FUTURE AND NATURE STAKEHOLDER INTEGRATION IN CLIMATE DELIBERATION

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COLLABORATIVE APPROACHES
- PARTICIPATORY ACTION RESEARCH
- COLLABORATIVE WORKSHOPS
- COMMUNITY ENGAGEMENT

CREATIVE ARTISTIC APPROACHES AND EXPERIMENTATION
- ART-BASED PRACTICES
- CREATIVE EXPERIMENTATION

FUTURE VISIONING AND SCENARIO BUILDING
- FUTURE VISIONING EXERCISES
- SCENARIO PLANNING
- VISIONING FOR SUSTAINABLE FUTURES
- FORESIGHT METHODS

EMPATHY AND PERSPECTIVE-TAKING
- EMPATHY-BUILDING ACTIVITIES
- ROLE-PLAYING AND SIMULATION
- STORYTELLING APPROACHES
- LITERACY WORKSHOPS

REGENERATIVE DESIGN AND IMAGINATION
- DESIGN THINKING
- VISUALIZATION
- IMAGINATION
- URBAN REGENERATION

GAME-BASED LEARNING
- SERIOUS GAMES
- LEARNING GAMES

CLIMATE ACTION AND RESILIENCE
- LEARNING BY DOING
- CLIMATE ACTION
- RESILIENCE-BUILDING ACTIVITIES

COMMUNITY EMPOWERMENT AND SOCIAL CHANGE
- COMMUNITY-BASED INITIATIVES
- SOCIAL JUSTICE-ORIENTED APPROACHES
- PARTICIPATORY DECISION-MAKING

TRANSFORMATIVE LEARNING AND PEDAGOGY
- EXPERIENTIAL LEARNING METHODS
- TRANSFORMATIVE LEARNING
- CRITICAL THINKING

INTERDISCIPLINARY COLLABORATION
- TRANSDISCIPLINARY METHODS
- CROSS-DISCIPLINARY DIALOGUE
- INTEGRATION OF MULTIPLE PERSPECTIVES

WELL-BEING AND CONNECTION TO NATURE
- LEARNING FROM NATURE
- MINDFULNESS AND NATURE CONNECTION
- WELLBEING PRACTICES IN NATURE
- EMBODIMENT PRACTICES

SYSTEMS THINKING AND MANAGEMENT
- SYSTEMS MAPPING AND ANALYSIS
- COMPLEXITY AWARENESS

CULTURAL PERSPECTIVES AND ALTERNATIVE WAYS OF KNOWING
- SUSTAINABILITY AND CULTURE
- LOCAL KNOWLEDGE
- INDIGENOUS KNOWLEDGE SYSTEMS

INNOVATION AND TECHNOLOGY FOR SUSTAINABILITY
- DIGITAL TOOLS FOR ENVIRONMENTAL EDUCATION
- INNOVATION

METHOD OVERVIEW

MAIN PURPOSE

This method aims to enhance the inclusivity and comprehensiveness of decision-making processes by incorporating the perspectives and interests of both nature and future generations, ultimately leading to more sustainable and regenerative outcomes

GAINED COMPETENCES

The method fosters systems thinking, interdisciplinary collaboration, and ethical reasoning. It enhances communication skills, long-term planning, and cultural competence, empowering diverse stakeholders and promoting sustainable decision-making

EDUCATIONAL SETTING

The educational setting for this method can be both formal (Higher education, undergraduate and graduate courses in environmental science, sustainability, social sciences, arts, humanities, law, and policy) and informal (Workshops, seminars, community forums, and youth engagement programs)

SPACE REQUIREMENTS/RESTRICTIONS

Classrooms or lecture halls for formal education; Meeting rooms for workshops, seminars, and stakeholder dialogues; Field sites for ecological observation and participatory environmental assessments; Community spaces for engaging with local stakeholders and conducting participatory planning sessions

RESOURCES AND NECESSARY MATERIALS

Educational materials such as textbooks, articles, and case studies; Computers and projectors for presentations and data analysis; Recording equipment for capturing stakeholder dialogues and feedback; Communication tools like video conferencing software for remote collaboration

NUMBER OF PARTICIPANTS

This should be adapted to the local contexts specificities, but the ideal group size would be 10-20 participants per group to ensure effective discussion and engagement; Multiple groups can be formed depending on the scale of the project and the number of stakeholders involved. The method should accommodate a diverse range of participants, including local community members, youth representatives, environmental scientists, policymakers, and legal experts

FACILITATOR COMPETENCES AND SKILLS

- Background in social sciences
- Experience in stakeholder engagement and mediation
- Strong communication, analytical, and interpersonal skills, coupled with cultural competence and advocacy abilities

PARTICIPANTS SKILLS/AGE/COMPETENCES

- Diverse ages and skills, including traditional knowledge and advocacy;
- Varied educational backgrounds, adept in research and critical thinking.
- Experienced in governance and decision-making processes.
- Proficient in scientific inquiry, creative problem-solving, and project implementation;
- Nature representatives
- Future generations representatives

DURATION

This is dependente of the local contexts specificities, but the workshops or seminars may range from a few hours to several days, depending on the depth of engagement and the number of participants; Advocacy efforts and policy development may extend over weeks or months, requiring ongoing collaboration and negotiation; Long-term projects, such as community-based initiatives or research studies, may span months or even years, requiring sustained effort and commitment

Table 1:
Steps and Considerations for Implementing the Method of Integrating Nature Representatives and Future Generations as Stakeholders in Climate Deliberation

STEP	DESCRIPTION	CONSIDERATIONS FOR IMPLEMENTATION
1	**Identifying Stakeholders**	Consult with local communities, environmental organisations, and youth groups. Ensure comprehensive representation. Consider the diversity of perspectives and interests.
2	**Establishing Legal Standing**	Advocate for policy changes, support legal initiatives, and Raise awareness about the importance of recognising rights.
3	**Facilitating Communication**	Develop innovative approaches. Use socio ecological indicators; involve local communities in identifying nature's representatives. Include non-human communication.
4	**Incorporating Future Generations**	Create platforms and forums for intergenerational dialogue. Organise youth-led initiatives, workshops, and educational programmes. Empower young activists through mentorship programmes, networking opportunities, online and offline platforms, creating safe spaces for dialogue, and policy engagement training.
5	**Building Transdisciplinary Collaboration**	Foster collaboration among diverse stakeholder groups. Convene multi-stakeholder workshops. Conduct scenario planning exercises. Integrate diverse perspectives into decision-making processes.