5 Principles of Co-Designing Conservation with (not for) the Community

A Conservation Psychology webinar
5 Principles of Co-Designing Conservation with (not for) the Community

• Overview & Introductions
• Presentation
• Q&A

Moderator: Dr. Christa Daniels, Senior Associate, Center for Climate Preparedness and Community Resilience at Antioch University New England
Climate Justice and Equitable Adaptation

Climate change disproportionately affects communities of color and communities facing poverty. This module will focus on understanding how the intersections of social injustice and climate change can intensify the effect of climate impacts in communities that have been historically marginalized.

Dates: April 5 to May 2, 2020, 4 week asynchronous online course
Instructor: Sarika Tandon
Credits: 1 or audit for no credit
Registration deadline: Registration deadline March 31, 2020
Register at: https:// conta.cc/2Uz5Avr
Social Influences on Environmental Engagement

Presenters:
Daria Keys & Kayla Cranston
5 Psychological Principles of Co-Designing Conservation with (not for) Communities

Daria Keys
AmeriCorps Alumna

Kayla Cranston, Ph.D.
Director of Conservation Psychology Strategy & Integration
Antioch University New England
Conservation professionals need to relinquish their role as leaders of environmental work and instead strengthen their capacity to act as facilitators of participatory processes that support the co-design of conservation with (not for) the communities who are most impacted by it (Cranston, 2016, Mahanty & Russell, 2002).
Lesson of the Corn Doll

- Practical
- Economic
- Political
- Cultural
- Psychological
A few hundred educators, professionals
Rwanda, Burundi, Tanzania, DRC, Kenya

One hundred fishermen, homeowners
Pacific Northwest USA

Several hundreds of thousand residents
Parents, service providers, educators, teens
Midwestern USA

Thirty farmers
Northeastern USA
FOSTER (& MEASURE!) SUCCESS IN CO-DESIGN PROCESSES

LIKERT SCALE (1-5) 1 = COMPLETELY DISAGREE; 5 = COMPLETELY AGREE

MEANINGFUL OWNERSHIP
The part of this process that I control is personally or professionally meaningful to me.

EFFECTIVE AUTONOMY
I feel effective at this process without needing an expert guiding my every move.

COMMUNITY DEMAND
My community members have told me that this process is good for our neighborhood.

GROUP EFFICACY
My group members and I effectively work together in this process.

SELF-REGULATED UNDERSTANDING
If I make a mistake while working in this process, I can correct myself.

INTERNAL CARROT

Cranston (2016)
CO-DESIGNING CONSERVATION MODEL

Residents directly impacted by project
Professionals that serve those residents
Governmental Officials
Conservation Organization Executives
Conservation Organization Staff/Managers

C O N T E X T

IDENTIFY ISSUE
A. What is working?
B. What are community goals?
C. What can we design together to reach those goals?
D. What are we unable to do?

Monitoring & Reflection

STRATEGIC PLANNING

PILOT TESTING

A C T I V I T I E S

S T A K E H O L D E R S

Resident directly impacted by project
Professionals that serve those residents
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Cranston (2012, 2020)
Adapted from Driskell (2002)
Pretty (1995), McKnight & Kretzmann (1993)
Allocate resources, time, space, personnel for:


1. **Stakeholder Analysis**
   - Whose Voices are Heard?
   - Who Identifies those Voices? (Power, Influence, Interest)

2. **Participant Observation**
   - Interviews
   - Focus Groups
   - Stakeholders Who are Directly Impacted by Program

3. **Listening Sessions**
   - Local Service Providers Who Already Do Something Similar

4. **Participatory Event**
   - All Stakeholders;
   - Participatory Asset Mapping

- A. What is working?
- B. What are community goals?
- C. What can we design together to reach those goals?
- D. What are we unable to do?

- Residents directly impacted by project
- Professionals that serve those residents
- Governmental Officials
- Conservation Organization Staff/Managers
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   - AND
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A. What is working?
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2. Participatory Event
   - All Stakeholders;
   - Participatory Asset Mapping

3. Residents directly impacted by project
4. Professionals that serve those residents
5. Governmental Officials
6. Conservation Organization Executives
7. Conservation Organization Staff/Managers

- A. What is working?
- B. What are community goals?
- C. What can we design together to reach those goals?
- D. What are we unable to do?

Community Demand
“Our community could really benefit from this right now”...

Within the conservation organization:

Executive Request
Needs Assessment

Discuss opportunities where prospective funding is likely...

Within the residential community:

Ideal vs. Reality

How can this help (not hurt) our community?

PRE-Stakeholder Analysis
Meaningful Ownership

Seek guidance that is meaningful TO THE COMMUNITY and ESSENTIAL to process...

Within the organizational community:

Executives
Create structure to listen to all staff/managers who care

OBJECTIVE 3rd Party
HIRE RESIDENTS who know the community well
(Request guidance from those who will know)

Within the residential community:

Just left a meeting with a project director of an AmeriCorps project
that will tie into the work you want to do in social work. Please give
me a call ASAP.

Those who would find it most meaningful = those who could gain the most
Self-regulated Understanding

Co-lead stakeholder community events...

Within the conservation organization:

Start with what you know

Within the residential community:

Write down questions, ask executives to answer them

Know when to sit down

Know when and how to take the lead
Effective Autonomy

Meet them where they are at...

Within the residential community:
Physically go to them

Within the conservation organization:
Decide and track who is going where
Lean into staff strengths
Communicate early and often with executives, managers

2. Participant Observation, Interviews, Focus Groups
3. Listening Sessions
4. Participatory Event
Group Efficacy

Continue to engage after “Identifying the Issue”…

Within the conservation organization:
- Ask them if/how they want to continue working together
- What updates do they want throughout planning and testing?

Within the residential community:
- Ask them if/how they want to continue working together
Advice from the front lines...

From community side:

- Continue to hire people from the community as AmeriCorps
- Partner with professionals who know how to do it right
- Continue to attend community meetings

#neighborsnotsaviors

From organizational side:

- Partner on research to scale this up?

In context of COVID-19

A few spots left for coaching available April 6
Thank you to the many faces of community accountability!

kcranston@antioch.edu
Thank you for joining us for the 2020 Conservation Psychology Webinar Series

More information about our 2021 Webinar Series coming this Summer

Join us next month for the second webinar in our new webinar series on Diversity and the Environment

Combating Incivility, Harassment, and Sexual Assault in Environmental Fields and Fieldwork

TUESDAY, APRIL 21, 2020 – 12:00-1:00 PM ET

Register at: https://conta.cc/3aeACzx
Contact Us

We are here for you!

Dr. Kayla Cranston

Faculty and Director of Conservation Psychology Strategy and Integration at Antioch University New England

kcranston@antioch.edu