



THE COLLABORATIVE LEARNING APPROACH

GUIDELINES FOR CONFLICT MANAGEMENT IN FOREST RESTORATION



SUPERB
Upscaling Forest Restoration



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EXECUTIVE SUMMARY

Collaborative Learning (CL) is a method to address complex environmental conflicts by fostering discussions among stakeholders to support progress rather than immediate solutions. CL emphasises systems thinking, open communication, and negotiation to encourage learning and actionable improvements in conflict situations. This document aims to provide practical guidelines for organising a CL workshop to address conflicts related to forest restoration. It first introduces the concept of CL, followed by practical advice on how to identify and understand forest restoration conflicts. It then outlines how to design CL workshop and presents a case study example of a workshop that was organised to manage a conflict related to climate-adapted forest restoration in Natura 2000 areas in Germany. Finally, it identifies key findings and insights from the case study, which serve as the basis for recommendations for hosting a CL workshop.

Overall, CL is a promising approach for managing forest restoration, as it fosters mutual understanding and joint problem-solving among diverse stakeholders. However, CL is a long-term process, and it's important to allocate enough time for stakeholder mapping, conflict analysis, meaningful engagement, and follow-up planning. A single workshop is insufficient and holding a series of workshops can facilitate deeper discussions and improve outcomes. Finally, when trying to create a shared understanding of the conflict among participants, it may be beneficial to use neutral scientific presentations over complex visual representations.



BACKGROUND

Collaborative learning (CL), developed by Daniels and Walker (2001), is a method to address complex and controversial environmental conflicts. As an approach, CL acknowledges that many environmental conflicts cannot be easily solved. Instead, it focuses on making progress towards conflict resolution by facilitating discussions on the issues, values, concerns, and interests of the stakeholders involved, ultimately guiding them to develop concrete actions that can help improve the conflict. Specifically, CL: (1) stresses improvement and progress rather than solution; (2) emphasises a situation rather than problem or conflict; (3) encourages systems thinking rather than linear thinking; (4) recognises that considerable learning will have to occur before improvements are possible; and (5) emphasises that learning and progress occur through communication and negotiation interaction. Through CL, participants are encouraged to communicate openly and learn from each other as they address the conflict in question.

PRACTICAL GUIDELINES

This section provides some practical guidelines for organising a CL workshop to address conflicts related to forest restoration, however the guidelines could be used to address other environmental conflicts. The guidelines are drawn from the conceptual and practical information on CL provided by Daniels and Walker (2001) and from the authors' own research experience, including a case study of a CL workshop held as part of the SUPERB project on the topic of climate-adapted forest restoration in Natura 2000 areas in North Rhine-Westphalia, Germany.

Identify and understand the conflict

What is a forest restoration conflict?

Forest restoration conflicts can be placed within the broader category of environmental and natural resource related conflicts (Nousiainen and Mola-Yudego, 2022). Natural resource conflicts are often described using Glasl's (1999) description: "disputes and disagreements constitute being a conflict when one group is impairing the activities of another". In the case of forest restoration planning and implementation, conflicts are common because of the diversity of stakeholders involved and the frequent overlap of multiple spatial scales (e.g., local to regional or regional to national) (Mansourian, 2016).

As a first step, the nature of the forest restoration conflict should be explored. The following questions may help to neutrally examine the conflict.

What type of forest restoration conflict is it?

It may help to compare the conflict in relation to the five categories of forest restoration conflicts of Emborg et al. (2012):

- (1) **Interest-based conflict:** when restoration negatively impacts an individual's personally held goals, which are often economic in nature;
- (2) **Value-based conflict:** disputes and disagreements over what comprises a 'good' landscape or forest;
- (3) **Authority/Jurisdictional conflict:** when there are unresolved questions about which agency, level of government, or civic sphere has the appropriate authority to make the decisions;
- (4) **Legitimacy conflict:** when the public disagrees with the governance approach of the government;
- (5) **Cultural/Historical conflict:** disputes and disagreements that are rooted in cultural/historical differences between different groups and actors.

A study by O'Brien et al. (2025a) specifically identified forest restoration conflicts that are aligned with the categories found by Emborg et al., (2012). These include: (1) **Public administration conflict**; (2) **Policies and legislation conflict**; (3) **Stakeholder conflict**; and (4) **Decision-making conflict** (Table 1).

Stakeholder conflicts, specifically interest and value-based conflicts, are especially prominent in forest restoration and include:

- (1) **Biodiversity conservation vs. timber production and harvesting:** This conflict stems from different stakeholder priorities. Environmental stakeholders typically favour biodiversity conservation while forestry stakeholders typically prioritise economic interests. These clashing priorities can manifest in, for example, conflicts over tree species selection.
- (2) **Forest restoration vs. hunting culture and traditions:** This conflict manifests between forest restoration planners and implementors and traditional hunting associations. Forest restoration planners and implementors see high deer populations as a barrier to successful forest restoration and believe that hunters downplay the issue to preserve traditional hunting values.
- (3) **Forest restoration vs. recreation and forest cultural value:** This conflict manifests between restoration planners and implementors and recreationists usually in the local surroundings of the restoration area. Forest restoration induced changes to forest accessibility, recreation, safety, and aesthetics can create conflict with local communities, recreationists and hunters, especially when forest restoration blocks access to certain recreational paths or hunting areas either through fencing or flooding resulting from changes in the forest water regime.
- (4) **Forest restoration vs. other land-uses:** This conflict manifests between diverse restoration stakeholders and agricultural and development sectors. Agriculture and

development sectors are perceived to value agricultural expansion and infrastructure development over the environment and forest protection. This conflict is prominent in urban areas.

Table 1: Common conflicts associated with forest restoration. From O'Brien et al. (2025a)

Forest restoration conflict type	Description	Alignment with Emborg et al. (2012) conflict type(s)
1. Public administration conflict	Ambiguous and conflicting administrative competencies impair coordination between administrations	Authority/jurisdictional conflict
	Top-down decision-making is misaligned with local interest	Authority/jurisdictional conflict
2. Policies and legislation conflict	Horizontal and vertical incoherences in forest policy	Authority/jurisdictional conflict
3. Stakeholder conflict	Conflicts between stakeholder groups rooted in differences in interests and values	Interest-based conflict; value based conflict
	Historical power imbalances between stakeholders	Cultural/historical conflict
4. Decision-making conflict	N/A; Case study specific	Authority/jurisdictional conflict

How intense is the conflict?

Determining the intensity of the conflict can guide the selection of an appropriate conflict management approach. Glasl (1999) provides a classification of forest conflicts according to their intensity, including (1) **restrained** (worries, complaints, disagreements, critiques, lobbying, to (2) **open** (protest and campaigns, access restrictions, demonstrations, strikes, street rallies, letter-writing campaigns, blockades) to (3) **violent** (threats, confiscation, attacks, intentionally caused fire, shooting, killing or involvement of police and military forces). Most restrained and open forest restoration conflicts should be suitable for the CL approach; however it is advisable to use an external and neutral workshop moderator, especially in the case of open conflicts. While forest related conflicts are rarely violent (Nousiainen and Mola-Yudego, 2022), they should only be addressed by professionals.

What stakeholders are involved in the conflict? What are their interests and values?

Designing and implementing an effective CL dialogue is dependent on identifying and inviting relevant stakeholders. Forest restoration conflicts usually emerge in the planning and design phase but can also emerge during implementation. Ideally, conflicts should be identified during a series of stakeholder engagement activities following a broad mapping of forest restoration stakeholders (see Bounegru et al. 2024 for guidance on stakeholder mapping). It is important to note that if stakeholder engagement is not sufficiently considered, there is a higher chance that conflicts to arise (Mansourian, 2021).

When a conflict emerges, it is important to carefully assess which stakeholders are involved in the conflict. It may involve all stakeholders or a select group. If the conflict emerges at a

stakeholder engagement activity, it is important to recognise that power dynamics can influence which stakeholders are vocal and which are withdrawn in discussion around the conflict, and therefore it may not always be obvious who is involved. Some stakeholders may also not be present in the stakeholder engagement activity but may be involved in the conflict and should be separately identified. To do this, it is helpful to discuss with a key stakeholder in the restoration area who is not directly involved in the conflict but has knowledge of the situation and can provide further details. In addition, reviewing the history of the collaboration among stakeholders can provide insight into how they may interact during a CL workshop. It is up to the workshop organisers to decide the suitable number of stakeholders to include in the dialogue. While all stakeholders directly involved in the conflict should be included, it may also be helpful to invite stakeholders that are less directly connected but may represent a typical viewpoint on the conflict or have specific knowledge that could aid discussions. It is important to invite an equal balance of stakeholders with different positions and views and consider gender/age balance. If this cannot be achieved, an event should be rescheduled. For this reason, it is important to send invitations far ahead of your planned workshop dates (e.g., 3 months). If you are organizing a CL workshop for the first time, it may be helpful to limit the number of participants to 15-20. If a series of workshops is planned, it may be useful to start with a larger number of participants (e.g., 25-35) first and then narrow down to a smaller group later (10-20) (Daniels and Walker, 2001).

Understanding stakeholders' perspectives on forest restoration and their interests and values is crucial to understanding and managing conflict (O'Brien et al. 2025a). While these topics are explored in a CL workshop, it may be beneficial to conduct a prior assessment of perceptions, interests, and values of stakeholders to better navigate the discussions in the CL workshop. For example, this could be done through one-on-one interviews (see O'Brien et al. 2025b*) however it is important to be aware of stakeholder fatigue and engaging stakeholders in too many activities.

Designing CL workshop(s)

A CL workshop needs a clearly defined aim which should be related to the type of conflict that will be addressed (see section above). It should be emphasised that it is usually not possible to solve a complex conflict (Daniels and Walker, 2001), and therefore the aim of the workshop should be more modest. Additionally, it is important to hold a series of workshops to allow for more continuous dialogue. Some forest restoration conflict types may be less suitable for a CL workshop, for example policy and legislation conflicts that must be solved at higher administrative levels.

To reduce controversy, refer to the conflict as an issue or situation when organising the workshop (Daniels and Walker, 2001). The activities should be divided into three stages: (1) developing a common understanding of the problem or situation among participants; (2) focusing on concerns and interests of the participants; and (3) developing feasible and desirable improvements to the issue. The authors suggest several practical techniques of workshop facilitation, including (1) progressive discussions; (2) Situation Mapping; and (3) worksheets.

Progressive discussion involves gradually increasing the size of group discussions from smaller groups to larger groups before returning to the plenary session. This method was designed to avoid typical group discussions where only one or two people speak in a larger group and instead aims to encourage people to actively participate in the discussions more openly.

Situation Mapping is a technique to conceptualise the conflict and create a shared understanding among participants. Situation Mapping is “a tool to graphically represent a situation to create a shared or systemic understanding of it. The graphic description of the situation allows a far more relational understanding that could be developed through other means”. Creation of a Situation Map follows three rules: (1) put verbs on lines to convey the dynamic relationships; (2) put nouns at the nodes of the lines to convey the elements in the system; (3) start in middle of page (Daniels and Walker, 2001).

Worksheets are used to facilitate discussion on concerns and interests of the stakeholders and later to develop both feasible and desirable improvements to the conflict. Daniels and Walker (2001) provide exemplary worksheets with targeted questions for participants to individually reflect upon before discussing their responses in group discussions.

In the next section, we provide an example of how these guidelines were used to hold a CL workshop in a SUPERB forest demonstration area located in North Rhine-Westphalia, Germany.

CASE STUDY

Conflict background

In a SUPERB forest restoration demonstration area located in a municipal forest in the state of North Rhine-Westphalia (NRW), Germany, a conflict emerged between the municipality, the state forest administration, and local/regional nature conservation authorities over the demo area’s restoration proposal. The municipal forest is almost entirely a Natura 2000 area with the habitat type 9110 *Luzulo fagetum* beech forest, defined in NRW as a proportion of at least 70 % tree species native to habitat type 9110 and a proportion of European beech (*Fagus sylvatica*) of more than 30 %. The municipal forest is mainly composed of stands of Norway spruce (*Picea abies*) which have recently suffered from dieback due to bark beetle outbreaks and stands of old beech which have been negatively affected by drought. The municipality and state forest administration proposed reforesting a small section of the municipal forest on a southward facing slope, formerly a spruce monoculture, which had been clear-cut after a bark beetle outbreak.

The municipality and state forest agency were hesitant to plant a large proportion of beech in the restoration area because they thought: (1) the vitality and productivity of beech could be impaired by drought at the start of the growing season and more frequent dry periods during the summer months; (2) beech is not a pioneer species, and therefore planting it

without an established pioneer forest may expose it to drought, frost and abnormal growth; (3) beech is a shade tolerant species and the demonstration area did not have adequate shade; and (4) the southward facing slope lacks water availability further exposing beech to drought. For these reasons, the municipality and state forest administration proposed to restore the area to a climate change resilient, broadleaved-dominated mixed forest with a larger proportion of oak (*Quercus petraea*) than beech. Specifically, they planned to plant more oak on the top of the slope because of high water run-off, and more beech at the bottom of the slope where there would be more water available. However, within this small area, the habitat type requirements of the g110 *Luzulo fagetum* beech forest could not be fulfilled, although they would still be met for the municipal forest as a whole. According to a representative of the state forest administration, the responsible nature conservation authority rejected the restoration proposal after an impact assessment, claiming incompatibility with habitat type ordinance. The state forest agency and the municipality then revised the proposal to only include species that fit within the g110 habitat type. This compromise was also rejected due to the intended species shares not meeting the requirements of the conservation authority.

As the state forest administration perceived that restoration with a higher proportion of beech would not be climate change resilient now and in the future and the nature and the conservation authorities perceived that the area should be reforested with a minimum of 70 % beech to meet habitat type g110 requirements, a compromise could not be met between the municipality, forest administration, and nature conservation authorities. Ultimately, this led to the abandonment of the restoration plan by the municipality and forest administration and a new demonstration was selected for restoration that was in a privately owned forest.

This conflict in the SUPERB forest restoration demonstration area in NRW brings up important questions about restoring Natura 2000 areas with the goal of climate-adaptation. Key debates revolve around whether Natura 2000's fixed habitat types hinder forests' climate adaptability, whether stricter enforcement of Natura 2000 legislation and enhanced monitoring are needed, or whether more research on climate change is needed before policy changes are made (de Koning et al., 2014).

CL workshop

Following these debates, the European Forest Institute, which coordinates the SUPERB project, and the state forest administration of NRW organised a one-day CL workshop on conflicts related to climate-adapted forest restoration in Natura 2000 areas in NRW. Since it was already decided that the planned restoration in the municipal forest could not be implemented due to the conflict, the goal was not to discuss this specific conflict, but to bring together regional and state level stakeholders for a broader discussion. The workshop took place in the city of Arnsberg, Germany, on 27th May 2024. The objective of the workshop was to bring together diverse stakeholders together to facilitate learning between stakeholder groups and jointly develop feasible and desirable improvements to issues related to climate-adapted forest restoration in Natura 2000 areas. Instead of referring to it as a 'conflict workshop' we advertised it as a dialogue workshop to avoid controversy. The workshop was moderated by a communications expert at the European Forest Institute. In total, 19

stakeholders joined from the European Forest Institute, the state forest administration, nature conservation and forest agencies in NRW, state environmental and agricultural ministries, nature conservation NGOs at federal and state level, private forest owners, forest ownership associations, and city forests in NRW. Stakeholders were identified via desk-based research and recommendations from the state forest administration. Prior to the workshop, some of the attending stakeholders were interviewed on the topic for research purposes. This helped to gain an in-depth understanding of the conflict and the views of different stakeholder groups.

Workshop agenda

The workshop was divided into four sessions: (1) introduction to workshop, CL, and participants; (2) identify and describe the situation (conflict); (3) dialogue about interests and concerns; (4) developing improvements to the situation; and (5) reflections and next steps. A detailed agenda of our CL workshop can be found in Appendix 1. In session 2, we chose to utilise the Situation Mapping tool from Daniels and Walker (2001) as well as a neutral presentation of the conflict given by a scientist from the European Forest Institute. To avoid that the participants would have to design the Situation Map from scratch during the workshop, one researcher from the European Forest Institute drafted a map beforehand with the intention of depicting the conflict as neutral as possible. Several large copies of this Situation Map were then printed and shared with participants during the workshop and they were asked to correct/add to the map in small groups followed by a larger discussion (see Appendix 2 of the Situation Map that was used during the workshop). The presentation was given by a scientist at the European Forest Institute that was not directly involved in the conflict. The aim of the presentation was to provide context to the conflict, discuss it from a neutral perspective, and visualise different viewpoints without opposing them.

In sessions 3 and 4, worksheets developed by Daniels and Walker (2001) were adapted to facilitate discussion of concerns, interests, and improvements (see Appendix 3 for the worksheets provided in our workshop). In session 4, a whiteboard and sticky notes were also utilised to visualise suggested improvements and sort them according to desirability (x-axis) and feasibility (y-axis) (Fig 1).

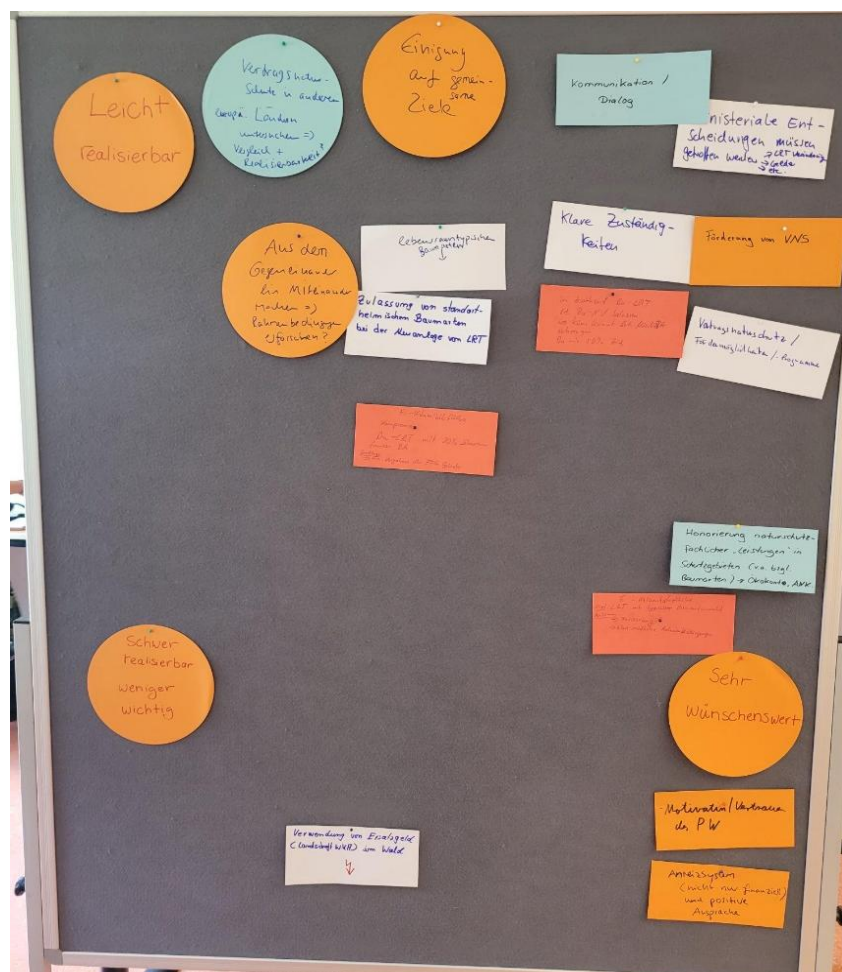


Figure 1: Stakeholder proposed solutions to climate-adapted forest restoration in Natura 2000 areas, sorted according to desirability (x-axis) and feasibility (y-axis) (in German).

Workshop results

In the workshop, diverse discussions took place between stakeholders, including different definitions of climate-adapted restoration, the need for compromise among stakeholders with opposing perspectives, problems of legal insecurity faced by forest owners with forests in Natura 2000 areas, as well as others. Potential improvements to the conflict suggested by stakeholders included more communication and dialogue, defining clear responsibilities in the restoration decision-making process, more flexibility in the definition of habitat types to take climate change into account, financial compensation for nature conservation and landscape management measures for private forest owners, and clearer formulation of Natura 2000 management goals.

Although stakeholders from both nature conservation and forestry struggled to find common ground on most proposed solutions, they reached consensus on contract-based conservation approaches as a viable path forward for climate-adapted forest restoration. Workshop participants positively reflected that the CL approach, especially the progressive discussion, helped them recognise unexpected similarities in perspectives and foster open and constructive dialogue and meaningful self-reflection. Despite this, stakeholders

reflected that they still maintained their initial positions before the workshop, although they were more easily able to understand other stakeholders' point of view. They also appreciated the approach of CL to find desirable and feasible improvements that all stakeholders can agree on instead of aiming to solve it. However, participants also made some critical points on the workshop organisation and its aim. First, participants found the Situation Map exercise overwhelming and would have preferred to expand the scientific dialogue to generate a shared understanding before moving into discussions. Second, while all participants found the workshop to be a positive experience, they noted that climate-adapted forest restoration has been a topic of discussion in NRW and Germany for decades and they felt the workshop would not be able to make any concrete changes. As a result, they suggested more frequent exchanges and that a workshop also be held with policymakers at regional and state level within NRW.



KEY FINDINGS

Collaborative Learning is a useful approach to conflict management in forest restoration

Collaborative learning was tested as an approach to manage conflicts related to climate-adapted forest restoration in the German state of NRW. The workshop successfully achieved its goals of bringing diverse stakeholders together, facilitating learning between them, and jointly developing feasible and desirable improvements to address the conflict. Participating stakeholders reflected that the workshop allowed them to see that their views and perspectives were not as different to others as they initially thought, allowing for fruitful discussions and consensus to take place.



To maximise conflict management opportunities, a series of CL workshops should be held

While workshop participants thought CL could be a useful conflict management approach, they perceived that the most controversial points about climate-adapted forest restoration were not addressed sufficiently enough and that a single workshop is unlikely to contribute to any significant improvements to the conflict. As a result, it may be more useful to host a series of workshops to address a specific topic and allow time and space for more controversial discussions. This is also suggested by the developers of the CL approach. In addition, participants suggested that hosting the same workshop with stakeholders at different administration levels may be useful, especially ones that have more power in decision-making processes related to the conflict.



When developing a common understanding in a CL workshop, a focus on science may be beneficial



For the first stage of a CL workshop – developing a common understanding of the problem or situation among participants – it may be useful to prioritise presenting the scientific evidence behind the conflict in a neutral way, avoiding the direct opposition of views. While the Situation Map exercise represented a visual representation of the conflict, workshop participants found it overwhelming and confusing. As a result, they couldn't relate to the map and would have preferred to expand the scientific presentation of the conflict. The confusion may have stemmed partly from the researchers' limited experience with Situation Maps. However, it may be worth considering only developing maps for simpler conflicts and focusing more on scientific presentations by a neutral observer.



RECOMMENDATIONS

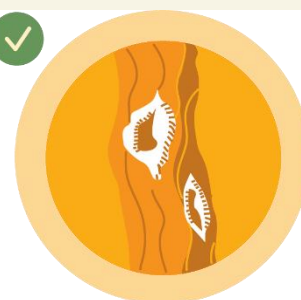
Prioritise stakeholder mapping and understanding the conflict

Inviting the right stakeholders and understanding the conflict from different angles is key for a successful CL dialogue. When selecting stakeholders, it is important to be aware of potential power imbalances and the history of collaboration between them. Try to understand the conflict from different angles, including its type and intensity. Consulting with a key informant or conducting interviews with stakeholders beforehand may help to foster a deeper understanding. However, one should be cautious of stakeholder fatigue.



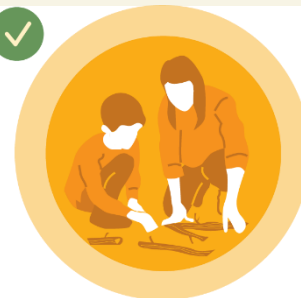
Throw yourself into it!

A core part of CL is LEARNING! Once you have adequately prepared for the workshop, engage with stakeholders confidently with awareness and sensitivity to the context. CL is a myriad of different exercises, but it provides a framework to think, talk and approach about conflicts. Use the exercises as you see fit and adapt them as necessary. After all, one of the goals of CL is to make progress rather than to find a perfect solution to every problem, so there is room for experimentation and learning from mistakes.



Acknowledge effort of stakeholders and follow-up

The time and effort stakeholders dedicate to these time-intensive workshops should be recognised and respected. While such events have the potential to yield valuable outcomes, their impact depends on meaningful follow-ups, including investing time to act on stakeholder recommendations, translating them into concrete implementation steps, and committing to a regular continuation of the dialogue.



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- * These references refer to resources that have been produced for SUPERB's stakeholder targeted, online Forest Ecosystem Restoration Gateway.

APPENDICIES

Appendix 1: Agenda used for CL workshop in the SUPERB German demonstration area

Please note that this agenda is based on recommendations and guidelines produced by Daniels and Walker, (2001). To read more about the methods described here, please refer to their book.

Agenda conflict management workshop on climate-adapted forest restoration (Dialogveranstaltung zur Klimaangepassten Wiederbewaldung):

Arrival of workshop participants and coffee: [9:00-9:30]

Introduction to workshop, collaborative learning, and participants: [9:30- 10:00]

Purpose of the workshop [5 minutes, without presentation]

- Introduction to the SUPERB forest restoration project
- Introduction to the goal of the workshop: bring together diverse stakeholders to discuss climate-adapted forest restoration, facilitate learning between stakeholders, and come together to jointly develop feasible and desirable improvements
- Presentation and explanation of the workshop agenda

Why the collaborative learning approach (CL) [~5 minutes, without presentation]

- CL was developed by Daniels and Walker (2001) to address natural resource and environmental conflict and decision-making situations
- It encourages people to address conflicts, think systemically, communicate openly, learn from one another, and make progress and develop actions
- The first stages of a CL workshop emphasize **common understanding**. Then participants focus on their **concerns and interests** regarding the specific problematic situation, and how their concerns and interests relate to other stakeholders. They then work on developing situation **improvements** and debate these improvements and whether they are feasible and desirable

Specifically, CL:

- Stresses improvement and progress rather than solution
- Emphasizes situation rather than problem or conflict
- Focuses on concerns and interests rather than positions
- Encourages systems thinking rather than linear thinking
- Recognizes that considerable learning will have to occur before improvements are possible



- Emphasizes that learning and progress occur through communication and negotiation interaction

Icebreaker introduction [20 minutes]

- Workshop participants introduce themselves (3 sentences max):
 - Name, organisation
 - Best and worst experiences they had in a workshop with stakeholders with diverse views/interests (activity recommended by Daniels and Walker, 2001)
 - What they expect from the workshop

Identify and describe the situation [10:00 - 10:45]

Neutral presentation of the conflict [15 minutes]

- Scientific presentation on the topic with the goal to visualise different viewpoints without opposing them and provide context to the problem

Situation Map exercise [20 minutes]

- Introduction/explanation of the Situation Map exercise activity
- 3 large-print outs of the Situation Map are placed on tables, participants asked to form 3 small groups of mixed stakeholders to add their additions/corrections to the map
- Discussion of corrections/additions to the map by participants in plenary
- Participants encouraged in following coffee break to look at the Situation Maps of other groups

Coffee break [10:45-11:00]

Dialogue about interests and concerns [11:00-12:15]

- Give worksheet of questions on concerns and interests to participants, allow them to reflect/fill out worksheet [5 minutes]
 - What part of the Situation Map is particularly important to you? What issues are involved?
 - What are your specific concerns and interests about these issues? Why are these issues important to you?
 - What other parts of the Situation Map must be considered when designing related improvements?
 - What other stakeholder groups and views must be considered when designing related improvements?
- Progressive discussion on the topic
 - Form small groups of 2-3 people (we strongly encourage that they pair up with someone from another interest group but do not assign them) to discuss the questions on the worksheets [15-20 minutes]
 - Smaller groups share their discussions in plenary/ reflections and discussion as a plenary [30-45 minutes]

Lunch break: [12:15-13:15]



Develop improvements [13:15-14:45]

- Give worksheet of questions on improvements, allow them to reflect on questions in worksheet [**5 minutes**]
 - With your concerns and interests in mind, identify an improvement to improve the situation. An improvement may be an action, project, or management approach that you think is desirable and feasible
 - Is this a short-term or long-term improvement?
 - Who is responsible for implementation of the improvement? How could it be funded?
 - What are potential barriers to achieving this improvement?
- Progressive discussion on the topic:
 - Form small groups of 2-3 people to discuss the questions on the worksheet about improvements [**20 minutes**]
 - Ask them to try to come to a decision about an improvement or improvements that all group members can agree with (if they cannot agree then they should reflect on this within the plenary group)
 - Participants write their improvements on a sticky note but keep it for later
- Sharing within the plenary group, reflections, discussion [**45 minutes-1 hour**]
 - One-by-one, participants asked to add their group's sticky notes to the whiteboard according to how feasible and desirable it is (white board will be divided into sections according to feasibility/desirability). Participants asked to explain the improvement in more detail, including its feasibility, context-dependency (e.g., if it is only relevant for certain regions/areas), if it is short-term or long-term, a policy change or other more practical change, potential barriers, who is responsible, etc.)
 - As groups are sharing sticky notes, participants are asked to hold comments/discussion until it is finished, then floor opens to discussion

Coffee break [14:45-15:00]

Reflections and next steps [15:00-16:00]

- **Questions for reflection [30-45 minutes]:**
 - Were they able to understand/relate to the interests of different stakeholders? Could compromises be found?
 - General reflection on collaborative learning approach: did they find it useful? What did they like/not like?
 - What do participants see as the next steps after the workshop?
 - Ask participants to share one or two takeaways from the workshop (notes are taken during this discussion by organisers)
- **Closure of meeting [5 minutes]**
 - Summary of key takeaways that the organisers gathered through the workshop
 - Closure of meeting and thank you to participants



- Optional group activity to close the meeting (e.g., walk in the forest area surrounding the venue)

Reference:

Daniels, S.E. and Walker, G.B., 2001. Working through environmental conflict: The collaborative learning approach. Praeger Publishers, Westport, CT. 299 pp.



Appendix 2: Situation Map used in CL workshop in the SUPERB German demonstration area

Visuelle Beschreibung der Situation

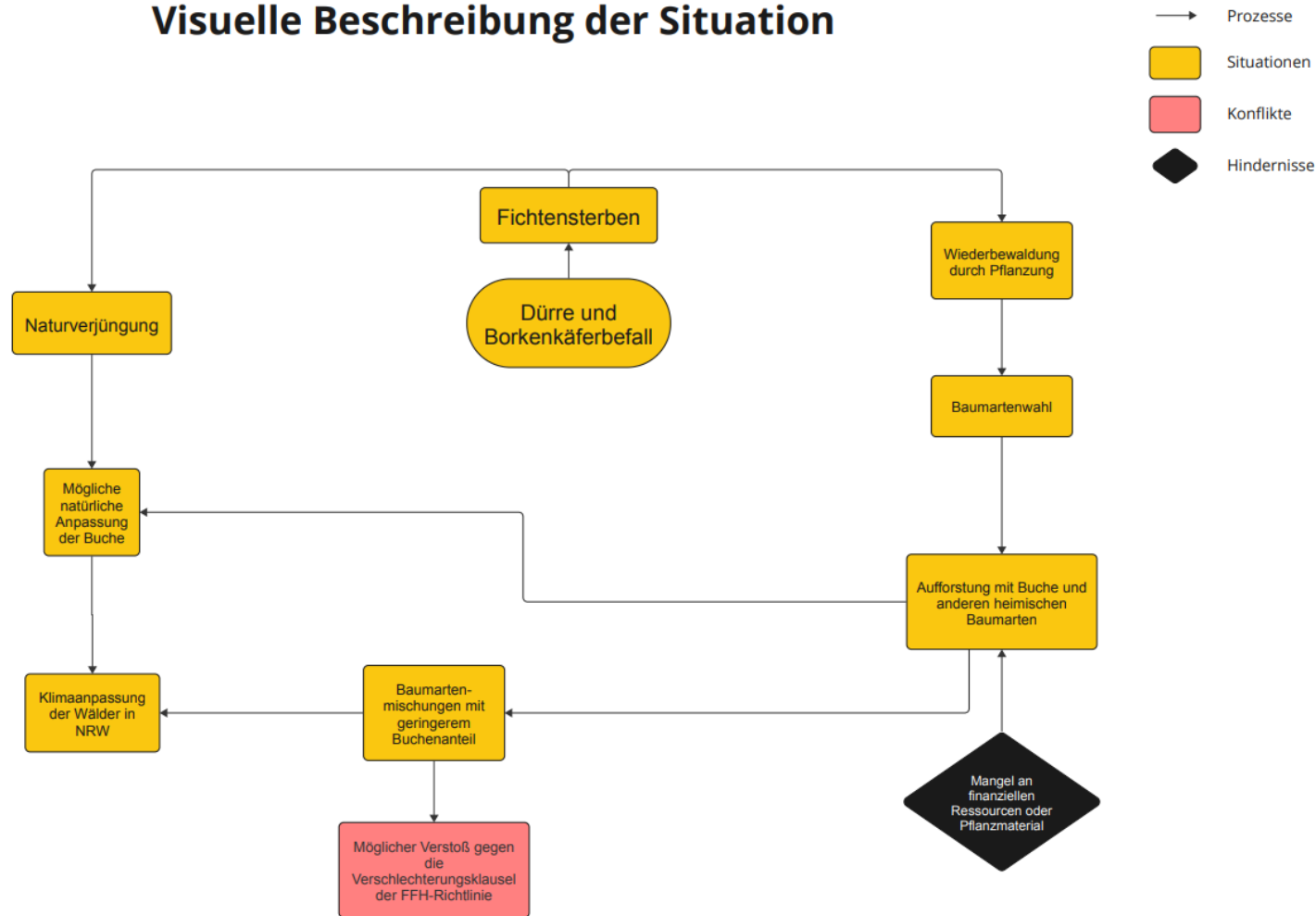


Figure 3: Situation map on climate-adapted forest restoration conflicts in Natura 2000 sites in NRW. Developed by the authors based on Daniels and Walker's (2001) methodology.

Appendix 3: Worksheets used in CL workshop in the SUPERB German demonstration area

Questions adapted from Daniels and Walker (2001, pp. 198-200)

Worksheet on concerns and interests (Arbeitsblatt „Dialog und Bedenken“):

Q1 ENG: What part of the Situation Map is particularly important to you? What issues are involved?

Q1 GER: Welcher Teil der „Situation Map“ ist für Sie besonders wichtig? Welche Themen sind damit verbunden?

Q2 ENG: What are your specific concerns and interests about these issues? Why are these issues important to you?

Q2 GER: Was sind Ihre besonderen Anliegen und Interessen in Bezug auf diese Themen? Warum sind diese Themen für Sie wichtig?

Q3 ENG: What other parts of the Situation Map must be considered when designing related improvements?

Q3 GER: Welche anderen Teile der „Situation Map“ müssen bei der Planung entsprechender Verbesserungen berücksichtigt werden?

Q4 ENG: What other stakeholder groups and views must be considered when designing related improvements?

Q4 GER: Welche anderen Interessensgruppen und Ansichten müssen bei der Gestaltung der damit verbundenen Verbesserungen berücksichtigt werden?

Worksheet on desirable and feasible improvements (Arbeitsblatt „wünschenswerte und realisierbare Verbesserungen“):

Q1 ENG: With your concerns and interests in mind, identify an improvement to improve the situation. An improvement may be an action, project, or management approach that you think is desirable and feasible.

Q1 GER: Identifizieren Sie unter Berücksichtigung Ihrer Bedenken und Interessen eine Verbesserung der Situation. Eine Verbesserung kann eine Maßnahme, ein Projekt oder ein Managementansatz sein, den Sie für wünschenswert und machbar halten

Q2 ENG: Is this a short-term or long-term improvement?

Q2 GER: Handelt es sich um eine kurzfristige oder langfristige Verbesserung?

Q4 ENG: Who is responsible for implementation of the improvement? How could it be funded?

Q4 GER: Wer ist für die Umsetzung der Verbesserung verantwortlich? Wie könnte sie finanziert werden?

Q5 ENG: What are potential barriers to achieving this improvement?

Q5 GER: Was sind mögliche Hindernisse für die Realisierung dieser Verbesserung?