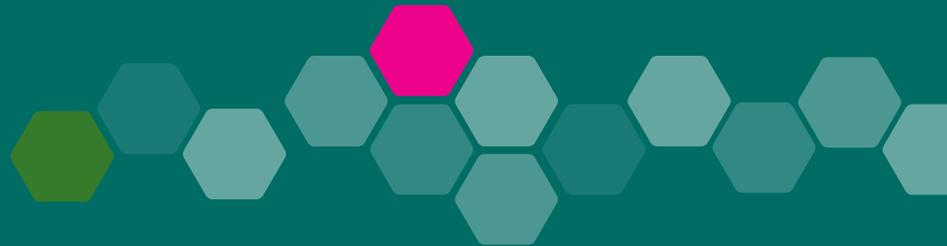




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Engaging and empowering communities and stakeholders in rural land use and land management in Scotland: Technical Report



AGRICULTURE, ENVIRONMENT AND MARINE



Engaging and Empowering Communities and Stakeholders in rural land use and land management in Scotland.

Technical Report

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Dialogue Matters

The views expressed in this report are those of the researchers and do not necessarily represent those of the Scottish Government or Scottish Ministers.

Acknowledgements

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Thanks to Clare Magill of the Scottish Government and the Project Management Group, Alan Cameron of Scottish Natural Heritage and Bob Frost of Forestry Commission Scotland who provided guidance and contacts. Thanks also to the Research Advisory Group who provided comment.

Finally, thanks to Dialogue Matters' associate Mark Reed (now Professor of Social Innovation, Newcastle University), and other team members at Dialogue Matters for your commitment and hard work.

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Background

Engagement and empowerment are at the heart of changes in the way decisions are made around land use and land management in rural Scotland. This research found out what is already working well and provides recommendations. The Scottish Government commissioned this research on behalf of the CAMERAS¹ partners with the involvement of Forestry Commission Scotland (FCS) and Scottish Natural Heritage (SNH). This report outlines the technical aspects of this research.

Objectives

This research aimed to:

- Scope and describe the range of tools and approaches currently used, the advantages and disadvantages of each for different circumstances, and the practical lessons learned
- Explore specific challenges and opportunities for the use of engagement and empowerment tools and approaches in a rural setting and in relation to land use and land management
- Identify key elements that support successful engagement
- Identify gaps that public bodies need to fill to increase their ability to engage communities
- Provide recommendations on how public bodies can strengthen their engagement

Study Methods

Introduction

This research followed four stages as set out in the specification:

- Stage 1: Background research, policy familiarisation and development of evaluation criteria
- Stage 2: Development of approach and limited collection of primary data
- Stage 3: Analysis of data and development of conclusions
- Stage 4: Reporting

Each stage is described further below.

Stage 1: Literature Review

The literature review included and built on the team's extensive pre-existing knowledge of academic and practitioner literature. The focus of our literature review was therefore on the current and fast-changing policy context and current and forthcoming peer reviewed literature and policy or practitioner literature.

¹ CAMERAS Partners: A Co-ordinated Agenda for Marine, Environment and Rural Affairs Science

The research specification set out that the work should rely on developing a clear theoretical framework based on prior research including the relationship between empowerment, engagement and practical action. In response to this, the team adapted, tested and developed a framework for thinking about responsibility and power Table 1. This ‘Empowerment Framework’ has several key features:

- It recognises that different approaches are needed at the two stages of planning and implementation
- One category of empowerment is not seen as inherently better than the others, rather each category can be seen as fit for particular purposes
- Projects can move between categories or have different parts of a larger project function in different categories
- It does not assume that sole and complete community or stakeholder control is the optimum in all circumstances – but that it is in some
- It helps identify what environmental organisations could be doing in each category
- The framework describes different roles in the two stages of planning and then implementing land use and land management.

Table 1: Empowerment Framework (adapted from Bovaird, 2006)

| | | Responsibility for designing and planning land use and land management | | |
|--|---|--|--|---|
| | | Environmental professionals from public bodies (and the third sector) design and plan | Shared design and planning | Other stakeholders and/or communities design and plan |
| Responsibility for delivery and implementation of land use and land management | Environmental professionals from public bodies (and the third sector) deliver | Traditional professional service (e.g. emergency pollution response) | All share in planning. Professionals responsible for delivery (e.g. collaborative design of flood defences followed by construction led by professionals) | Other stakeholders and/or community design, professionals manage delivery (e.g. a local community looking after green space wanting eradication of exotic invasive species by the local council) |
| | Shared delivery | Professionals design, shared delivery (e.g. a citizen science monitoring programme) | All share in planning and in delivery (Full co-production) (e.g. integrated management of an area of land or sea) | Other stakeholders and/or community design, shared delivery (e.g. community level flood resilience) |
| | Other stakeholders and /or communities deliver | Professionals design, other stakeholders and/or community deliver (e.g. an agri-environment scheme) | Shared design, users/community deliver (e.g. Deer Management Groups) | Self-organised stakeholders and/or community deliver (e.g. community woodland, energy, water or food projects) |

Stage 2: Development of approach and limited collection of primary data

We carried out the following primary data collection (Table 2).

Table 2: Primary data collection methods and intended numbers

| Method | Total done | No people involved | Benefits of method | Disbenefits of method |
|--|------------|---|---|--|
| Semi structured interviews with managers | 4 | 4 | <ul style="list-style-type: none"> • In-depth discussions about how their organisations function in relation to community engagement • Disclosure about perceived gaps and challenges and practicalities • Confidentiality | <ul style="list-style-type: none"> • Limited number of people involved |
| Semi structured interviews with Project Officers undertaking engagement work in rural Scotland | 10 | 10 | <ul style="list-style-type: none"> • In-depth discussions about how their project is functioning and lessons learned • Disclosure about perceived gaps and challenges • Confidentiality | <ul style="list-style-type: none"> • Limited number of people involved |
| Questionnaire | 1 | 75 responded of which 46 substantively or fully completed the questionnaire | <ul style="list-style-type: none"> • Capture a breadth of perspectives • Quick to analyse • Can reach more people than interviews | <ul style="list-style-type: none"> • Responses are constrained • No opportunity to pursue points and get more in-depth insight |
| Success Story Survey | 1 | 23 responded of which 14 are substantively or fully completed the survey | <ul style="list-style-type: none"> • Captures in-depth information about specific cases • Captures lessons learned • Captures practicalities | <ul style="list-style-type: none"> • Time to code and analyse |

Interviews

Our approach to the interviews was as follows:

1. The Project Management Group, gave us suggestions of people to contact including managers and people with direct experience of community and stakeholder engagement work.
2. Our aim was to obtain a balance of projects and geographical areas across Scotland.
3. As there was no representation of SEPA on the Project Management Group, it was more of a challenge to secure interviews with people from SEPA. Of the names we were given, 2 people did not feel able to contribute.

4. We conducted our own research to obtain the names of Partnership Projects. We looked for projects already underway in Scotland.
5. Each of the Partnership Projects we approached was happy to be interviewed.
6. We designed and structured each interview to last approximately an hour.
7. We asked different questions depending on whether we were talking to Managers or Project Officers (See Annex 1 and Annex 2)
8. Where appropriate, we designed questions to be consistent with the online questionnaire to aid analysis.
9. The questions were submitted to the Project Management Group for approval
10. We asked participants in advance for their consent for interviews to be recorded (in writing) and reported.
11. During the interviews we recorded the responses in note form because the costs of audio recording and transcription are high and were not the best use of resources for this project.

Once the record was typed up, the results were sent to the participant so that they could check it and confirm they were satisfied it was a fair record of the discussion. Of the 14 people interviewed, 6 people made minor amendments to the notes of their interviews. All of them were happy with the capture of their ideas. Throughout the interviews, we were mindful that inquiring into the success of organisations and projects could be sensitive, particularly if things have not gone as well as hoped. With this in mind, we avoided a problem-and-issues focus, which could either meet resistance or have a negative effect on the interviewee. Instead we framed questions positively asking ‘what went well?’ and ‘what is the room for improvement?’ This approach had a significant beneficial effect on the respondent’s willingness to disclose information.

The focus of the interviews with project officers was the tools and approaches that are being used currently, and the opportunities and challenges of land management in a rural setting. We also asked them what is working well and what could be strengthened generally and specifically within their organisation. We also asked for their ‘wish list’ of what they would like changed.

The focus of the interviews with managers was about the drivers for engagement and empowerment. We asked them about successful projects and the tools and approaches used. We also asked for their opinions on how their organisations were doing and what they thought were the top priorities for action.

Each interview lasted for approximately one hour. People were encouraged to elaborate on the formatted questions and contribute their views and opinions about all aspects of community engagement in Scotland. Where they knew them, they went into detail about specific projects as well as giving an overview of their experiences and aspirations in general.

Online questionnaire and survey

We created two online surveys: an ‘engaging and empowering’ survey to capture more views than was feasible in the interviews (see Annex 3), and a ‘success story’ survey to collate information about existing projects currently up and running (see Annex 4). The engagement survey mirrored the interviews in content and was intended to expand the data collected. The success story survey was intended to go into greater detail over particular projects, tools and approaches used, who held power to plan and to implement land use and land management, and lessons learnt.

The questionnaire on involvement and engagement was straightforward to design and mirrored the semi-structured interview to project officers. For the questions, please see Annex 3.

The ‘success story’ survey proved problematic. Our original proposal was that it would be short and focused, but the Empowerment Framework meant that we needed to consider empowerment and engagement at two stages: planning and implementing land use and land management. The research team also felt that more detailed and nuanced questions were needed to find out what specific tools and approaches projects had been used and to probe where power really resided in the project. However, the Project Management Group rejected this more detailed approach, on the basis that it was too technical and although multi-choice, looked too long and would put people off. After further amendments, the survey was signed off for use. For the questions, please see Annex 4.

We identified potential participants through:

- The project officer and Project Management Group
- Through our data base comprising over 600 contacts in environmental organisations in Scotland, and people we already know who are doing participatory work with communities and stakeholders in land management in Scotland (for example speakers and attendees at the June 2014 SNH ‘Delivering Better Landscapes for People, Nature and Heritage’, James Hutton Institute, ACES, and people we have trained).
- We also used the ‘snow ball method’, in other words asking people we knew to forward the email invitation to people they know and so on.
- We also promoted the research via a Twitter account to about 150 people and to UK Ecosystem Knowledge Network.

We initially proposed keeping the questionnaire and survey open for 2 weeks but extended this by a further week to enable more people to respond. We also reopened in on request for someone who was keen to contribute but had been unable to do so before the deadline.

Stage 3: Analysis of data and development of conclusions

The main method of analysis for all the qualitative data was ‘emergent analysis’ where similar points are coded and clustered together and then summarised.

To do this we looked for similar comments and gave them a code number. When we coded all comments, we sorted the data so similar points were together. We then reviewed each cluster for similarity and to see whether or not the comments

were saying the same thing or were really presenting a new point. In this way, themes emerged from the data and we avoided looking for preconceived ideas.

We took care not to split or group to the point that the cluster lost meaning. (This happens if the clusters are broken down too far to see themes, or clustered so much that distinct themes are merged.)

Once all the data was sorted, another member of the team reviewed the outcome to cross check for similarity and impartiality.

Unlike searching for pre-determined criteria, this approach avoided the risk of missing new and different perspectives. Instead, ideas emerged and novel or unique perspectives were not lost in generic categorisation.

Stage 4: Reporting

The main report:

- Sets out the background to changes in land use and land management
- Describes the policy context
- Reviews white and grey literature about empowerment and engagement
- Provides a framework for thinking about engagement and empowerment
- Describes the experiences of those working with communities and stakeholders around land use and land management
- Provides suggestions and recommendations

Results

Stage 1: Desk top research and literature review

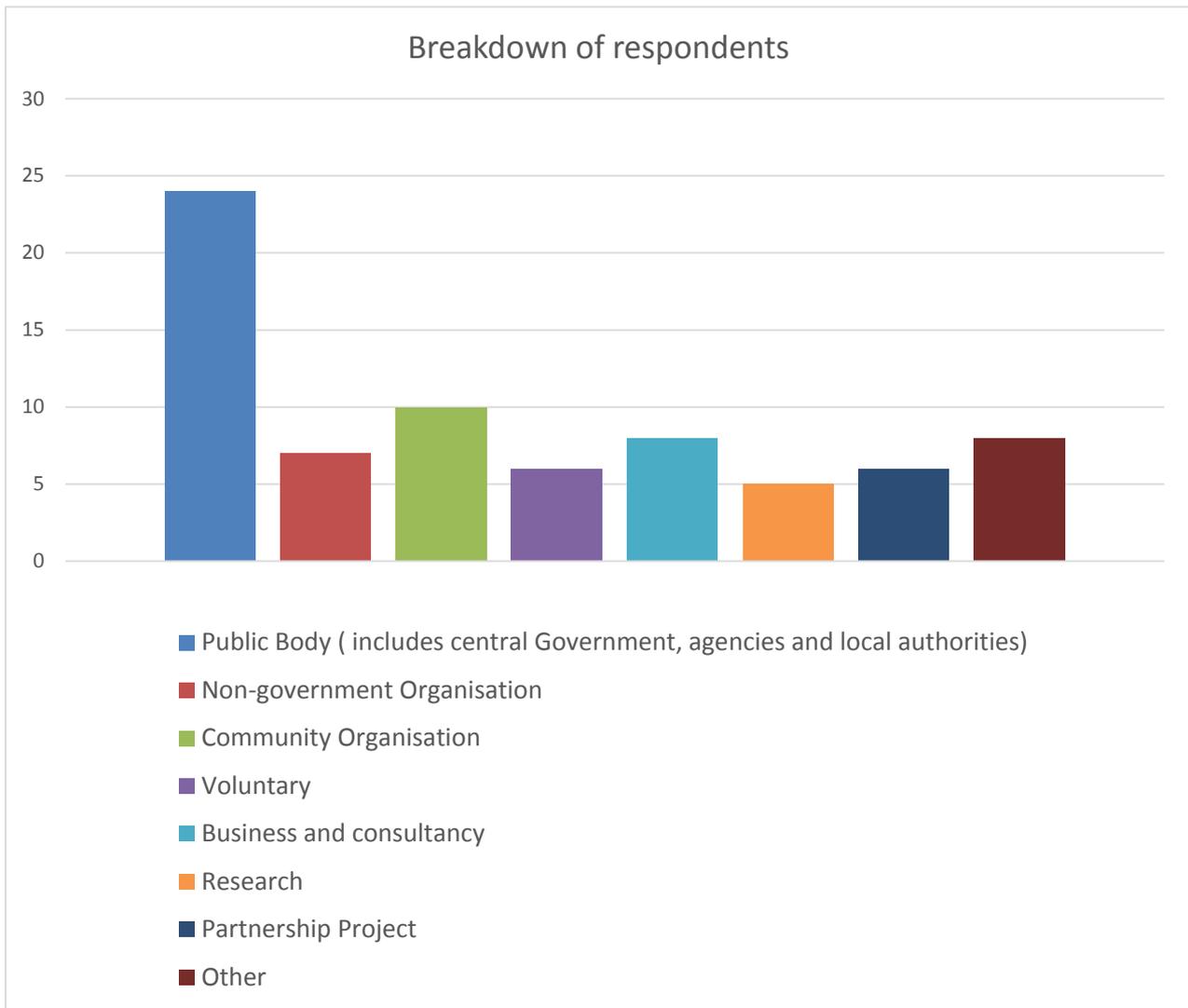
The results of our literature review are in the main report.

The only thing of note to mention here is that we had envisaged being able to find out more about tools and approaches from project websites. After searching a number of websites, even of projects we knew were doing good work, we realised there was too little information of this kind for it to be a good use of time.

Stage 2: Development of approach and limited collection of primary data

The following graph (Table 3) shows the breakdown of respondent's organisation type. To protect the anonymity of the survey's respondents, we have amalgamated data from all three data collection methods (interviews and two surveys).

Table 3: Breakdown of respondent's organisation type



All respondents were from Scotland except for 3 from outside Scotland and one, which was unspecified. We have not named the places outside Scotland to avoid disclosure. The table of respondents can be seen in Annex 5.

Interviews

Of those approached to participate in the interviews, 14 agreed to take part and 2 people declined because they felt they did not have relevant experience to usefully contribute. When someone declined, we asked for suggestions of who could do the interview in their stead. We had most challenges getting hold of interviewees in SEPA, because there is no SEPA person on the Project Management Group. In the end we interviewed 2 Project Officers from SEPA but were not able to interview any Managers.

Of those who agreed to take part, all responded positively to the interview and provided full responses including about sensitive topics.

We did not alter the main interview structure or question but in later interviews, we probed more in relation to tools and approaches. This was in response to the earlier interviews when we found people described forms of engagement

(e.g. workshops, 1:1 meetings, walks and talks), but not specific tools or methods (e.g. Stakeholder Dialogue, Appreciative Inquiry, Planning for Real).

When we probed in more depth, it did not elicit more specific answers (see discussion in main report).

The following table sets out the numbers of each group interviewed.

Table 4: Method and numbers interviewed

| Method | Number of responses |
|---|---------------------|
| Semi structured interviews with managers in SNH, FCS and SEPA | 4 |
| Semi structured interviews with Project Officers in the organisations plus partnership projects | 10 |

Analysis of the findings can be found in the main report.

Online surveys

Of the two online surveys, we received a particularly high response to the online survey about opportunities and challenges of engagement and empowerment. We had hoped for 25 responses but received 46 substantive or full replies - some of which went into considerable depth. This was welcome and unexpected but exceeded our planned capacity for analysis. In order to use as much of the material as possible, we adapted our research priorities and dropped in-depth work on a single summary table of all date.

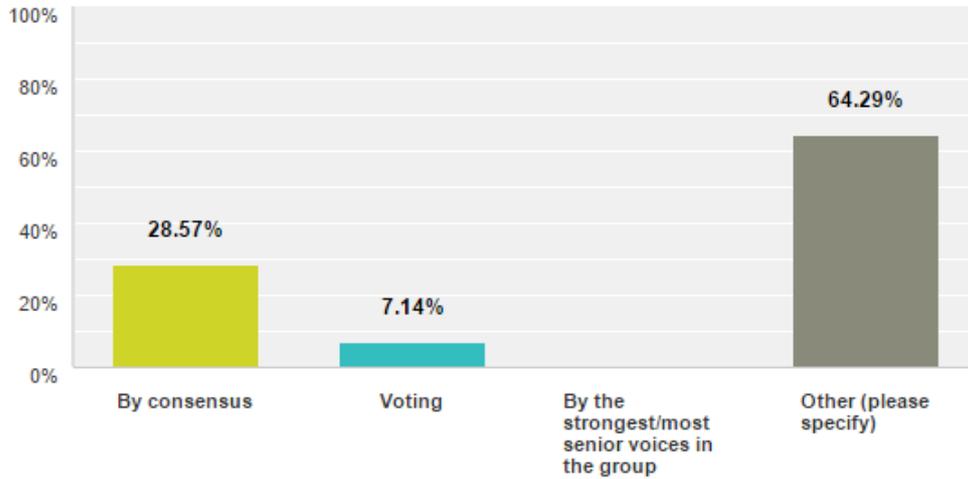
Table 5: Online Methods and response rate

| Method | Number of responses |
|--|---|
| Online survey about opportunities and challenges of doing engagement and empowerment in land use and land management | 75 of which 47 substantively or fully completed |
| Success Story Survey | 23 of which 14 are substantively or fully completed |

Success story survey

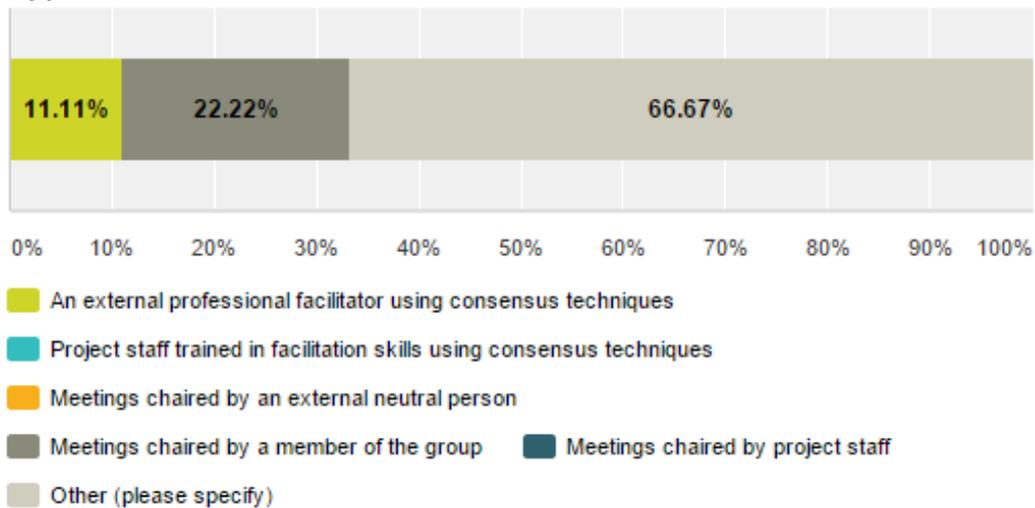
The following figures represent some of the data collected from the success story survey.

Table 6: In planning land use and land management how are the key decisions made?



Responses to the 'other' category included that key decisions were made in one of the following ways: to meet science and management objectives, yet to be determined (but will be by consensus), by strongest voices with political support, and all of the above.

Table 7: If you said decisions are made via consensus, please indicate how this is achieved



Responses in the 'other' category included that the responder did not know the answer for that project or that the meetings were chaired but the person who chaired the group did not fit in one of the categories on offer.

Table 8: What is the main role of communities and stakeholders in the decision making?

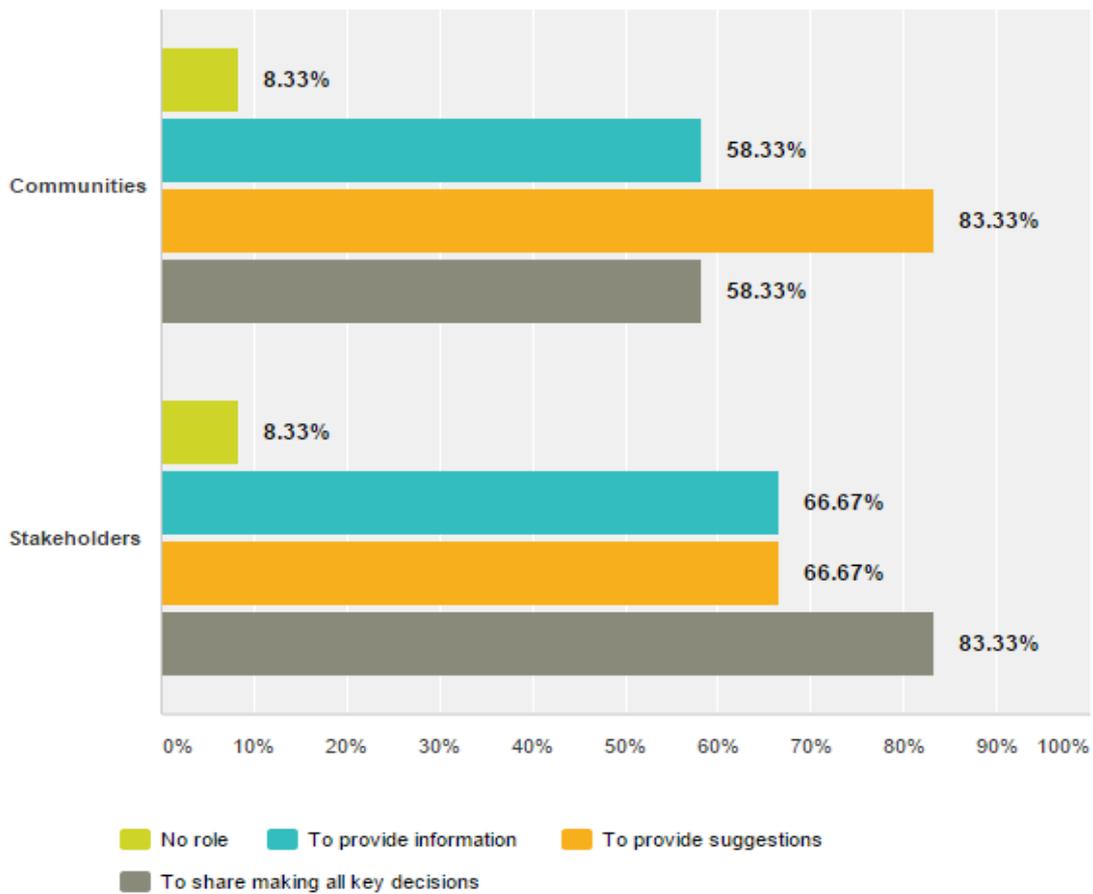


Table 9: Are the communities and stakeholders actively supported to take part in this stage of planning what to do in land use and land management?

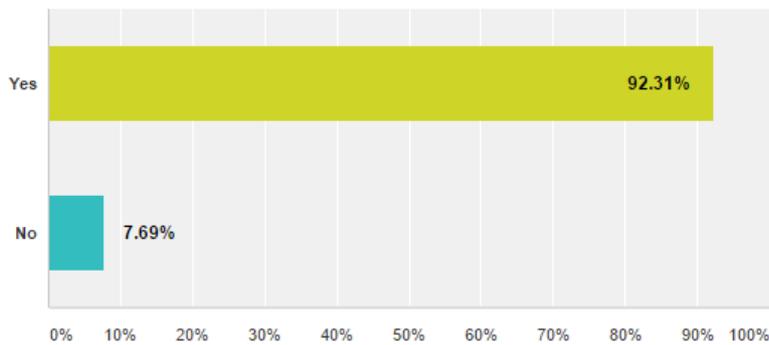
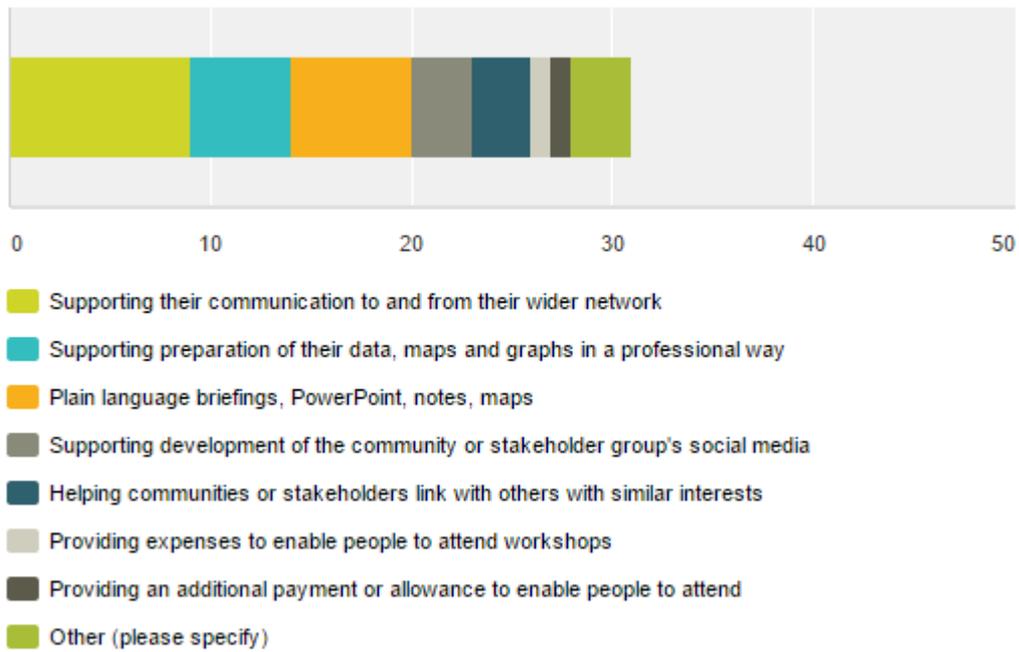


Table 10: If yes to the above question, which activities are taking place?



Responses to the 'other' category included: support given through advice and that a planning group formed from stakeholders who received a contribution to their costs.

Table 11: Where have you got to with implementation?

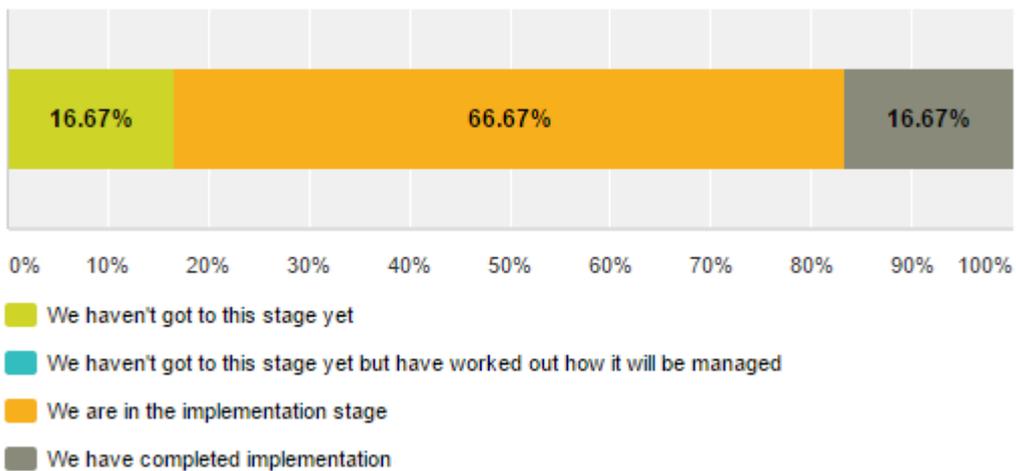


Table 12: Who is doing the day-to-day work of implementation?

Responses to the other category included: through academia, national and local government, scientists and specialists, and all of the above

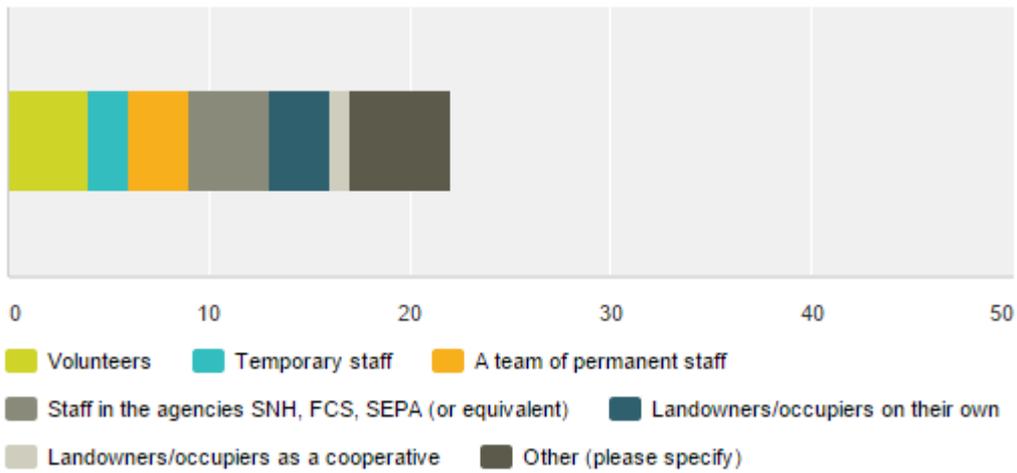


Table 13: Are any capacity building activities being carried out to help communities and stakeholders implement action?

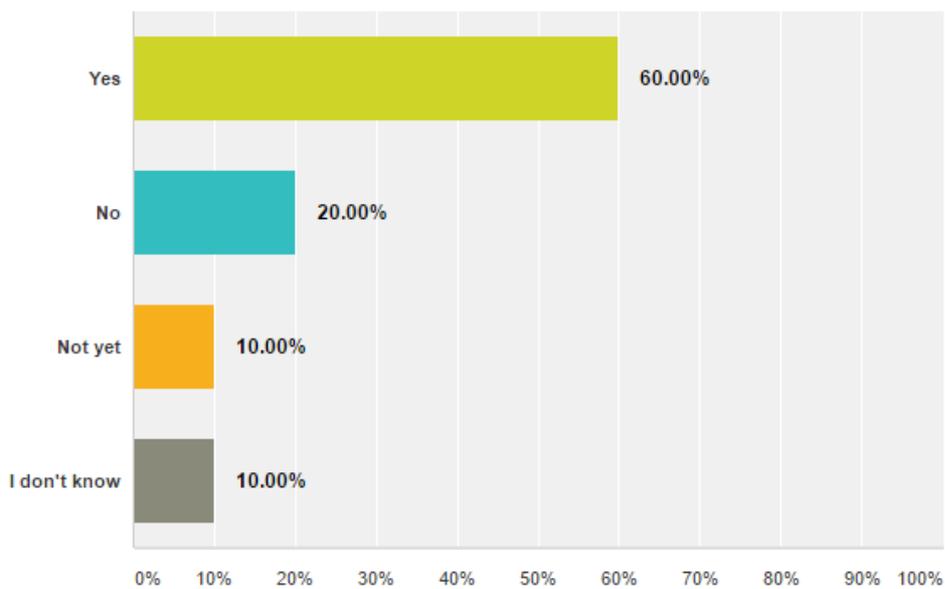
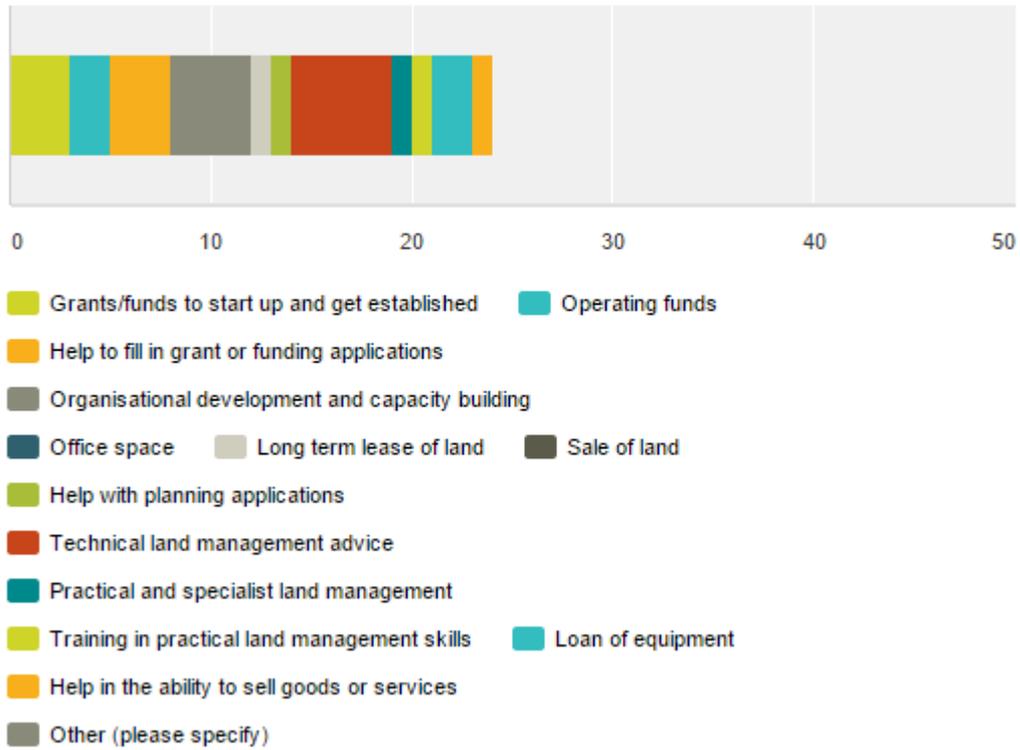


Table 14: If yes to the above question, which activities are taking place?



Limitations of our Approach

An obvious limitation, as always, was funds and timeframes. In particular, we would like to have been able to design and facilitate a deliberative workshop to enable people to map their own projects and initiatives on the Empowerment Framework.

The key limitation of our approach is that neither the interviews nor surveys elicited information about specific tools and approaches being used in Scotland. This is either a flaw in our approach or arguably a research result. An earlier version of the questionnaire did have a list of specific techniques people could check for the ones they had used. However the Project Management Group considered this version of the survey too long and complex to be used, and so it was dropped. Its use might have elicited information about specific tools and approaches. However another explanation is that the people who responded (presumably those with the strongest interests in engagement and empowerment) are unaware that there are specific tools and approaches that they could use.

We were limited in the number of semi-structured interviews that we could undertake – time constraints, both at the interviewing and analysing stage, meant that we were capped at 14 people. Spread across three organisations this did not enable an in-depth picture of what was going on. For example, two of the respondents from one organisation held opposing views about what their organisation knew and did in relation to engagement and empowerment but we could not interview more people to find out why.

Our desk top research was similarly constrained. We became aware of papers being published as we were completing our research project and with more time, we could have probed even further into our desktop tasks.

We had to close the on-line questionnaires in time to complete the analysis and report writing to our deadline. However, there were a number of very useful additions to our contributors that came in right on the closing deadline. With more time, it would have been interesting to see what else may have emerged.

Annex 1 Semi-Structured Interview – Managers

Overarching questions about the concepts and drivers:

1. What do the words 'engagement' and 'empowerment' mean to you?
2. What are the current and future drivers for more engagement and empowerment in land management and land use in Scotland?
3. What do you think are the opportunities of working on land use and land management in rural Scotland?
4. What do you think are the challenges of working on land use and land management in rural Scotland?

Questions about what is already happening on the ground in Scotland:

1. What do you regard as successful participation and empowerment?
2. Please provide examples of projects, or aspects of projects, you regard as successful.
3. What tools and approaches are being used around the natural environment in Scotland (urban or rural)?

Questions about your organisation:

1. What do you think your organisation is already doing well in relation to engaging with and/or empowering communities?
2. What more do you think your organisation needs to do to? (this is a constructive way to get at gaps in their organisations understanding, capacity, skills or resources)
3. What do you think are the top three priorities for action on this in SNH, FC and SEPA?

Annex 2 Semi-Structured Interview – Project Officers

About your work:

1. What is the focus of your engagement and empowerment work?
2. What engagement or empowerment tools/methods/approaches did/do you use?
3. Why did you pick these?

Opportunities and challenges for engagement and empowerment around land use and management in Rural Scotland:

1. What are the opportunities of a rural setting compared to urban?
2. What are the challenges of a **rural setting** compared to urban?
3. What are the opportunities in relation to **land use and management**?
4. What are the challenges in relation to **land use and management**?

Thinking about the communities and stakeholders:

1. What do you think is already working well in relation to engagement and empowerment in land use and land management decisions?
2. How could that be strengthened and enhanced?
3. If the project/s you have been involved in could start again, what 3 things would you like to have been done differently?

Looking to SNH, FC, and SEPA:

1. How have the organisation/s managers, structures and cultures supported and enabled your engagement and empowerment work?
2. What further help or support would you have liked?

To help you in your engagement and empowerment work what three things would you wish for most?

Annex 3 Engaging and Empowering Survey

Engaging and Empowering Communities and Stakeholders in Land Use and Land Management in Rural Scotland

This survey is part of research commissioned jointly by the Scottish Government, Scottish Natural Heritage (SNH) and Forestry Commission Scotland (FCS). The research findings will help public bodies better support communities in relation to land use and land management in rural areas.

The focus is rural Scotland but we would like to hear and learn from people working in other settings (e.g. urban, private sector, coastal, marine or other countries).

In the survey the word 'engagement' is used loosely to include involvement, participation and inclusion. For the sake of simplicity we have used the present tense throughout.

We may quote what you say in research outputs but will do this in a way that cannot be attributed to you/your organisation.

Responding to this survey

1. This survey will take about 20 minutes
2. This survey is available until midnight on the 30th November 2015.
3. You can look through the survey before responding, return to earlier pages without losing your work, and complete it in more than one session.

If you have technical difficulties completing this survey please alert:

admin@dialoguematters.co.uk

1. About you

1.1 What is your full name?

1.2 What is your occupation?

1.3 What Organisation do you work for?

1.4 What is your email address?

1.5 Organisation type:

- Central Government
- Agency (Non-Departmental Public Body)
- Authority (local authority)
- Parish Council

- Non-Government Organisation (NGO)
- Community Organisation
- Voluntary
- Business
- Research
- Partnership Project
- Consultancy

1.6 Your role/s:

- Project Officer/Manager
- Project Team Member
- Project Steering Group Member
- Funder/sponsor
- Stakeholder
- Participant
- Researcher
- Process Designer
- Workshop Facilitator

1.7 What projects have you been involved in that included communities (of place or purpose) in decisions about land management or use in Scotland?

2.0 Opportunities and challenges for community engagement around land use and management

Thinking about community engagement and empowerment projects you have been involved with please provide up to 5 answers in relation to:

- The opportunities and challenges of working in a rural setting (Questions 2.1 and 2.2)
- The opportunities and challenges of working around land use and land management (Questions 2.3 and 2.4)

2.1 What do you think are the opportunities of carrying out engagement and empowerment in a rural setting, as opposed to urban?

2.2 What are the challenges in this context?

2.3 What are the opportunities in carrying out community engagement and empowerment in relation to land use and land management?

2.4 What are the challenges in this context?

3.0 Thinking about communities and stakeholders involved in rural land use and land management

3.1 From your experience what is already working well in relation to engagement and empowerment in land use and land management decisions?

3.2 Please suggest five ways to further improve community engagement and empowerment in land use and land management decisions

3.3 Thinking about project/s you have been involved with, with the benefit of hindsight, what three things could have been done differently?

4.0 Environmental Bodies and community and stakeholder engagement

A number of public bodies do environmental work in Scotland including: Scottish Government, the Forestry Commission Scotland (FCS), Scottish Natural Heritage (SNH), Scottish Environmental Protection Agency (SEPA), Marine Scotland (MS), and Local Authorities (LA). This section considers what public bodies in Scotland are already doing well to enable community engagement and empowerment and asks for suggestions of what more they could do.

In you answer, please specify which organisation/s you are commenting on.

4.1 How are public bodies supporting and enabling community engagement and empowerment work? Please give examples (maximum 5)

4.2 What more could public bodies do, or do differently, to support and enable effective community engagement and empowerment going forward? Please give examples (maximum 5)

5.0 Increasing community and stakeholder empowerment

5.1 In your opinion/experience, what turns community and stakeholder engagement in land use and land management decisions into empowerment?

5.2 What three things would most enhance community and stakeholder engagement and empowerment in land use and management decisions in rural Scotland?

End Page

Thank you very much for taking time to do this survey.

We may quote what you say in research outputs but will do this in a way that cannot be attributed to you or your organisation.

Please note we have another survey specifically looking at Success Stories. If you have been involved in a particular example of empowerment and engagement in land use and land management, and can afford the time, do please fill in that questionnaire as well at <https://www.surveymonkey.com/r/successstories2>

Please indicate if you would like to receive a link to the final report when it is published

- Yes
- No

Please forward this link to others you know who would like to have their say.

Annex 4 Success Stories Survey

Learning from Success Stories. Community and Stakeholder Engagement and Empowerment in Land Use and Land Management

This survey is part of research commissioned jointly by the Scottish Government, Scottish Natural Heritage (SNH) and Forestry Commission Scotland (FCS). The research findings will help public bodies' better support communities in relation to land use and land management in rural areas.

The focus is rural Scotland but we would also like to hear from projects working in other settings (e.g. urban, private sector, coastal, marine or other countries).

In the survey the word 'engagement' is used loosely to include involvement, participation and inclusion.

We may quote what you say in research outputs but will do this in a way that cannot be attributed to you or your project.

This survey has been written to capture a wide range of stories whether big or small, local or national, in the past or in progress.

We have used the present tense for the sake of simplicity.

Responding to this survey

1. This survey will take about 20 minutes
2. This survey is available until midnight on the 30th November 2015
3. Please keep typed answers short and in bullet style where possible.
5. You can look through the survey before responding, return to earlier pages without losing your work, and complete it in more than one session.

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- Funder/sponsor
- Stakeholder
- Participant
- Researcher
- Process Designer
- Workshop Facilitator

1.7 What projects have you been involved in that included communities (of place or purpose) in decisions about land management or use in Scotland?

2.0 The context of your project or initiative

2.1 What is the name of the project or initiative?

2.2 Who are the key partners/funders/sponsors?

2.3 If possible, please provide a website link.

2.4 What are the land use and land management objectives?

2.5 What geographic area does it cover?

2.6 Tell us about the key factors that influence the engagement and empowerment activities (such as if the situation is complex, if there was tension at the outset, if distances make it difficult for people to get together or anything else you think is relevant).

3.0 Success

3.1 In relation to land use and land management what is the project achieving?

3.2 In relation to engagement and empowerment why is this a success story?

Please note.

To be successful projects can involve people at two main stages: the planning stage and the implementation stage. The next two pages will ask you more detailed questions about each stage of your project:

Section 4 focuses on how communities and stakeholders are involved in planning land use and land management.

Section 5 focuses on how communities and stakeholders are involved in implementing what has been agreed.

4.0 Planning Stage: planning what to do in land use and/or land management

4.1 How are communities and stakeholders engaged in planning land use and land management in this project? (If any specific participatory approaches or methods were used, please list them, please also indicate the numbers of people involved).

4.2 How is the engagement process designed, facilitated and managed and who is doing this?

4.3 In planning land use and land management how are the key decisions made?

- By consensus
- Voting
- By the strongest/most senior voices in the group

If you said decisions are made via consensus, please indicate how this is achieved:

- An external professional facilitator using consensus techniques
- Project staff trained in facilitation skills using consensus techniques
- Meetings chaired by an external neutral person
- Meetings chaired by a member of the group
- Meetings chaired by project staff

4.4 What organisations or interests are involved in making key decisions?

4.5 What is the main role of communities and stakeholders in the decision making?

| | No role | To provide information | To provide suggestions | To share making all key decisions |
|--------------|---------|------------------------|------------------------|-----------------------------------|
| Communities | | | | |
| Stakeholders | | | | |
| Other | | | | |

4.6 Who is responsible for signing off the land use and/or land management decisions (such as plans, action plans, strategies etc)? (For example Government Ministers, a Public Body Committee or the community/stakeholders as a group).

4.7 Are the communities and stakeholders actively supported to take part in this stage of planning what to do in land use and land management?

If yes, which activities are taking place? (Tick all relevant)

- Supporting their communication to and from their wider network
- Supporting preparation of their data, maps and graphs in a professional way so it stands alongside other sources of information
- Plain language briefings, PowerPoint, notes, maps
- Supporting development of the community or stakeholder group's social media
- Helping communities or stakeholders link with others with similar interests
- Providing expenses to enable people to attend workshops
- Providing an additional payment or allowance to enable people to attend (eg for self-employed fishers, foresters or farmers, or for child care or other care provision to free people to attend workshops).

4.8 What Organisation is providing this support?

4.9 Thinking about success in the planning stage)

- a) What are the keys to success?
- b) What could be done even better?

5.0 Implementation Stage: implementing what has been agreed about land use and/or land management.

5.1 Where have you got to with implementation?

- We haven't got to this stage yet (Please jump to the next page)
- We haven't got to this stage yet but have worked out how it will be managed (Please continue with this section)
- We are in the implementation stage (Please continue with this section)
- We have completed implementation (Please continue with this section)

5.2 How are communities and stakeholders involved in this stage?

5.3 Who are the communities and stakeholders that are involved in this stage?

5.4 How does the group overseeing implementation function? (Please tick all that apply)

- By informal agreement (i.e. with no legal structure)
- Informally (i.e. with no legal structure) but with terms of reference
- As a Social Enterprise
- As a Charity
- As a Community Interest Company
- As a Company Limited by Guarantee
- Co-operative
- I don't know

5.5 What type of organisations and interests are represented in the group overseeing implementation and how was this membership decided?

5.6 Who is the group overseeing implementation accountable to? (For example no one else, a public body or the community and stakeholders).

5.7 Who is doing the day-to-day work of implementation?

- Volunteers
- Temporary staff
- A team of permanent staff
- Staff in the agencies SNH, FCS, SEPA (or equivalent)
- Landowners/occupiers on their own

- Landowners/occupiers as a cooperative

5.8 Are any capacity building activities being carried out to help communities and stakeholders implement action?

- Yes
- No
- Not yet
- I don't know

If yes, which activities are taking place? (Tick all relevant)

- Grants/funds to start up and get established
- Operating funds
- Help to fill in grant or funding applications
- Organisational development and capacity building (eg developing sound governance, legal support, insurance, accountancy, staff recruitment and management)
- Office space
- Long term lease of land
- Sale of land
- Help with planning applications (eg for offices, stores or classrooms)
- Technical land management advice (eg about habitats, animal husbandry, tree management, flood resilience)
- Practical and specialist land management (eg using special equipment, vehicles or licences)
- Training in practical land management skills
- Loan of equipment
- Help in the ability to sell goods or services (e.g. business advice, establishing supply chains, marketing, selling, cash flow, tendering/bidding)

5.9 What Organisation is providing this support?

5.10 Thinking about success in this implementation stage

- a) What are the keys to success?
- b) What could be done even better?

6.0 How can Public Bodies Help?

6.1 If public bodies are supporting the project (e.g. a Local Authority, Scottish Natural Heritage, Forestry Commission Scotland etc.)

- a) What are they doing well?
- b) What more could they do to help things go even better?

End page

We may quote what you say in research outputs but will do this in a way that cannot be attributed to you/your project.

However, we hope it may be possible for some of the success stories to be made available online for others to learn from. If this happens, the content will be checked with you first to ensure nothing sensitive is included.

I would be happy for my success story to be used in this way

- Yes
- No

Would you like to receive a link to the final report when it is published?

- Yes
- No

Thank you very much for taking time to do this survey

Please forward this link to others so they can tell us what they have done.

Please note, we have another survey running to find out more about the challenges and opportunities of working in rural context and around land management and use. If you can afford the time please also fill in that questionnaire as well at <https://www.surveymonkey.com/r/engagementandempowerment1>

Annex 5 Respondents

Table 4: Respondents

To avoid disclosure the list is mixed between the different research methods (interviews and surveys)

| Person Number: | Organisation: | Country: | Quoted in the main report |
|----------------|---|----------|---------------------------|
| 1 | Business | Scotland | |
| 3 | Voluntary | Scotland | |
| 4 | Non-Government Organisation (NGO) | Scotland | |
| 6 | Other (Community) | Scotland | |
| 8 | Community Organisation | Scotland | ✓ |
| 9 | Other (Business) | Scotland | ✓ |
| 10 | Business | Scotland | ✓ |
| 12 | Other (Education) | Scotland | ✓ |
| 14 | Public Body (includes central Government, agencies and local authorities) | Scotland | |
| 15 | Public Body (includes central Government, agencies and local authorities) | Scotland | ✓ |
| 16 | Research | Scotland | ✓ |
| 17 | Research | Scotland | ✓ |
| 18 | Non-Government Organisation (NGO) | Scotland | ✓ |
| 20 | Voluntary | Unknown | ✓ |
| 21 | Other (Public Body) | Scotland | ✓ |
| 23 | Research | Scotland | |
| 25 | Non-Government Organisation (NGO) | Scotland | ✓ |
| 26 | Community Organisation | Scotland | ✓ |
| 27 | Public Body (includes central Government, agencies and local authorities) | Scotland | ✓ |
| 32 | Voluntary | Scotland | ✓ |
| 34 | Other (Charity) | Scotland | |
| 35 | Public Body (includes central Government, agencies and local authorities) | Scotland | ✓ |

| | | | |
|----|---|------------------|---|
| 36 | Public Body (includes central Government, agencies and local authorities) | Scotland | ✓ |
| 37 | Other (Charity) | Scotland | ✓ |
| 39 | Other (Charity) | Scotland | ✓ |
| 41 | Research | Scotland | ✓ |
| 42 | Public Body (includes central Government, agencies and local authorities) | Scotland | ✓ |
| 43 | Non-Government Organisation (NGO) | Scotland | ✓ |
| 44 | Community Organisation | Outside Scotland | |
| 45 | Community Organisation | Scotland | |
| 46 | Business | Scotland | ✓ |
| 47 | Community Organisation | Scotland | ✓ |
| 51 | Business | Scotland | ✓ |
| 53 | Other (Community) | Scotland | ✓ |
| 54 | Business | Scotland | ✓ |
| 61 | Business | Unknown | ✓ |
| 64 | Voluntary | Scotland | ✓ |
| 65 | Community Organisation | Scotland | ✓ |
| 66 | Voluntary | Scotland | |
| 68 | Community Organisation | Scotland | ✓ |
| 70 | Voluntary | Scotland | ✓ |
| 71 | Non-Government Organisation (NGO) | Scotland | ✓ |
| 72 | Business | Scotland | |
| 73 | Public Body (includes central Government, agencies and local authorities) | Scotland | |
| 74 | Partnership Project | Scotland | |
| 75 | NGO | Outside Scotland | |
| 76 | Research | Scotland | |
| 77 | Public Body (includes central Government, agencies and local authorities) | Scotland | |
| 78 | Community Organisation | Scotland | |
| 79 | Public Body (includes central Government, agencies and local authorities) | Scotland | |

| | | | |
|-----|---|------------------|---|
| 80 | Community Organisation | Scotland | |
| 81 | Community Organisation | Scotland | |
| 82 | Central Government | Outside Scotland | ✓ |
| 83 | Public Body (includes central Government, agencies and local authorities) | Scotland | |
| 84 | Public Body (includes central Government, agencies and local authorities) | Scotland | |
| 85 | NGO | Scotland | |
| 86 | Partnership Project | Scotland | |
| 87 | Business | Scotland | ✓ |
| 88 | Public Body (includes central Government, agencies and local authorities) | Scotland | ✓ |
| 89 | Public Body (includes central Government, agencies and local authorities) | Scotland | ✓ |
| 90 | Public Body (includes central Government, agencies and local authorities) | Scotland | ✓ |
| 91 | Public Body (includes central Government, agencies and local authorities) | Scotland | ✓ |
| 92 | Public Body (includes central Government, agencies and local authorities) | Scotland | ✓ |
| 93 | Partnership Project | Scotland | ✓ |
| 94 | Public Body (includes central Government, agencies and local authorities) | Scotland | ✓ |
| 95 | Public Body (includes central Government, agencies and local authorities) | Scotland | ✓ |
| 96 | Public Body (includes central Government, agencies and local authorities) | Scotland | ✓ |
| 97 | Partnership Project | Scotland | ✓ |
| 98 | Public Body (includes central Government, agencies and local authorities) | Scotland | |
| 99 | Public Body (includes central Government, agencies and local authorities) | Scotland | ✓ |
| 100 | Public Body (includes central Government, agencies and local authorities) | Scotland | ✓ |
| 101 | Partnership Project | Scotland | ✓ |
| 102 | Authority (Local Authority) | Scotland | |
| 103 | Partnership Project | Scotland | |



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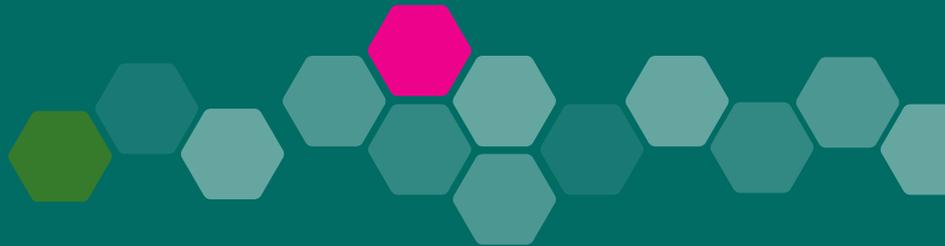
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