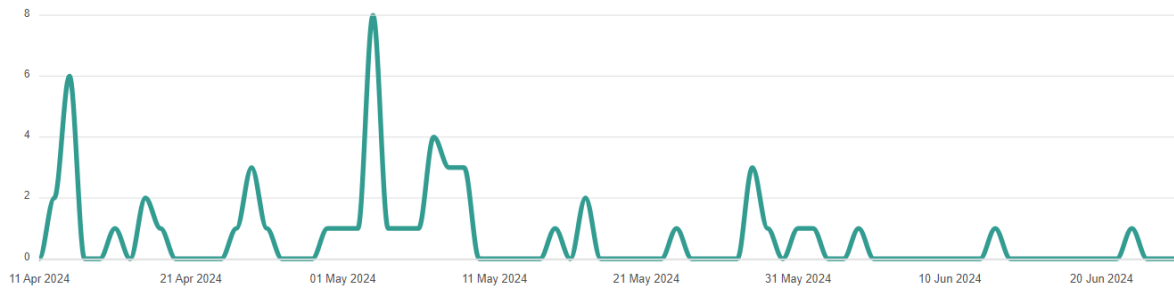


Figure 41: Number of learners in the Learning Platform who have accessed at least one material or activity. Source: ENA Statistics.

Data on access and time spent on the materials and activities are still insufficient for consistent analysis, but they provide some indications from the two publicly available modules. The average time spent by users in the Learning Platform will also be monitored, until now, the peak on average time spent is 108 minutes (see Figure 42). The materials most accessed are in module 1.3. Nature Future Frameworks (NFF). They are the video and reading materials about the assessments used as the framework for future narratives. In module 2.1. Stakeholder Engagement, the most accessed materials are the summaries of the topics and reading materials about Appreciative Inquiry. Once more modules and consistent data are available, we will prioritise certain types of materials, adapt the delivery of content or adjust the overall learning journey.

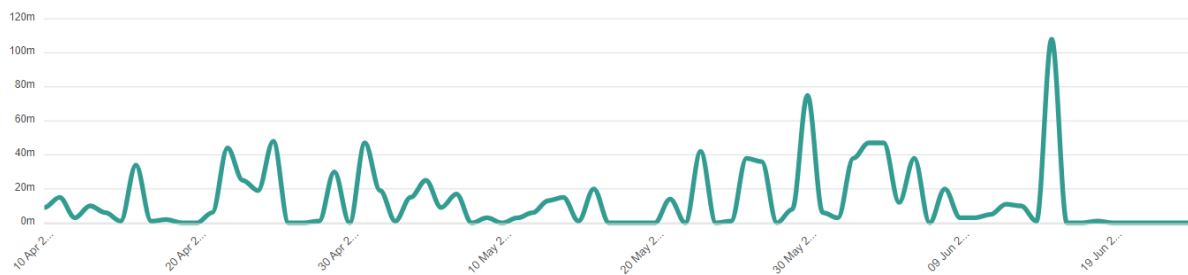


Figure 42: Average time spent by learners in the Learning Platform. Source: ENA Statistics.

The Learning Management System (LMS) used by the European Nature Academy (ENA) provides other useful statistics besides the examples above. They will all be used to improve and adjust the training course. Examples of information are completion rates based on settings for types of materials (e.g., minimum time spent in a reading material or video), user progress

(i.e., access to materials and completion of activities and quizzes), and dropout rates (i.e., users non-active for a month). Finally, the survey at the end of each module provides direct feedback from the learners (see Annex III. Unfortunately, the surveys for the two publicly available modules have not yet been completed by any of the users.

3.2.5 Caveats and next steps

Due to the delay in the launch of the different learning modules, we have not received any surveys from the participants. The modules are comprehensive and take up to 4 hours to complete. They are therefore quite time extensive for the learners, who usually stretch their learning experience over a few weeks or months. It is very likely that not all registered users have had the time to complete one or more of the modules available. Over the next months, new modules will be released. We therefore expect a larger enrolment to the modules and foresee the following next steps:

- Encourage the registered participants to proceed with the module activities.
- Encourage participants to fill in the module survey.
- Increase the dissemination and communication efforts addressed to the target audience we are not reaching enough.
- One of the main target groups for the Learning Platform are spatial planners from governmental administrations. However, they have not yet been present on the platform, as revealed by the statistics of the users. Therefore, an extra effort should be done to reach this target group.
- Rethink the way of engaging with participants. More engaging activities (e.g., webinars) should be organised within the different modules, e.g. for their launch. This highly increases the visibility of the platform, drives people towards it and, in the best case, adds an additional participatory element to it.

4. Conclusions

The NaturaConnect project aims to support the European Member States to realise an ecologically representative, resilient and well-connected network of conserved areas across Europe. Together with key stakeholders, the project aims to co-create the knowledge and tools needed to implement a Trans-European Nature Network. Various engagement activities have been organised and implemented by the project partners in the first half of the project (July 2022 – June 2024), including workshops, events, surveys and interviews. In addition, meetings and visiting external events and conferences were important mechanisms to engage with stakeholders and to build relationships. A Training-Needs Assessment and the NaturaConnect Learning Platform have been built to offer tools for targeted capacity building.

Stakeholder Engagement

The feedback received from the evaluation survey, that is shared after each workshop organised by NaturaConnect with the participants, show general high satisfaction levels among the survey respondents, which is a positive affirmation for the engagement efforts by the project and is aimed to be maintained in future workshops. It is also essential to maintain a good gender balance for all engagement activities and to offer a safe space to express opinions when conducting workshops. The participants and audience so far in terms of gender are well-balanced, and the project will continue to have this as a priority in their planning.

Based on the conducted engagement activities, the project to date primarily has organised consultation and involvement sessions. The joint workshop of WP5, 6 and 7 in Leipzig, Germany (May 2023) could be described as a co-design workshop, the two-day online workshop by WP6 in October 2023, the activities organised by WP2. However, some key stakeholders, and indeed end-users of the outputs, like national and regional planning authorities, protected area management authorities and government authorities from agriculture and forestry sector have not been represented sufficiently in the organised workshops, which remains one of the biggest challenges for the project. During the first 1st Stakeholder Engagement Kick-off meeting (WP1 together with the consortium and the support of external facilitators, demonstrated a variety of participatory tools for workshops, including for example open space, world café, marketplace among others. These allowed a big group of 70 participants (internal project partners, plus external stakeholders) to create dialogue on various topics offered by both project partners and stakeholders. Recommendations and interest into the project were raised, including expectations for a highly participatory project.

One key recommendation to the project was to share intermediate results, before showing the final product. By doing this, this project can still include feedback, increase ownership by end-users and tailor the product to the needs of the end-user.

To reach a level of collaboration, co-design or co-creating requires stakeholders to be “effectively partners with the research team, driving the research direction, and/or contributing resources and perspectives” (Durham et al. 2014). This often requires relationships to be build first and might take longer than expected.

Key recommendations for future engagement actions include:

- The identification of future engagement across all WPs, and where co-design is appropriate and possible, must take place for the second half of the project. Efforts should be made by the project and individual WPs to identify key moments of future engagement for specific groups of stakeholders and specific outputs.
- Fundamentally, good stakeholder engagement requires due consideration and planning, with sufficient time in advance to ensure the engagement levels desired can be reached.
- During and after each workshop, a clear and consistent mean of harvesting the feedback gained from the stakeholder in a transparent format is crucial, as is the ability to track how that knowledge has been utilised. The project, with WP9 and WP1, will now provide a better monitoring system, which should allow a transparent monitoring of the engagement and how the information has influenced the research.

Communication

The project has built a strong database of contacts and indeed stakeholders, that are continually being informed about project activities and outcomes via biannual project newsletters and articles being published on the project website. In any outgoing communication, it is important to communicate in a way that suits the stakeholders and the target audience (Durham et al. 2014). In the context of the NaturaConnect project, this requires that complex scientific information and research methods or results should be translated into accessible language, that is tailored to the needs of the target groups beyond academia. For NaturaConnect these include for example: government officials and institutions, key representatives from the European Member States central government bodies, environmental ministries, spatial planners, policy and decision makers from the European commission, and intergovernmental EU bodies and committees like NADEG and the EU Biodiversity Platform, as well as protected area management organisations, NGOs from the nature conservation

sectors as well as other sectors. Durham et al. (2014) emphasizes the need to be flexible, adaptable and to ensure communications can be easily understood by all stakeholders. This may require avoiding the use of complex technical language.

Key recommendations for future communication activities include:

- In the remaining two years, NaturaConnect will be disseminating research outcomes and results that aim to reach the target groups mentioned above. The use of appropriate language and choice of communication channels hereby is key.
- A consistent and clear branding is required and should be followed by all project partners. WP1 provided and will improve the existing materials as well as all other outgoing communication materials produced and needed by the project.

Capacity Building

The NaturaConnect Training Needs Assessment is a useful and comprehensive tool to identify capacity building needs in the context of conservation planning and implementation, based on an internally agreed concept. With a total number of 119 competences, the tool covers a wide range of skills, knowledge and attitudes that are relevant when aiming to work towards a Trans-European Nature Network (TEN-N). The current amount of conducted assessments (14 in total) does not allow a comprehensive and representative analysis of capacity building needs. Nevertheless, the tool has a great potential for further implementation, in particular by using the group function with pre-defined and invited participants. The option for individual assessments will remain open and can be accessed by anyone for whom the assessment might be interesting.

It is a bit early to draw definitive conclusions on the performance of the NaturaConnect Learning Platform (LP), since only two modules have been launched to date and 93 users have registered. Nevertheless, the number of registrations so far demonstrate high interest in the training offered by the project indicating the LP potential to facilitate the exchange of knowledge and skills and sustain the use of project tools in the long term. Recommendations to enhance capacity building efforts include improving the group function for the TNA and collect further responses for specific groups in collaboration with WP8 where appropriate. The results from the Learning Platform indicate that more communication and dissemination effort is needed to enlarge the number of participants, reach unrepresented target audiences and engage better with the participants. This can be achieved, for example, via a series of online webinars on specific topics offered by the partners who are leading on a module, in close collaboration with WP1.

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Annexes

I. List of external participants in events/workshops organised by NaturaConnect

Stakeholder Kick-off meeting Brussels (WP1) February 2023		
Institute	Type	Country
Butterfly Conservation Europe	NGO/CSO	United Kingdom
Biogeographical Process	Research Institute or University	Netherlands
BirdLife Europe and Central Asia	NGO/CSO	Belgium
CEEweb for Biodiversity	NGO/CSO	Hungary
CINEA	EU Institute or EC	Belgium
DG REGIO	EU Institute or EC	Belgium
European Anglers Alliance	NGO/CSO	Belgium
European Commission	EU Institute or EC	Belgium
European Commission	EU Institute or EC	Italy
European Commission	EU Institute or EC	Belgium
European Commission	EU Institute or EC	Belgium
European Commission	EU Institute or EC	Belgium
European Commission	EU Institute or EC	Belgium
European Commission - DG Research & Innovation	EU Institute or EC	Belgium
European Commission DG Environment	EU Institute or EC	Belgium

European Commission, DG CLIMA	EU Institute or EC	Belgium
European Commission, DG ENV	EU Institute or EC	Belgium
European Commission, DG REGIO	EU Institute or EC	Belgium
European Commission, DG.ENV.D3 (Nature Conservation)	EU Institute or EC	Belgium
European Environment Agency	EU Institute or EC	Denmark
Finnish Environment Institute	Research Institute or University	Finland
Fondation pour la Recherche sur la Biodiversité	Research Institute or University	France
Friends of the Earth Europe	NGO/CSO	Switzerland
Independent Environmental Consultant	NGO/CSO	United Kingdom
IUCN	NGO/CSO	Belgium
IUCN	NGO/CSO	Switzerland
IUCN	NGO/CSO	Belgium
Joint Research Centre (JRC)	EU Institute or EC	USA
Joint Research Centre (JRC)	EU Institute or EC	France
Matej Bel University	Research Institute or University	Slovakia
Ministry of Environment, Waters and Forests	National governmental administration or authority	Romania
Mission of Albania to the EU	National governmental administration or authority	Belgium
Mission of Montenegro to the EU	National governmental administration or authority	Belgium
Mission of the Republic of Moldova to the EU	National governmental administration or authority	Belgium

NABU (Nature And Biodiversity Conservation Union)	NGO/CSO	Germany
National Parks and Wildlife Service, Ireland	NGO/CSO	Ireland
NatureBureau	NGO/CSO	United Kingdom
Patrinat (OFB/CNRS/MNHN)	Research Institute or University	France
Regione LAZIO - Regional government	National governmental administration or authority	Italy
Research institute for nature and forest	Research Institute or University	Belgium
RSPB	NGO/CSO	United Kingdom
SPW ARNE - Département Nature et Forêts - Direction de la nature et des espaces verts	National governmental administration or authority	Belgium
The Danish Environmental Protection Agency	National governmental administration or authority	Denmark
The Danish Environmental Protection Agency	National governmental administration or authority	Denmark
Umweltdachverband Austria	NGO/CSO	Austria
UNEP Vienna - Secretariat of the Carpathian Convention	International Institution	Austria
UNEP-WCMC	International Institution	United Kingdom
Universität Bern	Research Institute or University	Switzerland
Wageningen Environmental Research - WUR	Research Institute or University	Netherlands
WWF European Policy Office	NGO/CSO	Belgium
Governance of PA Connectivity Edinburg (WP2) May 2023		
Institute	Type	Country
BIOM	NGO/CSO	Croatia

Birdwatch Ireland	NGO/CSO	Ireland
BL Cyprus	NGO/CSO	Cyprus
BSPB	NGO/CSO	Bulgaria
BSPB	NGO/CSO	Bulgaria
CSO	NGO/CSO	Czechia
Doga	NGO/CSO	Turkey
Doga	NGO/CSO	Turkey
HOS	NGO/CSO	Greece
LIPU	NGO/CSO	Italy
LOB	NGO/CSO	Latvia
LPO	NGO/CSO	France
n/a	NGO/CSO	Belarus
NABU	NGO/CSO	Germany
NABU	NGO/CSO	Germany
Natagora	NGO/CSO	Belgium
Natuurpunt	NGO/CSO	Belgium
OTOP	NGO/CSO	Poland
RSPB	NGO/CSO	United Kingdom
RSPB	NGO/CSO	United Kingdom
RSPB	NGO/CSO	United Kingdom
RSPB	NGO/CSO	United Kingdom
RSPB	NGO/CSO	United Kingdom

RSPB	NGO/CSO	United Kingdom
RSPB	NGO/CSO	United Kingdom
RSPB	NGO/CSO	United Kingdom
RSPB	NGO/CSO	United Kingdom
RSPB	NGO/CSO	United Kingdom
RSPB	NGO/CSO	United Kingdom
SABUKO	NGO/CSO	Georgia
SABUKO	NGO/CSO	Georgia
SEO	NGO/CSO	Spain
SEO	NGO/CSO	Spain
Not known	NGO/CSO	Serbia
SPEA	NGO/CSO	Portugal
VBN	NGO/CSO	Netherlands
Designing Nature Future Scenarios to support a TEN-N (WP5,6,7) May 2023		
Institute	Type	Country
BfN	National governmental administration or authority	Germany
BULiGL	Private company/sector	Poland
C.H. Guadalquivir	Sub-national governmental administration or authority	Spain
ECTP-CEU	EU Institute or EC	Italy
EU Commission DG ENV	EU Institute or EC	Belgium
EuroNatur	NGO/CSO	Germany

FACE	NGO/CSO	Belgium
ISPRA	National governmental administration or authority	Italy
MITECO	National governmental administration or authority	Spain
Municipal Office for Environmental Protection, Leipzig	Local governmental administration or authority	Germany
OFB-MNHN-CNRS-IRD	Research Institute or University	France
Syke	Research Institute or University	Finland
WWF	NGO/CSO	Romania
14th Carpathian Convention Working Group on Biodiversity Meeting - workshop session (WP8.1) May 2023		
Institute	Type	Country
Charles University	Research Institute or University	Czechia
Adelphi, Consultant	Private company/sector	Germany
IUCN/SSC Cat Specialist Group	Research Institute or University	Switzerland
Matej Bel University	Research Institute or University	Slovakia
Mendel University	Research Institute or University	Czechia
Ministry for Environment and Energy Security	National governmental administration or authority	Italy
Ministry of Agriculture	National governmental administration or authority	Hungary
Ministry of Agriculture	National governmental administration or authority	Hungary
Ministry of Climate and Environment	National governmental administration or authority	Poland

Ministry of Environment	National governmental administration or authority	Slovakia
Ministry of Environment	National governmental administration or authority	Czechia
Ministry of Environment	National governmental administration or authority	Czechia
Ministry of Environment	National governmental administration or authority	Czechia
Ministry of Environment, Waters and Forests of Romania	National governmental administration or authority	Romania
Ministry of Environmental Protection	National governmental administration or authority	Serbia
Ministry of Environmental Protection	National governmental administration or authority	Serbia
Nature Conservation Agency	National governmental administration or authority	Czechia
Polish Academy of Science, Institute for Botany	Research Institute or University	Poland
Slovak Academy of Science, Institute of Landscape Ecology	Research Institute or University	Slovakia
Slovak Academy of Science, Institute of Landscape Ecology	Research Institute or University	Slovakia
Slovenia Forest Service	National governmental administration or authority	Slovenia
Slovenia Forest Service	National governmental administration or authority	Slovenia
Slovenia Forest Service	National governmental administration or authority	Slovenia
State Nature Conservancy	National governmental administration or authority	Slovakia
State Nature Conservancy	National governmental administration or authority	Slovakia

UNEP Secretariat of the Carpathian Convention	International Institution	Austria
UNEP Secretariat of the Carpathian Convention	International Institution	Austria
UNEP Secretariat of the Carpathian Convention	International Institution	Austria
UNEP Secretariat of the Carpathian Convention	International Institution	Austria
WWF Ukraine	NGO/CSO	Ukraine
Nature Futures Framework (WP5) July 2023		
Institute	Type	Country
Not known	EU Institute or EC	Belgium
Not known	EU Institute or EC	Denmark
Not known	EU Institute or EC	Belgium
Not known	EU Institute or EC	Belgium
Not known	EU Institute or EC	Denmark
Not known	National governmental administration or authority	France
Not known	National governmental administration or authority	Netherlands
Not known	National governmental administration or authority	Netherlands
Not known	National governmental administration or authority	United Kingdom
Not known	National governmental administration or authority	Ireland
Not known	NGO/CSO	Romania
Not known	NGO/CSO	Austria
Not known	NGO/CSO	Romania

D1.3 Report on the stakeholder analysis including evaluation of engagement, training needs and capacity building 28.06.2024

Not known	NGO/CSO	Germany
Not known	NGO/CSO	Hungary
Not known	NGO/CSO	Germany
Not known	NGO/CSO	Germany
Not known	NGO/CSO	Serbia
Not known	NGO/CSO	Hungary
Not known	NGO/CSO	United Kingdom
Not known	NGO/CSO	Austria
Not known	NGO/CSO	Romania
Not known	NGO/CSO	Netherlands
Not known	NGO/CSO	United Kingdom
Not known	NGO/CSO	Slovenia
Not known	Other	Belgium
Not known	Other	Italy
Not known	Private company/sector	Netherlands
Not known	Private company/sector	Netherlands
Not known	Private company/sector	Spain
Not known	Private company/sector	Spain
Not known	Private company/sector	Spain
Not known	Protected Area	Spain
Not known	Protected Area	Scotland
Not known	Protected Area	Ukraine

D1.3 Report on the stakeholder analysis including evaluation of engagement, training needs and capacity building 28.06.2024

Not known	Research Institute or University	Italy
Not known	Research Institute or University	Italy
Not known	Research Institute or University	Austria
Not known	Research Institute or University	Slovakia
Not known	Research Institute or University	United Kingdom
Not known	Research Institute or University	Netherlands
Not known	Research Institute or University	Germany
Not known	Research Institute or University	Portugal
Not known	Research Institute or University	Austria
Not known	Research Institute or University	Austria
Not known	Research Institute or University	Austria
Not known	Research Institute or University	Netherlands
Not known	Research Institute or University	United Kingdom
Not known	Research Institute or University	Netherlands
Not known	Research Institute or University	Norway
Not known	Research Institute or University	Italy
Not known	Research Institute or University	n/a
Not known	Research Institute or University	Netherlands
Not known	Research Institute or University	Portugal
Not known	Research Institute or University	Spain
Not known	Research Institute or University	Austria
Not known	Research Institute or University	Portugal

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Not known	Research Institute or University	Finland
Not known	Research Institute or University	Portugal
Not known	Research Institute or University	Italy
Not known	Research Institute or University	Portugal
Not known	Research Institute or University	Finland
Not known	Research Institute or University	Germany
Not known	Research Institute or University	Finland
Not known	Research Institute or University	Finland
Not known	Research Institute or University	Spain
Not known	Research Institute or University	Netherlands
Not known	Research Institute or University	Estonia
Not known	Research Institute or University	Austria
Not known	Research Institute or University	Not known
Not known	Research Institute or University	Not known
Not known	Sub-national governmental administration or authority	Belgium
Not known	Not known	South Africa
Not known	Not known	Romania
Not known	Not known	Finland
Not known	Not known	Germany
Not known	Not known	Not known
Not known	Not known	Not known

Not known	Not known	Not known
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Not known	Not known	Not known
Not known	Not known	Not known
Not known	Not known	Not known
Not known	Not known	Not known
Workshop Halle/Leipzig (WP8.6) October 2023		
Institute	Type	Country
BUND Leipzig (civil society organization)	NGO/CSO	Germany
BUND Leipzig (civil society organization)	NGO/CSO	Germany
Federal Agency for Nature Conservation (BfN)	National governmental administration or authority	Germany
German Centre for Integrative Biodiversity Research (iDiv)	Research Institute or University	Germany
Helmholtz-Centre for Environmental Research (UFZ)	Research Institute or University	Germany
Humboldt University Berlin	Research Institute or University	Germany
Humboldt University Berlin	Research Institute or University	Germany
Humboldt University Berlin	Research Institute or University	Germany
Humboldt University Berlin	Research Institute or University	Germany

Municipal Office for Environmental Protection, Leipzig	Local governmental administration or authority	Germany
Municipal Office for Urban Greenery and Water, Leipzig	Local governmental administration or authority	Germany
ÖkoLöwe (civil society organization)	NGO/CSO	Germany
Assessing Ecological Connectivity (WP6) October 2023		
Institute	Type	Country
Day 1		
Adam Mickiewicz University	Research Institute or University	Poland
BirdLife International	NGO/CSO	United Kingdom
BOKU Vienna	Research Institute or University	Austria
CIBIO	Research Institute or University	Portugal
CIM Alto Minho	National governmental administration or authority	Portugal
Dept. of Environment, Flemish Government	National governmental administration or authority	Belgium
DG ENV	EU Institute or EC	France
E.C.O - Institut für Ökologie	Research Institute or University	Austria
ECTP-CEU	NGO/CSO	Belgium
Environmental consultant	Private company/sector	Bolivia
EU Commission	EU Institute or EC	Belgium
EURAC Research	Research Institute or University	Italy
EURAC Research	Research Institute or University	Italy
EUROPARC Federation	NGO/CSO	Germany

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Frederick University	Research Institute or University	Cyprus
Georg-August-Universität Göttingen	Research Institute or University	Germany
Government of Catalonia	Sub-national governmental administration or authority	Spain
Government of Catalonia	National governmental administration or authority	Spain
HNEE	Research Institute or University	Germany
HU Berlin	Research Institute or University	Germany
HU Berlin	Research Institute or University	Germany
ICNF	National governmental administration or authority	Portugal
ISA/University of Lisbon	Research Institute or University	Portugal
Ministry for climate & environment	National governmental administration or authority	Austria
Nature trust alliance Albania	NGO/CSO	Albania
NatureScot	National governmental administration or authority	United Kingdom
NatureScot	National governmental administration or authority	Scotland
Norwegian Institute for Nature Research	Research Institute or University	Norway
Parks & Wildlife Finland	National governmental administration or authority	Finland
Royal Society for the Protection of Birds	NGO/CSO	United Kingdom
Slovenia Forest Service	National governmental administration or authority	Slovenia
State Nature Conservancy of the Slovak Republic	National governmental administration or authority	Slovakia

SUVisTTa.pt	Private company/sector	Portugal
Swedish University of Agriculture Science	Research Institute or University	Sweden
Swiss Re Institute	Private company/sector	Switzerland
TRAGSATEC	National governmental administration or authority	Spain
Universidade de Évora	Research Institute or University	Portugal
Universidade de Évora	Research Institute or University	Portugal
University of Evora	Research Institute or University	Portugal
Veneto Region	Sub-national governmental administration or authority	Italy
Vrije Universiteit Amsterdam	Research Institute or University	Netherlands
WWF Belgium	NGO/CSO	Belgium
WWF Belgium	NGO/CSO	Belgium
WWF Poland	NGO/CSO	Poland
WWF Romania	NGO/CSO	Romania
WWF Sweden	NGO/CSO	Sweden
Day 2		
Adam Mickiewicz University	Research Institute or University	Poland
AVM	Private company/sector	Greece
Bavarian Environment Agency	Sub-national governmental administration or authority	Germany
BOKU	Research Institute or University	Austria
BOKU Vienna	Research Institute or University	Austria
CIBIO	Research Institute or University	Portugal

CIBIO	Research Institute or University	Portugal
CIBIO	Research Institute or University	Portugal
CIM Alto Minho	National governmental administration or authority	Portugal
CNRS	Research Institute or University	France
E.C.O - Institut für Ökologie	Research Institute or University	Austria
ECTP-CEU	NGO/CSO	Belgium
Environmental consultant	Private company/sector	Bolivia
EU Commission	EU Institute or EC	Belgium
EURAC Research	Research Institute or University	Italy
European Commission	EU Institute or EC	Belgium
European Federation for Hunting and Conservation	NGO/CSO	Belgium
Frederick University	Research Institute or University	Cyprus
Government of Catalonia	National governmental administration or authority	Spain
Humboldt University	Research Institute or University	Germany
ICNF	National governmental administration or authority	Portugal
ICS - University of Lisbon	Research Institute or University	Portugal
Interreg Europe - Veneto Region	Sub-national governmental administration or authority	Italy
ISA/Ulisboa	Research Institute or University	Portugal
Key Biodiversity Areas Secretariat	NGO/CSO	United Kingdom

Ministry for climate & environment	National governmental administration or authority	Austria
NatureScot	NGO/CSO	Scotland
NatureScot	National governmental administration or authority	Scotland
Norwegian Institute for Nature Resarch	Research Institute or University	Norway
Prespa Ohrid Nature Trust Fund	NGO/CSO	Albania
Silva Tarouca Research Institute	Research Institute or University	Czechia
SUVisTTa.pt	Private company/sector	Portugal
Swedish University of Agricultural Sciences	Research Institute or University	Sweden
TRAGSATEC	National governmental administration or authority	Spain
Universidade de Évora	Research Institute or University	Portugal
Universidade de Évora	Research Institute or University	Portugal
Universidade de Évora	Research Institute or University	Portugal
Université Paris-Saclay	Research Institute or University	France
University of Lisbon	Research Institute or University	Portugal
University of Zurich	Research Institute or University	Switzerland
WWF Belgium	NGO/CSO	Belgium
WWF Romania	NGO/CSO	Romania
WWF Romania	NGO/CSO	Romania
Identifying enabling factors for effective PA governance and promoting innovative funding opportunities to improve connectivity (WP2) October 2023		
Institute	Type	Country

E.C.O. Institute of Ecology	NGO/CSO	Austria
Europarc Atlantic isles	Protected Area	United Kingdom
German-Dutch Nature Park Maas-Schwalm-Nette	Protected Area	Netherlands
Institute of Botany NAS RA	NGO/CSO	Armenia
MedPAN	Protected Area	France
Municipality of Lousada	Local governmental administration or authority	Portugal
Nationalparks Austria	Protected Area	Austria
Nature Dialogues	NGO/CSO	Portugal
Nature Returns	NGO/CSO	Portugal
North York Moors National Park Authority	Protected Area	United Kingdom
Norwegian Parks Association	Protected Area	Norway
Parco Nazionale dell'Asinara	Protected Area	Italy
Provincie Flevoland	Sub-national governmental administration or authority	Netherlands
Regionaal Landschap Kempen en Maasland vzw.	Protected Area	Belgium
Society for Nature Conservation	NGO/CSO	Georgia
SOLUTION LLC	NGO/CSO	Armenia
WWF Poland	NGO/CSO	Poland
YDNPA	Protected Area	United Kingdom
Yorkshire Dales National Park Authority	Protected Area	United Kingdom
Žemaitija National Park Directorate	Protected Area	Lithuania

Stakeholder consultation on ecological connectivity 7th conference of the parties to the Carpathian Convention (COP7) (WP8.1) November 2023		
Institute	Type	Country
Appalachian/Carpathian International Mountain Conference & Harvard Forest	n/a	USA
Brasov County Council	Sub-national governmental administration or authority	Romania
Brasov County Council	Sub-national governmental administration or authority	Romania
Carpathian Wetland Initiative	NGO/CSO	Slovakia
CEEweb for Biodiversity	NGO/CSO	Hungary
CEEweb for Biodiversity	NGO/CSO	Hungary
Consultant	Other	Poland
Consultant	Other	Serbia
Djerdap National Park	Protected Area	Serbia
Ecocentar	NGO/CSO	Serbia
EURAC Research	Research Institute or University	Italy
Euromontana	EU Institute or EC	n/a
Forest Management Institute	National governmental administration or authority	Czechia
Green Dossier	NGO/CSO	Ukraine
Greenpeace	NGO/CSO	Poland
Greenpeace	NGO/CSO	Poland
IMRO-DDKK Non-Profit Ltd.	Private company/sector	Hungary
Machaon.Eu	NGO/CSO	Slovakia

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Marshal Office Podkarpackie Voivodeship	Sub-national governmental administration or authority	Poland
Ministry of Agriculture and Rural Development	National governmental administration or authority	Slovakia
Ministry of Climate and Environment	National governmental administration or authority	Poland
Ministry of Climate and Environment	National governmental administration or authority	Poland
Ministry of Culture and Natural Heritage	National governmental administration or authority	Poland
Ministry of Foreign Affairs and Trade	National governmental administration or authority	Hungary
Ministry of the Environment	National governmental administration or authority	Czechia
Ministry of the Environment	National governmental administration or authority	Czechia
Parliamentary Bureau of Research	Research Institute or University	Poland
Retezat NP Administration	Protected Area	Romania
RISG Europe Focal Point for International Year of Rangelands and Pastoralism	NGO/CSO	Italy
Science4Carpathians	Research Institute or University	Poland
SOS Birdlife Slovakia	NGO/CSO	Slovakia
State Nature Conservancy	National governmental administration or authority	Slovakia
State Nature Conservancy	National governmental administration or authority	Slovakia
UNEP Vienna	International Institution	Austria
UNEP Vienna	International Institution	Austria

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UNEP WCMC	International Institution	United Kingdom
Wetlands International Europe	NGO/CSO	Netherlands
Wetlands International Europe	NGO/CSO	Netherlands
WWF-Adria	NGO/CSO	Serbia
Young Researchers of Serbia	Research Institute or University	Serbia
Sevilla/Doñana Workshop (WP2, WP8.5)		
Institute	Type	Country
Advisor to the Directorate General of Forest Policy and Biodiversity, Regional Ministry of Environment of the Junta de Andalucia	Sub-national governmental administration or authority	Spain
Agriculture & Water Coordinator for WWF Spain and Donana Project	NGO/CSO	Spain
Conservator of the Donana Natural Space (END)	Protected Area	Spain
Donana Technical office of the ministry for Ecological Transition and the Demographic Challenge (MITECO)	National governmental administration or authority	Spain
General Subdirectorate for Terrestrial and Marine Biodiversity from MITECO and responsible for the National Strategy of Green Infrastructure and Ecological Connectivity and Restoration	National governmental administration or authority	Spain
SEO/BirdLifes technical office in Donana	NGO/CSO	Spain
Spokesperson for the Association of Farmers Puerto de Doñana	NGO/CSO	Spain

II. Evaluation survey workshops and events

NaturaConnect project

(101060429 HORIZON-CL6-2021-BIODIV-01)

Online questionnaire for the stakeholders: engagement evaluation

Developed by ETIFOR | Valuing Nature



Introduction

Welcome!

The NaturaConnect project “Designing a resilient and coherent Trans-European Network for Nature and People” is a four-year project running from July 2022 to June 2026 which is co-developing knowledge, tools and capacity building programmes to support Member States in implementing an ecologically representative, resilient and well-connected trans-European nature network (TEN-N) that builds on the existing network of protected areas, within the objectives of the EU Biodiversity Strategy to 2030.

Stakeholder engagement is a core activity of the project, from the design of the criteria to develop the TEN-N network to the implementation of results. It is therefore essential to monitor the capacity of the project consortium to engage key stakeholders and to monitor the efficacy of the engagement experiences promoted within the NaturaConnect project.

If you received this form, it means that you have recently been involved in a project engagement event (e.g., face to face meeting, workshop, webinar, etc.). Please take 10 minutes to fill out this online questionnaire, your feedback will help the consortium to improve and adjust the engagement approach and will enable project partners to measure and report engagement results in highly visible ways.

All the information collected with this questionnaire will be treated anonymously.

Questionnaire

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n.	Question	Answer
OPENING QUESTION (to link with the response to the NaturaConnect Meetings and Events Tracker)		
0	Which meeting/ event are you going to evaluate?	a. “[Event title]”, organised by [project partner], date. b. “[Event title]”, organised by [project partner], date. c. “[Event title]”, organised by [project partner], date. d. “[Event title]”, organised by [project partner], date. e. None of the above → Contact the organiser and tell them that the evaluation cannot be done because the event has not been included in the evaluation form.
BACKGROUND – Dimension 1		
1	Gender	a. Male b. Female c. Other d. Prefer not to say
2	Age	a. < 20 y.o. b. 21-30 y.o. c. 31-40 y.o. d. 41-50 y.o. e. 51-60 y.o. f. >60 y.o.
3	What country do you work from?	List of EU countries + other
4	Which kind of institution or organisation do you represent?	a. European institutions b. Government administration or authority c. NGO/CSO d. Research Institutes and Universities e. Private sector f. Protected Area g. Other: _____

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5	Which sector/topic comes closest to the focus of your work?	<ul style="list-style-type: none"> a. Nature conservation b. Forestry c. Mining d. Agriculture e. Fishing f. Marine g. Infrastructure h. Urban i. Social science j. Policy and law k. Tourism l. Spatial planning m. Other: _____
6	At what level are set the boundaries of the content of your work?	<ul style="list-style-type: none"> a. European level b. Multi-national level c. National level d. Sub-national/regional/local small-scale (one specific site, e.g. PA or other conserved area) e. Other: _____
7	Which of the following best describes the contribution of your work to the improvement of the conservation status of species and habitats?	<ul style="list-style-type: none"> a. I take decisions and have influence on conservation related policies b. I support decision-makers by providing technical feedback, analysis, or other supporting information c. I work on the implementation of policies or decisions regarding conservation measures d. None of the above
8	In the last 12 months, have you ... about biodiversity conservation in Europe: (Yes, No)	<ul style="list-style-type: none"> a. Read books or scientific papers on biodiversity conservation b. Developed and worked on implementing conservation projects c. Attended meetings and conferences on biodiversity conservation d. Been engaged in activism e.g. demonstrations on better conservation outcomes e. Taking part in lobbying activities for better conservation outcomes
9	Since when are you interested in the project?	<ul style="list-style-type: none"> a. Since its developing phase

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		<ul style="list-style-type: none"> b. Since the start in June 2022 c. Since 2023 d. Since 2024 (answer only valid from 2024 onwards) e. Since 2025 (answer only valid from 2025 onwards) f. Since the event I attended and that I'm asked to evaluate right now
PRELIMINARY PHASE TO ENGAGEMENT – Dimension 2		
10	How were you invited to the event/ did you decide to take part in it?	<ul style="list-style-type: none"> a. Invitation from the organisers (phone call, email) b. Recommended by friends c. Recommended by colleagues d. Project newsletter e. Other newsletter f. Project partners webpages g. Other webpages h. Social media i. Other
11	With the invitation of the event, was the purpose of the event clear to you?	<ul style="list-style-type: none"> a. Very clear b. Clear c. Unclear d. Very unclear
ENGAGEMENT / LEVEL OF PARTICIPATION – Dimension 3		
12	How did you participate in the event?	<ul style="list-style-type: none"> a. In-presence b. Online
13	In your opinion, which of the following best describes the level of participation offered by the event for the group of participants?	<ul style="list-style-type: none"> a. Participants had the feeling to be in control of the event and came out empowered with new and shared roles and responsibilities b. Participants had an active role in decision making and co-creation of project outcomes and tools c. Participants were consulted by the organisers and had the possibility to give feedback, provide inputs and express opinions d. Participants were informed about the project in engaging ways e. Participants attended without participatory interaction

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14	How do you rate your level of participation?	<ul style="list-style-type: none"> a. Very high: I was very engaged throughout the whole event b. High: I actively participated with comments and questions several times c. Low: I mainly listened but was very focused d. Very low: I mainly listened and was distracted by other things
15	<p>On a scale of totally agree to totally disagree, how would you rate the following statements?</p> <ul style="list-style-type: none"> • The mode of conveying information was engaging • I have a perception that my comments will be heard and considered by the project team for their purposes • I had the opportunity to give my opinion and propose ideas • There was room for implementing my ideas • I came out of this workshop with increased knowledge and awareness on the drivers of change and solutions for conservation planning in Europe • I came out of this workshop with increased knowledge and awareness on existing funding mechanisms for conservation measures • I came out of this workshop with increased knowledge and awareness on possible spatial planning tools and methods for connectivity 	<ul style="list-style-type: none"> a. Totally agree b. Partially agree c. Partially disagree d. Totally disagree
GENERAL CONSIDERATIONS – Dimension 4		
16	Did the event match your expectations?	<ul style="list-style-type: none"> a. Exceed my expectations b. Matched my expectations

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		<ul style="list-style-type: none"> c. Less than expected d. Much less than expected
17	By taking part in this event, what is your overall satisfaction?	<ul style="list-style-type: none"> a. Very high b. High c. Low d. Very low
17A	Follow up questions for A and B: Anything that you liked specifically?	_____
17B	Follow up questions for C and D: What specially didn't you like?	_____
18	Do you see the relevance of the project to your work?	<ul style="list-style-type: none"> a. Very much b. To some extent c. A little bit d. Not at all e. Unsure
19	How likely is it that you will recommend to/ share with your colleagues or people involved in your sector what you have learned at the event?	<ul style="list-style-type: none"> a. Extremely likely b. Likely c. Unlikely d. Extremely unlikely
20	How likely is it that you will stay involved in other activities of NaturaConnect projects (e.g. receiving newsletters, attending other events, etc.)?	<ul style="list-style-type: none"> a. Extremely likely (I'm already involved) b. Extremely likely c. Likely d. Unlikely e. Extremely unlikely
21	How would you like to be involved by NaturaConnect in the future?	<ul style="list-style-type: none"> a. Receiving emails from the project newsletter and being part of the NaturaConnect network b. Taking part in other workshops/ events c. Taking part in capacity building courses d. Other _____
22	Would you like to leave any additional comment on the event?	_____

III. Module Survey Learning Platform

1* Overall, were your **learning expectations** of this module met?

Not at all

Fully

1	2	3	4	5
---	---	---	---	---

2* Do you consider the module was well **structured and organised**?

Strongly disagree

Strongly agree

1	2	3	4	5
---	---	---	---	---

3* How do you consider the **level of content** ?

Very low

Too high

1	2	3	4	5
---	---	---	---	---

4* Do you consider that the **amount of content** was appropriate?

Strongly disagree

Strongly agree

1	2	3	4	5
---	---	---	---	---

5* Which type of **learning materials** do you appreciate the most?

- Scientific papers
- e-Books
- Videos
- Presentations slides
- Audios
- Quizzes
- Topics summaries

6* To what extent you consider this module has contributed to increase your competence in **Protected Area Policy, Planning and Projects**.

i.e. Providing a strategic and rationally planned framework for protected areas and/or ecological corridors governance and management.

Not at all

1	2	3	4	5
---	---	---	---	---

A lot

7* To what extent you consider this module has contributed to increase your competence in **Communication and collaboration**.

i.e. Building and using the skills required to communicate and collaborate effectively.

Not at all

1	2	3	4	5
---	---	---	---	---

A lot

8* To what extent you consider this module has contributed to increase your competence in **Local Communities and Cultures**.

i.e. Establishing systems of protected areas and/or ecological corridors governance and management that address the needs and rights of local communities.

Not at all

1	2	3	4	5
---	---	---	---	---

A lot

9* To what extent you consider this module has contributed to increase your competence in **Awareness and Education**.

i.e. Ensuring that local stakeholders, visitors, decision makers and the wider public are aware of protected areas and/or ecological corridors, their purpose and values and how they are governed and managed.

Not at all

1	2	3	4	5
---	---	---	---	---

A lot

10* Considering your experience, how likely would you **recommend** this module to a colleague?

Very unlikely

Very likely

1	2	3	4	5
---	---	---	---	---

11 Which **other topics** would you have liked to be covered in this module?

Answer goes here

0 / 500

12 Can you give an **example** of how you would apply what you have learned in this module?

Answer goes here

13 What did you **like most** in this course?

Answer goes here

14 What overall **rating** would you give the module?



15 Do you have any other **comments** for us?

Answer goes here

← Previous

Submit

IV. Competences of the NaturaConnect Training Needs Assessment

The list of competences used in the NaturaConnect Training Needs Assessment is derived from the list presented in the Global Register of Competencies for Protected Area Practitioners (Appleton, 2016). The NaturaConnect project team selected those competences that are considered to relevant for planning and implementing protected and conserved areas, including green infrastructure and corridors, in the context of establishing a Trans-European Nature Network (TEN-N). The Competence Category Code is the same as the code used in the Global Register of Competencies for Protected Area Practitioners, to allow for cross-reference. Each competence category covers several specific skills and knowledge requirements, indicating what a professional should know and be able to do.

Competence Category Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence	Assigned Job Level
PPP 4.1	Coordinate development and updating of national protected area and ecological corridor/connectivity policy and legislation.	<p>Taking a leading role in reviews of protected area and ecological corridor/connectivity policy and legislation.</p> <p>Drafting and/or reviewing new and revised legislation.</p> <p>Integrating PA and ecological corridor/connectivity issues within related sectoral policy and legislation.</p> <p>Contributing to National Environmental Action Plans and National Biodiversity Strategies and Action Plans.</p> <p>Contributing to setting targets for protected area systems and ecological corridor/connectivity.</p>	4
PPP 4.2	Coordinate reviews of protected area and ecological corridor/connectivity policies, strategies and plans.	<p>Taking a leading role in reviews of progress in implementing policies, strategies and action plans. Assessing progress towards achieving targets for individual PAs, ecological corridor/connectivity and the systems as a whole.</p> <p>Leading preparation of reports on implementation of actions under conventions and other agreements (e.g. Ramsar, CBD, etc.)</p>	4, 3
PPP 4.3	Coordinate processes for designing and establishing protected area and ecological corridor/connectivity systems.	<p>Developing and directing plans for rational establishment/ expansion of a protected area and ecological corridor/connectivity system.</p> <p>Ensuring that PA systems meet requirements for coherence, adequacy and representativeness.</p> <p>Ensuring that individual protected areas are appropriately located and designed (in terms of size, shape, boundaries).</p>	4, 3

		<p>Including a range of protected area categories and governance types.</p> <p>Developing national and/or regional PA System and ecological corridor/connectivity Plans/Master Plans.</p>	
PPP 4.4	<p>Coordinate processes for gazetting, categorising, establishing and modifying protected areas.</p>	<p>Leading the legal gazettelement and establishment of protected areas or ecological corridors according to national laws and regulations.</p> <p>Applying management categories according to national legislation and IUCN guidance.</p> <p>Leading the process for modifying protected areas according to national laws and regulations.</p> <p>Leading the establishment of regional networks of protected areas and conservation sites (e.g. Natura 2000 sites in the European Union).</p>	4, 3
PPP 4.5	<p>Coordinate processes for establishing and maintaining the status of internationally designated protected areas and ecological corridor/connectivity.</p>	<p>Leading the (legal) establishment of internationally (designated) important areas (e.g. UNESCO World Heritage Sites, Biosphere Reserves, Ramsar Sites) and ecological corridor/connectivity.</p> <p>Leading the process for identifying and designating internationally acknowledged conservation areas (e.g. Key Biodiversity Areas) and ecological corridor/connectivity.</p> <p>Preparing full proposals using required processes, leading to successful designation.</p> <p>Conducting activities to monitor and maintain the status of internationally designated and acknowledged areas and ecological corridors.</p>	4
PPP 4.6	<p>Coordinate processes for establishing ecological networks and connectivity between protected areas.</p>	<p>Developing and directing plans for the establishment of ecological networks, corridors, buffer zones, landscape linkages and other areas that complement protected area systems and improve connectivity.</p> <p>Developing plans for multifunctional landscape/ecosystem scale conservation (e.g. watershed management plans, ecoregional plans, ecological networks, etc.).</p> <p>Working with other sectors to establish required connectivity between PAs.</p> <p>Developing national and regional ecological network plans.</p>	4, 3, 2
PPP 4.7	<p>Coordinate processes for recognising and establishing indigenous peoples' and community conserved areas.</p>	<p>Seeking formal recognition of the principles of indigenous peoples' and community conserved areas (ICCAs).</p> <p>Working with local and indigenous peoples to identify and secure recognition of (ICCAs)</p>	4

PPP 4.8			4, 3
PPP 4.9	Coordinate protected area system-wide responses to climate change and associated impacts.	<p>Developing and directing plans for responses at the site and system level to impacts of climate change.</p> <p>Developing and directing plans for addressing specific impacts on vulnerable species and ecosystems.</p> <p>Developing and directing plans for addressing specific impacts on PA communities and economies.</p> <p>Proposing amendments to the national system of protected areas in response to climate change.</p> <p>Mobilising international support for climate change response (e.g. REDD +).</p>	4
PPP 4.10	Coordinate Strategic Environmental Assessments (SEAs) affecting protected areas and ecological corridor/connectivity.	<p>Taking a leading role in SEA processes relevant to PAs, ecological corridor/connectivity and biodiversity conservation.</p> <p>Representing the interests of a protected area and ecological corridor/connectivity system in SEAs.</p>	4
PPP 4.12	Coordinate initiatives to determine the value of the services provided by the ecosystems of protected areas and ecological corridor/connectivity.	<p>Organising economic valuations of the social, cultural and ecological services provided by a PA, ecosystem, ecological corridors or landscape using standard techniques.</p> <p>Explaining and promoting the concept and uses of the ecosystem services approach to national and regional authorities.</p>	4
PPP 4.13	Coordinate integration of protected area policy and management with other sectors.	<p>Engaging with other sectors whose activities affect or are affected by protected areas and ecological corridor/connectivity.</p> <p>Seeking solutions to conflicting interests and activities.</p> <p>Identifying opportunities for cooperation in pursuit of shared interests and synergies.</p> <p>Encouraging other sectors to modify their plans and activities to improve biodiversity conservation and protected area connectivity</p>	4, 3
PPP 4.14	Promote and enable management-oriented research to support protected area and ecological corridor/connectivity	<p>Identifying research priorities for improving protected area/ ecological corridor and connectivity planning and management.</p> <p>Encouraging and enabling management-oriented research to take place on a national and site basis.</p>	4, 3

	planning and management.	Ensuring dissemination of research results and their incorporation into planning and management processes.	
PPP 4.15	Coordinate major proposals for support and funding for protected areas and ecological corridors/connectivity.	<p>Identifying and mobilising sources of national support for establishing and maintaining protected areas or ecological corridors (e.g. through national policy, direct budget allocations, coordination with other sectors).</p> <p>Identifying and mobilising sources of international support for establishing and maintaining protected areas or ecological corridors (e.g. through multilateral and bilateral donors, NGOs, etc.).</p> <p>Playing a leading role in development of proposals and negotiating agreements for support.</p> <p>Supporting protected area administrations to identify and develop projects.</p>	4, 3
PPP 4.16	Coordinate international initiatives for developing protected area and ecological corridor/connectivity policy and improving their planning and management.	<p>Making a significant and recognised contribution internationally to protected area policy, planning and management (e.g. through publication of specialist guidance, active membership of an IUCN specialist group, conference presentations, provision of high-level training, etc.).</p> <p>Taking part in global policy development initiatives related to protected areas or ecological corridors.</p>	4
PPP 3.1	Direct the participatory development of a protected area management plan using a recognised format and process.	<p>Developing medium- to long-term management strategies, objectives and plans covering all aspects of protected area and/or ecological corridor management, according to a recognised comprehensive format and using a rational, participatory process.</p> <p>Ensuring adequate identification, participation and consideration of stakeholders in the process.</p> <p>Communicating the plan to PA staff and local stakeholders</p>	3
PPP 3.2	Direct a structured threat assessment for a protected area and ecological corridors.	<p>Assessing and evaluating specific pressures and threats to a protected area and ecological corridor using a structured process.</p> <p>Identifying resulting impacts.</p>	3
PPP 3.3	Direct the development of a protected area zonation system.	Rational identification of zones according to the functions and category of a protected area and defined criteria for zonation.	3

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		<p>Developing specific regulations for each zone.</p> <p>Ensuring adequate identification, participation and consideration of stakeholders in the process.</p>	
PPP 3.4	<p>Direct development of project proposals and plans for a protected area or an ecological corridor using recognised formats and processes.</p>	<p>Identifying needs and opportunities for projects.</p> <p>Preparing proposals for donor or government assisted projects (targeted and time limited investments) using a prescribed format.</p> <p>Ensuring adequate identification and participation of stakeholders and implementation partners in the process.</p>	3
PPP 3.6	<p>Direct the development of risk/disaster assessments and contingency plans.</p>	<p>Rational identification of zones according to the functions and category of a protected area and defined criteria for zonation.</p> <p>Developing specific regulations for each zone.</p> <p>Ensuring adequate identification, participation and consideration of stakeholders in the process.</p>	3
PPP 3.7	<p>Direct identification and implementation of measures to address the impacts of climate change.</p>	<p>Identifying the major threats and risks to a protected area and ecological corridor/connectivity resulting from climate change (with respect to species, ecosystems, local communities and economies). Identifying options and preparing plans for avoidance, mitigation and adaptation.</p> <p>Putting in place means for monitoring climate change and its impacts and the effectiveness of interventions.</p> <p>Putting in place means for implementing plans (securing funding, raising awareness, training staff and stakeholders, etc.)</p>	3
PPP 3.8	<p>Direct the planning, implementation and monitoring of major construction projects.</p>	<p>Preparing plans for the location and specifications of physical infrastructure.</p> <p>Working with designers, architects and developers to ensure appropriate specifications for major structures and installations (e.g. visitor centres, ranger stations, tourism facilities, roads, bridges, etc.).</p> <p>Ensuring that environmental, landscape and social impacts are minimised.</p> <p>Ensuring that infrastructure and construction projects by other parties in a protected area or ecological corridors conform to agreements and regulations and are subject to required impact</p>	3

		assessments.	
PPP 3.9	Coordinate protected area or ecological corridor management with activities of neighbouring land and resource owners and users.	<p>Identifying owners, rights holders and resource users that neighbour a protected area or an ecological corridor or operate inside it.</p> <p>Ensuring their compliance with laws, regulations and agreements.</p> <p>Working with neighbours to secure and protect the integrity of a protected area, an ecological corridor and its resources.</p> <p>Developing collaborative plans and projects to further the objectives of a protected area or an ecological corridor.</p>	3
PPP 3.10	Contribute to Environmental Impact Assessments (EIAs) of projects and proposals affecting a protected area and ecological corridor/connectivity.	<p>Providing factual information to EIA processes and proposing measures for impact avoidance and mitigation.</p> <p>Representing the interests of a protected area or an ecological corridor at hearings.</p> <p>Coordinating responses to draft EIAs.</p>	3, 2
ORG 4.2	Establish systemwide mechanisms for participation and good governance.	<p>Ensuring that appropriate systems and processes for good governance are instituted across a protected area system.</p> <p>Ensuring that stakeholders are officially enabled to participate in planning and decision making, using a range of appropriate techniques for consultation and collaborative management.</p> <p>In individual protected areas in the system.</p> <p>At the national level.</p>	4, 3
ORG 4.3	Build organisational capacity of protected area authorities for management and governance.	<p>Ensuring that the central authority has the personnel, resources and technical capacity to fulfil its functions (e.g. providing oversight and monitoring of a protected area system, providing up-to-date guidance and support for directors and personnel, managing information related to the planning and management of the system, developing policies and legislation).</p> <p>Identifying organisational capacity needs of protected areas within the system.</p> <p>Developing norms and standards for adequate organisational capacity of protected areas.</p> <p>Identifying sources of support and lobbying for improvements. See also HRM 4 and FRM 4.</p>	4, 3

ORG 4.5	Promote the adoption of new approaches, tools and techniques for managing protected areas or ecological corridors across the system.	<p>Gathering and disseminating information and promoting knowledge about 'latest' and 'best practice' approaches based on national and international innovations, conventions and agreements, IUCN guidelines, etc.</p> <p>Assessing needs and opportunities for deploying new approaches that are appropriate and affordable.</p>	4, 3
ORG 4.6	Promote the adoption of new technologies for managing protected areas across the system.	<p>Gathering and disseminating information and promoting new technologies that support protected area and ecological corridor management.</p> <p>Assessing needs and opportunities for deploying new technologies that are appropriate, affordable and sustainable.</p>	4
ORG 4.7	Monitor and review performance and effectiveness of protected areas across the system.	<p>Directing the collation and analysis of reports from PA Administrations.</p> <p>Making use of standard monitoring and reporting systems (e.g. Management Effectiveness Tracking Tool).</p> <p>Disseminating statistics, analyses and conclusions.</p> <p>Identifying and disseminating lessons learned and recommendations.</p>	4
ORG 3.3	Establish regular and systematic planning and monitoring of management activities.	<p>Preparing periodic (e.g. annual) work plans for implementation of strategies, plans and projects.</p> <p>Rationally allocating resources for implementation of work plans.</p> <p>Monitoring of completion of plans.</p>	3
ORG 3.5	Build networks and develop collaborative relationships with other organisations.	<p>Adopting an 'outward looking' approach to management.</p> <p>Identifying partners among other PAs, authorities and agencies, community and civil society organisations and private sector organisations.</p> <p>Maintaining networks and developing appropriate cooperation.</p> <p>Negotiating local agreements to support management of a protected area or ecological corridors (e.g. with businesses, local landowners, users, occupiers, managers, local communities, local authorities, NGOs, etc.).</p>	4, 3

<p>ORG 3.6</p>	<p>Ensure establishment and implementation of participation and good governance.</p>	<p>Creating (in consultation with PA stakeholders, including local communities) appropriate structures and processes that establish and formalise their rights to participate in management.</p> <p>Establishing mechanisms for PA communities to participate in decision making and assessment of management of a protected area and to address concerns and conflicts.</p> <p>Establishing mechanisms for PA personnel to participate in planning, decision making and evaluation processes.</p> <p>Ensuring transparency in planning, decision making and evaluation processes.</p> <p>Introducing agreed forms of co-management, devolved management, establishment of buffer zones, community conserved zones, etc.</p>	<p>3</p>
<p>ORG 3.8</p>	<p>Promote and implement change and innovation in management of a protected area or an ecological corridor.</p>	<p>Enabling and promoting the identification, development and introduction of new management approaches and practices, based on best practice elsewhere and on the lessons learned from management of a protected area and an ecological corridor.</p> <p>Promoting the adoption and use of available new technologies to support management of a protected area or an ecological corridor.</p> <p>Directing a protected area through processes of administrative and organisational change.</p>	<p>3</p>
<p>FRM 4.1</p>	<p>Coordinate mobilisation of funding for protected areas and ecological corridors/connectivity.</p>	<p>Preparing financial analyses, long-term financial plans and financial forecasts for the management and expansion of a protected area system and the ecological network.</p> <p>Preparing annual budgets based on rational analysis of management requirements.</p> <p>Identifying funding gaps and shortfalls.</p> <p>Securing adequate/improved central funding for protected areas and the ecological network.</p> <p>Identifying and mobilising potential sources of external funding and support (e.g. from donors, projects, partnerships, etc.). See also PPP 4.</p> <p>Developing new approaches to sustainable PA and ecological corridor financing (e.g. tourism charges for entrance and services, fees for resource use,</p>	<p>4</p>

		payments for ecosystem services, appeals and campaigns, etc.).	
FRM 3.2	Prepare a protected area business plan/sustainable financing plan.	<p>Developing a budget and medium-term 'business plan' or 'financial sustainability plan' for a PA (linked to a management plan).</p> <p>Identifying available funding and the 'funding gap' between available funds and the requirements of the budget.</p> <p>Identifying strategies and options for filling the funding gap.</p>	3
FRM 3.5	Identify and secure funding for protected area management.	<p>Presenting justified annual budget requests to parent organisations and funding agencies.</p> <p>Identifying and mobilising new sources of funding for a protected area (e.g. through projects, locally generated income, etc.).</p> <p>Preparing project budgets according to donor requirements. ●See also PPP 3.</p>	3
FRM 3.6	Identify and secure physical resources required for protected area management.	<p>Preparing resource needs assessments based on obligations and needs of a protected area.</p> <p>Identifying requirements for physical infrastructure, materials and equipment and recurrent costs.</p> <p>Identifying where and how to secure the required resources (e.g. through government, external grants, resource sharing, etc.).</p> <p>Overseeing procedures for procurement of goods and services.</p>	3
CAC 4.1	Contribute effectively to high level meetings, conferences and negotiations.	<p>Participating effectively in high level meetings and conferences.</p> <p>Participating in high level negotiations.</p> <p>Networking and establishing contacts.</p> <p>Ensuring high standards of professionalism, preparation, presentation and observance of protocols.</p>	4
CAC 4.2	Enable effective communication across a protected area system.	<p>Enabling regular flows of information from the centre to protected areas and from protected areas to the centre.</p> <p>Enabling regular communication between protected areas (e.g. through staff meetings, circulars, exchange visits, etc.).</p>	4

		Developing communities of practice among PA personnel.	
CAC 4.3	Enable effective communication with other organisations and sectors.	<p>Enabling regular networking, communication and information sharing with other major stakeholders for a protected area system and ecological networks.</p> <p>Stakeholders may include other ministries and agencies, local government, other sectors (forestry, agriculture, fisheries, etc.), transboundary protected area partners, national NGOs and citizens' organisations, representatives of indigenous groups, etc.</p> <p>Building partnerships and collaborative initiatives.</p>	4, 3
CAC 4.4	Contribute significantly to international initiatives for improving communication and participation among protected areas.	Making a significant and recognised contribution internationally to protected area communication and participation (e.g. through publication of specialist guidance, active membership of an IUCN specialist group, conference presentations, provision of high-level training, etc.).	4
CAC 3.1	Maintain effective communications within an organisation.	<p>Demonstrating effective use of a range of communication techniques in management and direction of a protected area organisation.</p> <p>Making appropriate use of a range of tools and aids to support good communication.</p> <p>Establishing a 'culture' within the organisation to promote good communication, transparency and responsiveness.</p> <p>Recognising the diversity of individuals and needs in the organisation and adapting communication approaches accordingly.</p>	3
CAC 3.2	Maintain effective communication and good working relations with stakeholders and partners.	<p>Ensuring regular communication and maintenance of positive working relations between a protected area organisation and stakeholders, partners, donors, authorities, etc.</p> <p>Recognising the diversity of individuals and groups among stakeholders and adapting communication approaches accordingly.</p>	3
CAC 3.3	Negotiate agreements and resolve disputes and conflicts.	<p>Using a range of techniques for enabling equitable agreements and for resolving major conflicts with/between stakeholders and partners or within the organisation.</p> <p>Ensuring documentation and formalisation of agreements and resolutions.</p>	3

BIO 3.6	Direct programmes for resolving human-wildlife conflict.	<p>Working with those affected to develop practical and sustainable solutions to problems such as crop raiding, livestock predation, animal pests, dangerous animals.</p> <p>Monitoring and reporting on the results and impacts of management measures.</p> <p>Incorporating the measures into the overall management strategy/plan for a protected area or an ecological corridor.</p>	3
BIO 3.12	Direct ecosystem and habitat restoration projects.	<p>Leading the development and implementation of programmes for major habitat and ecosystem restoration, rehabilitation or creation.</p> <p>Including (as required) physical landscaping, soil stabilisation, establishment and care of vegetation, reintroduction of plant species, hydrological engineering, etc.</p>	3
BIO 2.1	Demonstrate a detailed knowledge and understanding of species, habitats and ecosystems of a protected area and/or ecological corridors.	<p>Recognising and describing the main ecosystems of a protected area.</p> <p>Knowing and identifying the main species of conservation importance of a protected area; knowing their status, their habitat requirements and the conditions they require for survival.</p> <p>Knowing the threats faced by species of conservation importance and the impacts of those threats.</p>	3, 2
BIO 2.2	Plan, lead and report on biodiversity research, survey and monitoring activities.	<p>Organising and conducting field surveys and monitoring assessments of species, habitats, and ecosystems.</p> <p>Identifying survey/monitoring purpose, targets and methods.</p> <p>Identifying and mobilising personnel, equipment, and logistics.</p> <p>Conducting survey/monitoring activities using suitable methods.</p> <p>Collecting specimens in line with laws and best practice guidance.</p> <p>Collating, analysing and presenting results.</p> <p>Making practical recommendations for improving management practice.</p>	2

BIO 2.3	Plan, lead and report on resource use surveys and monitoring programmes.	<p>Conducting assessments of the use of natural resources in a PA or an ecological corridor.</p> <p>Identifying survey/monitoring purpose, targets and methods.</p> <p>Identifying and mobilising personnel, equipment, and logistics.</p> <p>Collaborating with resource users to gather information.</p> <p>Collating, analysing and presenting results.</p> <p>Making practical recommendations for improving management practice.</p>	3, 2
BIO 2.4	Propose justified measures for conservation of species.	<p>Using survey, monitoring and research results to prepare evidence-based recommendations for conservation of important species.</p> <p>Preparing detailed management prescriptions for inclusion in management plans, project proposals, etc.</p> <p>Ensuring that recommendations are science- and evidence-based and/ or based on established traditional knowledge and experience.</p>	2
BIO 2.5	Propose justified measures for conservation of habitats and ecosystems.	<p>Using survey, monitoring and research results to prepare informed and rational recommendations for conservation, restoration, management and threat reduction of important ecosystems and habitats.</p> <p>Preparing detailed management prescriptions for inclusion in management plans, project proposals, etc.</p> <p>Ensuring that recommendations are scientific and evidence-based and/ or based on established traditional knowledge and experience.</p>	2
BIO 2.6	Propose justified measures for sustainable use of natural resources.	<p>Using survey, monitoring and research results, and working with user groups to propose informed and rational recommendations for sustainable use.</p> <p>Preparing detailed management recommendations and prescriptions for inclusion in management plans, project proposals, etc.</p>	2
BIO 1.1	Recognise and identify typical ecosystems, habitats, plant and animal species and their signs.	Recognising main ecosystems and habitats of a protected area or an ecological corridor.	2

		<p>Recognising common, typical and important species of flora.</p> <p>Recognising common, typical and important species of fauna and their signs in the field.</p>	
BIO 1.2	Recognise threats and problems affecting biodiversity in the field.	<p>Identifying the presence and signs of threats (e.g. invasive species, snares, animal remains, burned areas, etc.).</p> <p>Identifying changes or unusual factors that may indicate threats or problems (e.g. sick animals, dying vegetation).</p> <p>Noting when significant change is taking place.</p>	2
LAR 4.1	Coordinate analyses of law enforcement, compliance, crime prevention and security issues affecting biodiversity, and protected areas and ecological corridor/connectivity.	<p>Reviewing current policies and legislation related to environmental crime and law enforcement.</p> <p>Reviewing and analysing system-wide threats and trends related to law enforcement (e.g. organised environmental crime, international wildlife trade).</p> <p>Conducting security and threat assessments for protected areas.</p> <p>Reviewing and analysing system-wide results of law enforcement and compliance activities.</p> <p>Identifying patterns, trends, successes and challenges.</p>	4
LAR 4.2	Coordinate national policies, strategies, laws and regulations for addressing environmental crime and security threats.	<p>Proposing new and strengthening existing policies and legal instruments for protecting species, ecosystems, protected areas, ecological corridors and the environment.</p> <p>Proposing new and strengthening existing policies and legal instruments for law enforcement, security compliance and crime prevention in protected areas and ecological corridors.</p> <p>Lobbying for increased attention to wildlife and environmental crime and imposition of appropriate penalties.</p>	4
LAR 4.3	Coordinate development and implementation of standards and operating procedures for law enforcement, crime prevention and security in a protected area system.	<p>Working with law enforcement authorities, PA directors, managers and stakeholders to identify and develop priorities, strategies and approaches.</p> <p>Developing norms, standards and operating procedures and ensuring that protected areas adopt them.</p>	4

		<p>Ensuring that responses to illegal activities are legal, appropriate and ethical.</p> <p>Allocating adequate resources for law enforcement and providing comprehensive support for front line rangers.</p> <p>e. Ensuring provision of training and equipment for law enforcement personnel.</p>	
LAR 4.4	<p>Coordinate law enforcement strategies and operations with other agencies.</p>	<p>Working with the judiciary and with national agencies for law enforcement and security to enforce legislation regarding biodiversity and protected areas including ecological corridors.</p> <p>Agencies may include police, border guards, military and security services.</p> <p>Establishing mechanisms for joint operations and exchange of information.</p> <p>Establishing mechanisms for international and transboundary cooperation.</p>	4
LAR 4.5	<p>Contribute significantly to development of international policy and/ or legal responses to major threats affecting biodiversity, protected areas and ecological corridor/connectivity.</p>	<p>Participating in international initiatives against wildlife and environmental crime (e.g. through organisations such as CITES, TRAFFIC, etc.).</p>	4
LAR 3.1	<p>Direct the development and implementation of a strategy, plan and operating procedures for protected area law enforcement.</p>	<p>Developing a comprehensive strategy for upholding laws and regulations in a protected area.</p> <p>Identifying the main threats and issues affecting a protected area that require law enforcement/crime prevention activity.</p> <p>Identifying the perpetrators and beneficiaries of crime, and the main victims.</p> <p>Consulting over options for dealing with violations with other agencies, and local communities.</p> <p>Identifying the approaches and methods to be used for law enforcement/crime prevention/encouraging compliance.</p> <p>Identifying requirements for improved legal regulations.</p> <p>Identifying opportunities to engage local communities to support crime prevention and law enforcement.</p>	3

		<p>Developing standard operating procedures (or adapting national procedures) for law enforcement activities.</p> <p>Incorporating the results of the planning process into the overall management strategy/plan for a protected area.</p>	
LAR 3.5	Direct the development of local regulations and by-laws for activities in a protected area or an ecological corridor.	<p>Consulting over the need for local rules and regulations.</p> <p>Drafting and obtaining approval for local rules and regulations (where possible) with appropriate authorities.</p>	3
LAR 2.1	Gather information to support law enforcement and security operations.	<p>Gathering information from a range of sources: evidence collected from the field; analysis of patrol and law enforcement data (using tools such as GIS, SMART, etc.); collaboration with other law enforcement agencies, the public and stakeholders; use of informants.</p> <p>Collating and reporting on information and evidence collected.</p>	3, 2
COM 4.1	Enable formal recognition of the roles, rights and needs of local and indigenous communities in and around protected areas and ecological corridors.	<p>Ensuring that the rights and interests of local communities and indigenous peoples (LCs and IPs) are adequately reflected in policies, laws, regulations and procedures relevant to protected areas.</p> <p>Promoting formal recognition of the roles, rights and needs of LCs and IPs (e.g. through legislation, policies for a protected area system, negotiated agreements with indigenous and community groups, etc.).</p> <p>Promoting the adoption of the principles of free prior informed consent.</p> <p>Promoting compliance with international conventions and other agreements.</p>	4
COM 4.2	Enable integration of the needs and rights of local and indigenous communities into governance and management of protected areas and ecological corridors.	<p>Coordinating assessments of the status, needs and rights of local and indigenous communities in and around protected areas.</p> <p>Ensuring that PA management authorities respect laws and regulations affecting local communities and indigenous peoples and their rights of access to and use of resources (including consideration of traditional laws, rights and knowledge).</p> <p>Organising related training and awareness programmes for protected area decision makers and staff and for local communities.</p>	4

		<p>Enabling establishment of community conserved areas/zones.</p> <p>Mobilising resources to support community support and development in and around PAs.</p>	
COM 4.3	<p>Institutionalise formal participation of local communities in governance and management of protected areas and ecological corridors.</p>	<p>Actively encouraging and enabling appropriate forms of participatory governance of protected areas (e.g. through establishing a range of PA categories and management systems that enable community support and participation, formalising mechanisms for participatory governance, supporting PA directors to establish participatory governance, recognising Community Conserved Areas, etc.)</p> <p>Enabling access for PA personnel, those responsible for ecological corridor management and local communities to information, guidance, training and support for improved governance.</p>	4
COM 4.4	<p>Coordinate initiatives to support the fair and equitable sharing of benefits arising from the use of genetic resources (access and benefit sharing).</p>	<p>Coordinating assessments of the current situation concerning access and benefit sharing.</p> <p>Establishing national legislation, regulations and processes for access and benefit sharing.</p> <p>Supporting protected area managers in the local application of access and benefit sharing mechanisms.</p> <p>Organising relevant training and awareness programmes for protected area decision makers and staff.</p>	4
COM 4.5	<p>Contribute significantly to international initiatives for improving engagement of local and indigenous communities in protected area and ecological corridor management.</p>	<p>Making a significant and recognised contribution internationally to the positive engagement of indigenous peoples and local community in protected area and ecological corridor/connectivity management (e.g. through publication of specialist guidance, active membership of an IUCN specialist group, conference presentations, provision of high-level training, etc.).</p>	4
COM 3.1	<p>Direct the participatory collection and assessment of socio-economic and cultural information.</p>	<p>Ensuring that a protected area administration or those who are responsible for the ecological corridors have an adequate knowledge and understanding of local and indigenous communities.</p> <p>Working with specialists in community-based research and assessment.</p> <p>Ensuring that information gathering is participatory</p>	3

		<p>and respectful of the beliefs and traditions of local and indigenous peoples.</p> <p>Working with local communities to identify and where possible quantify the impacts (positive and negative) of a protected area and an ecological corridor on local communities and of local communities on a protected area and an ecological corridor.</p>	
COM 3.2	Direct development of a strategy and plan for engagement with local communities.	<p>Preparing a detailed strategy and plan for community engagement developed with full participation of local stakeholders.</p> <p>Identifying appropriate mechanisms for local communities to participate in PA and ecological corridor planning, management and monitoring.</p> <p>Identifying agreed forms of co management, devolved management, establishment of buffer zones, community conserved zones, etc.</p> <p>Identifying joint plans, projects or proposals for activities that benefit PA communities, and a protected area and an ecological corridor.</p> <p>Incorporating the plan into the overall management strategy/plan for a protected area or an ecological corridor.</p> <p>Communicating the strategy and plan to PA staff, those who are responsible for ecological corridors and local stakeholders</p>	3
COM 3.3	Enable participation of communities in protected area and ecological corridor governance and management.	<p>Instituting mechanisms for regular communication and consultation with local communities.</p> <p>Ensuring formal representation of local communities in relevant meetings, workshops, planning and decision-making bodies and processes.</p> <p>Ensuring inclusion of groups such as indigenous peoples, local minorities, young people, women, and those disadvantaged or underrepresented for various reasons.</p>	3
COM 3.4	Negotiate and maintain formal agreements with communities.	<p>Participatorily negotiating and agreeing formal agreements (e.g. permit and licensing schemes, management and resource use rights, limits and quotas, boundaries and use zones, buffer zones, revenue generation and benefit sharing schemes, etc.).</p> <p>Recognising traditional rights</p>	3

COM 3.5	Ensure that protected area management and ecological corridor activities respect policies and agreements and the rights of communities.	<p>Ensuring that PA and ecological corridor policies and procedures take into consideration community rights, needs and agreements.</p> <p>Ensuring that PA staff and those who are responsible for ecological corridor management are aware of and observe the rights of local communities and relevant policies and agreements.</p> <p>Observing principles of free prior informed consent, in particular with respect to relocation and resettlement.</p> <p>Taking appropriate action to prevent and address problems and incidents.</p>	3
COM 3.6	Facilitate activities that support sustainable socioeconomic development of communities.	<p>Promoting development activities for and by local communities that are compatible with the other objectives of a protected area and/or ecological corridor.</p> <p>Enabling sharing of benefits derived from a protected area and/or an ecological corridor with local communities.</p> <p>Enabling access by PA communities to assistance, support and finance for development projects, enterprise development, sustainable use, etc.</p> <p>Promoting and enabling establishment of local networks and organisations.</p>	3
COM 3.7	Promote and support the cultural identity and traditional knowledge and practices of local communities.	<p>Acknowledging and making use of traditional knowledge, experience, forms of management and decision making and other 'intangible heritage'.</p> <p>Proactively encouraging and supporting local traditional practices compatible with PA and/or ecological corridor objectives (e.g. architectural styles, languages, handicrafts, land and resource management practices, cultural events).</p>	3
COM 3.8	Ensure the protection of sites, features and objects of cultural importance.	<p>Introducing specific programmes for the protection, preservation or restoration of important cultural sites and of 'immoveable' and 'moveable' heritage.</p> <p>Working with local communities in cultural site protection and management (e.g. for spiritual sites).</p>	3
COM 2.1	Maintain productive and equitable working relationships with local communities and indigenous peoples.	<p>Maintaining regular formal and informal contact with communities.</p> <p>Building and maintaining constructive working</p>	2

		<p>relationships with local leaders and influential people.</p> <p>Understanding and addressing differences of opinion and potential conflicts.</p> <p>Participating actively and constructively in meetings, workshops and community events.</p> <p>Coordinating and facilitating community engagement activities and events.</p>	
COM 2.2	Plan, lead and report on cultural and socioeconomic surveys and assessments.	<p>Identifying survey/monitoring purpose, targets and methods.</p> <p>Identifying and mobilising personnel, equipment, and logistics.</p> <p>Collecting information on communities, local forms of governance, social conditions, livelihoods, resource use, culture, etc.</p> <p>Collating, analysing and presenting results.</p> <p>Making practical recommendations for improving management practice.</p>	2
COM 2.3	Facilitate and support agreements for community-based sustainable use of natural resources.	<p>Working with communities, user groups and conservation specialists to negotiate agreements and regulations for sustainable resource use compatible with the conservation objectives of a protected area and/or an ecological corridor.</p> <p>Monitoring and implementation of agreements and observance of regulations.</p>	2
COM 2.4	Facilitate and support establishment of community development projects.	<p>Enabling access for communities to specialist knowledge, advice and support (e.g. access to extension services, advice on sustainable harvesting, information on projects and programmes, sources of funding and credit, welfare services, educational services, credit facilities, etc.).</p> <p>Supporting establishment of compatible development activities identified by/with local communities.</p>	2
COM 2.5	Facilitate and support establishment of community-based economic enterprises.	Working with communities to establish and operate social and environmental enterprises compatible with the objectives of a protected area and/or an ecological corridor (for example tourism services, processing/sale of sustainably harvested resources,	2

		provision of local services, etc.).	
COM 2.6	Plan, lead and report on measures to safeguard cultural and historic sites, structures and artefacts.	<p>Conducting participatory surveys and assessments of cultural artefacts and 'immovable' heritage (archaeological and historic features and locations) within a protected area and/or an ecological corridor.</p> <p>Working with local communities to propose measures for the management and protection of important elements of immovable and/or portable heritage</p>	2
COM 2.7	Plan lead and report on measures to safeguard intangible cultural heritage.	<p>Conducting participatory surveys and assessments of 'intangible heritage' (traditions, skills, arts, designs, oral history, etc.) of PA local communities.</p> <p>Working with local communities to propose measures to safeguard intangible heritage.</p>	2
COM 1.1	Communicate and interact appropriately with local community members.	<p>Demonstrating awareness of and sensitivity to local cultures and practices.</p> <p>Complying with policies and guidance on relations with local people.</p> <p>Providing basic information to local people about a protected area, its functions, regulations and approaches for working with local communities.</p> <p>Demonstrating awareness of and sensitivity to cultural issues in all aspects of work.</p>	2
COM 1.2	Conduct extension field work with local communities.	<p>Working under supervision on practical joint implementation of community outreach and extension activities.</p> <p>Relevant activities include basic surveys, agriculture, construction, health and welfare, sustainable use, education, etc.</p> <p>Working in a participatory, inclusive and sensitive manner.</p> <p>Recording and reporting on activities and results.</p>	2
AWA 4.1	Coordinate development of a strategy for visibility, awareness and education across a protected area	<p>Developing a national image for a system of PAs and/or the ecological network.</p> <p>Identifying key audiences, messages and media for</p>	4

	system or the ecological network.	awareness and education. Developing a national strategy, guidance and standards for communication, awareness, interpretation, education and design.	
AWA 4.2	Promote national awareness and understanding of a protected area system and the ecological network and their values.	Explaining, representing and maintaining the profile of a PA system or the ecological network through events, media work, participation in conferences, policy fora, campaigns, etc. Coordinating national awareness campaigns focusing on protected areas and ecological corridors/connectivity. Establishing mechanisms for dialogue and information exchange between protected area officials, those who are responsible for ecological corridors, stakeholders, relevant sectors and civil society. Presenting detailed arguments and justifications for government and sectoral support of PAs and biodiversity including ecological connectivity.	4
AWA 4.3	Promote the inclusion of protected area and biodiversity issues including ecological connectivity in educational curricula.	Promoting inclusion of PA/biodiversity/connectivity issues into educational curricula at all levels. Enabling access by educational authorities to information and materials for curriculum development. Promoting development of university and college courses and curricula in applied conservation and protected area and ecological corridor management.	4
AWA 4.4	Contribute significantly to international initiatives for improving awareness, education and information related to protected areas and ecological corridors.	Making a significant and recognised contribution internationally to protected area education and awareness (e.g. through publication of specialist guidance, active membership of an IUCN specialist group, conference presentations, provision of high-level training, etc.).	4
AWA 3.1	Direct development of a protected area or an ecological corridor communication strategy and plan.	Identifying main themes and messages for visibility, interpretation, education and awareness. Identifying target groups (e.g. visitors, local communities, schools and educational institutions, other resource use sectors). Identifying suitable methods and media for communicating messages to target groups. Preparing programmes of awareness, interpretation	3

		<p>and education.</p> <p>Identifying personnel requirements and competences.</p> <p>Communicating the strategy and plan to PA staff and local stakeholders.</p> <p>Incorporating the plan into the overall management strategy/plan for a protected area or an ecological corridor.</p>	
AWA 3.2	Direct development of a protected area image and brand.	<p>Working with specialists to develop a unique image and brand for use in awareness raising and marketing of a protected area.</p> <p>Developing an image and logo for a protected area.</p> <p>Developing consistent standards for design of protected area facilities and publications, etc.</p>	3
AWA 3.4	Direct the design and production of awareness and educational materials.	<p>Working with designers to produce attractive and effective interpretive, awareness and educational materials (leaflets, signs, posters, displays, audiovisual installations, etc.).</p> <p>Overseeing development of concepts, scripts, designs, drafts, etc.</p> <p>Overseeing production of materials.</p>	3
AWA 3.5	Direct the design and implementation of interpretive and educational programmes.	<p>Directing the specification, planning, design and implementation of a diverse programme of awareness, interpretational and educational activities, based on the strategy and plan.</p> <p>Working with partners to deliver education, awareness and interpretation in appropriate ways for identified target groups including local communities, schools, visitors, decision makers.</p> <p>Ensuring evaluation of the impact and effectiveness of the programmes.</p>	3
AWA 3.6	Direct the design and implementation of issue-based/advocacy campaigns.	<p>Identifying topics, issues, target audiences and messages for campaigns.</p> <p>Designing and coordinating campaigns involving a range of media and techniques.</p>	3
AWA 3.7	Develop and implement a protected area media strategy.	Developing a detailed strategy for working with the media to promote a protected area, and explain	3

		<p>problems, conflicts and controversial issues.</p> <p>Maintaining constructive relations with the media.</p>	
TEC 2.4	<p>Manage and maintain digital data and information resources.</p>	<p>Managing and updating databases (for example of wildlife records, visitor records, law enforcement management information, statistics, etc.) using generic or specialised applications.</p> <p>Providing reliable access to data for analysis and use to support planning and management.</p>	3, 2
TEC 2.5	<p>Operate Geographic Information Systems (GiS) and related applications.</p>	<p>Operating GIS packages for day-to-day use.</p> <p>Adding spatial information.</p> <p>Analysing information.</p> <p>Preparing maps and reports.</p> <p>NOTE: this competence relates to operating and updating existing GIS systems, not to establishing, programming and customising GIS systems.</p>	3, 2
TEC 2.6	<p>Use advanced technology to support protected area management.</p>	<p>Operating and maintaining specialist technological aids according to specific needs and available technology. For example:</p> <p>Advanced uses of GIS for modelling, spatial analysis, optimisation, etc;</p> <p>Remote monitoring and tracking technology for monitoring wildlife, visitors, threats, etc.;</p> <p>New technologies such as solar installations, UV waste treatment;</p> <p>Audio visual presentations and interactive installations in visitor centres; and</p> <p>Devices and applications for data collection in the field.</p>	3, 2
FPC 01	<p>Demonstrate a positive personal attitude to work.</p>	<p>Maintaining good time keeping.</p> <p>Completing tasks in a timely and competent manner.</p> <p>Demonstrating willingness to learn and develop personally.</p> <p>Taking the initiative and working constructively.</p>	4, 3, 2

FPC 02	Work in compliance with instructions, briefings, laws, regulations and procedures.	<p>Demonstrating awareness of and compliance with requirements of the employer and the job.</p> <p>Paying attention to information, guidance and instructions.</p> <p>Demonstrating awareness of regulations governing activities, health, safety, welfare, etc.</p>	4, 3, 2
FPC 03	Demonstrate a flexible and adaptable approach to work.	<p>Responding constructively and adapting to changing circumstances, problems and changing priorities and workloads.</p> <p>Adopting a positive attitude to new technologies, tools and working practices.</p>	4, 3, 2
FPC 04	Maintain good relations with others in the workplace.	<p>Treating stakeholders, co-workers, subordinates and supervisors professionally and respectfully.</p> <p>Communicating effectively with others.</p> <p>Actively participating in teamwork and collaborative activities.</p>	4, 3, 2
FPC 05	Communicate effectively verbally.	<p>Providing clear, correct and appropriate person to person information, explanations, instructions and responses.</p> <p>Demonstrating ability to listen and absorb communication from others.</p> <p>Demonstrating awareness of non-verbal aspects (body language, modes of expression, etc.).</p>	4, 3, 2
FPC 08	Demonstrate awareness of and sensitivity to cultural, ethnic, gender and ability issues.	<p>Awareness of and respect for diversity issues.</p> <p>Appropriate treatment of co-workers, stakeholders, visitors, etc. in all aspects of work.</p>	4, 3, 2
FPC 09	Maintain good practice for security, safety and environmental protection in the workplace and in the field.	<p>Demonstrating environmental responsibility in the workplace.</p> <p>For example: conserving energy, preventing pollution, reducing fire risks, minimising and managing waste, recycling, minimising damage and disturbance to a protected area during work.</p>	4, 3, 2
FPC 10	Avoid, prevent and report dishonest and/or illegal practices.	Taking steps to avoid and prevent illegal activity, corruption, collusion, nepotism, breaches of	4, 3, 2

		<p>confidentiality.</p> <p>Reporting illegal and corrupt practices.</p> <p>Maintaining confidentiality of information when required.</p>	
FPC 12	Communicate in other languages and/or dialects.	Communicating (speaking/understanding/reading/writing) in locally used languages and/or international languages (as required).	4, 3, 2
APC 01	Demonstrate analytical skills.	<p>Processing, summarising and interpreting large amounts of information/ data.</p> <p>Breaking down complex information into small parts.</p> <p>Identifying patterns, common factors, inconsistencies and gaps.</p> <p>Developing rational conclusions, hypotheses, recommendations and supporting arguments.</p>	4, 3, 2
APC 02	Address complex problems.	<p>Taking a positive approach to dealing with problems.</p> <p>Dealing with problems in a rational and systematic way.</p> <p>Developing and exploring alternative approaches and strategies for problem solving.</p> <p>Exploring creative and innovative solutions to problems.</p>	4, 3, 2
APC 03	Make effective decisions.	<p>Working strategically towards defined goals.</p> <p>Identifying best courses of action based on analysis of alternatives, rational assessments and experience.</p> <p>Consulting with and listening to others when making decisions.</p> <p>Assessing the effectiveness and impact of decisions.</p> <p>Taking responsibility for decisions made.</p> <p>Learning from successes, mistakes and failures and adapting plans and activities accordingly.</p>	4, 3, 2

APC 04	Cope with hazardous working environments.	<p>Being aware of hazards and risks associated with the working environment.</p> <p>Observing strictly risk reduction plans, procedures and measures.</p> <p>Avoiding and preventing reckless and impulsive actions.</p> <p>Learning and rehearsing emergency responses and procedures.</p> <p>Prioritising safety and welfare of people.</p>	4, 3, 2
APC 05	Work effectively under pressure.	<p>Demonstrating efficient time management and multi-tasking skills.</p> <p>Prioritising and delegating tasks in order to balance workloads.</p> <p>Persevering in times of difficulty and adversity and remaining calm and in control.</p> <p>Recognising the signs of stress and 'burnout' (in oneself and others).</p> <p>Adopting measures for dealing with/reducing personal stress.</p>	4, 3, 2
APC 06	Make best use of limited resources.	<p>Adopting creative approaches to implementing plans with limited resources (human, financial, technical).</p> <p>Being economical and avoiding waste and unnecessary use of resources.</p> <p>Seeking low cost, sustainable solutions.</p>	4, 3, 2
APC 07	Adopt a positive attitude to learning and personal development.	<p>Seeking and learning new information and skills and learning from others.</p> <p>Pursuing personal and professional development opportunities.</p> <p>Being an active participant in training and learning activities.</p> <p>Engaging in 'non-formal' learning activities such as mentoring and communities of practice.</p>	4, 3, 2
APC 08	Demonstrate commitment to transparency and participation.	<p>Adopting an open and inclusive approach to work.</p>	4, 3, 2

		<p>Sharing information openly wherever possible.</p> <p>Being transparent about decisions and decisions making.</p> <p>Identifying and engaging stakeholders with an interest in resources, plans and decisions.</p> <p>Being approachable and accessible to colleagues and stakeholders</p>	
APC 09	Enable and encourage teamwork.	<p>Developing and motivating teams and encouraging teamwork.</p> <p>Ensuring that team members understand their roles and tasks.</p> <p>Creating a 'team spirit' and common purpose.</p> <p>Encouraging sharing of ideas, creative and critical thinking.</p>	4, 3, 2
APC 10	Support and encourage individuals.	<p>Listening to others and providing constructive advice and criticism.</p> <p>Supporting colleagues and staff in times of stress and difficulty.</p> <p>Delegating tasks to people with the appropriate skills.</p> <p>Providing mentoring and coaching support and encouraging others to learn and develop.</p>	4, 3, 2

More information about the project:

NaturaConnect has 22 partner institutions: International Institute for Applied System Analysis (project lead; Austria); German Centre for Integrative Biodiversity Research (iDiv) Halle-Jena-Leipzig (project co-lead; Germany); Associacao Biopolis (Portugal); BirdLife Europe (Netherlands); Birdlife International (United Kingdom); Centre National De La Recherche Scientifique (France); Doñana Research Station - Agencia Estatal Consejo Superior De Investigaciones Cientificas (Spain); Europarc Federation (Germany); Finnish Environment Institute (Finland); Humboldt-University of Berlin (Germany); Institute for European Environmental Policy (Belgium); Netherlands Environmental Assessment Agency (Netherlands); Rewilding Europe (Netherlands); University of Evora (Portugal); University of Helsinki (Finland); University of Natural Resources and Life Sciences, Vienna (Austria); University of Rome La Sapienza (Italy); University of Warsaw (Poland); Vrije University of Amsterdam (Netherlands); WWF Central and Eastern Europe (Austria); WWF Romania and WWF Hungary.



NaturaConnect aims to design and develop a blueprint for a truly coherent **Trans-European Nature Network** (TEN-N) of conserved areas that protect at least 30% of land in the European Union, with at least one third of it under strict protection. Our project unites universities and research institutes, government bodies and non-governmental organizations, working together with key stakeholders to create targeted knowledge and tools, and build the capacity needed to support European Union Member States in realizing an ecologically representative, resilient and well-connected network of conserved areas across Europe.

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