



Negotiation-support toolkit for learning landscapes

EDITORS

MEINE VAN NOORDWIJK
BETHA LUSIANA
BERIA LEIMONA
SONYA DEWI
DIAH WULANDARI

WORLD AGROFORESTRY CENTRE
Southeast Asia Regional Program

Van Noordwijk M, Leimona B, Dewi S, Pradhan U, Namirembe S, Catacutan D, Roshetko JM and Minang PA. 2013. Integration. In: van Noordwijk M, Lusiana B, Leimona B, Dewi S, Wulandari D (eds). *Negotiation-support toolkit for learning landscapes*. Bogor, Indonesia. World Agroforestry Centre (ICRAF) Southeast Asia Regional Program. P.258-261.

49 | Integration

Meine van Noordwijk, Beria Leimona, Sonya Dewi, Ujjwal Pradhan, Sara Namirembe, Delia Catacutan, James M. Roshetko and Peter A. Minang

Some guidance is given on how the support of negotiations between stakeholders over crucial landscape issues can be organized in a multidisciplinary, multi-skilled team with awareness of the need for, and challenges of, communication across multiple knowledge systems, attitudes, skills and aspirations.

Introduction

In the end, it is all about communication, relationships and fairness. Clark et al (2011) provided the overarching framework of boundary work and boundary objects as the way science, policy and action can be linked in negotiation support systems. Aristotle¹ already knew that it was the combinations of *pathos*, *ethos* and *logos* that conveyed the salience, legitimacy and credibility of a speaker. We can now link that to the public/policy, local and science-based dimensions of the knowledge systems we explored throughout the tools presented here. The default assumption has to be that we deal with the most complex of situations, multiple stakes and multiple knowledge systems (or claims to knowledge), where all 'evidence' is contested as representing a political bias, until proven otherwise. Fairness perceptions and the relevance of relationships, beyond what standard economics deals with, remain hard to grasp (Pagiola et al 2005, Ariely 2008, van Noordwijk et al 2012). Learning can shift knowledge, attitudes, skills and aspirations but generally requires a safe space, shielded from the daily routine and not confined by the trenches that all institutions tend to form around them.

Given the tools that are available, effectively supporting negotiations in learning landscapes requires that the team involved is aware of the complexities and through its own composition crosses the boundaries between disciplines, culture, gender, age and experience. Affinity of team members with the different stakeholders can bring the complexity of the real world into the team itself but can also help in communicating results. If we value diversity for the strength, buffering and filtering it provides in ecological systems, we need to embrace it ourselves.

As stated in the introduction, this volume aims to provide guidance and learning points for the integration and process aspects of negotiation support. A number of steps have been identified but need not necessarily be followed in order. In negotiation systems, the steps become part of an iterative process that is flexible and reflexive, allowing learning to take place at each step.

For a class of problems where the primary stakeholders can see eye to eye, the concept of outcome mapping (Earl et al 2001) within the negotiation process can be used. For each boundary partner, outcome challenges, that is, changes in behaviours that will contribute to the common objectives, are identified. Progress markers are defined to monitor whether the process is getting closer to reaching the outcome, which is mostly non-linear in many ways.

¹ <http://en.wikipedia.org/wiki/Rhetoric>

■ Objectives

Provide guidance and learning points for the integration and process aspects of negotiation support.

Points to consider

- Form multidisciplinary teams with members who represent a variety of institutional associations, disciplinary backgrounds, cultural roots, gender and experience, language and non-linguistic communication skills but who share a sense of commitment to learning, individually and as team.
- Engage with the various boundary partners at an early stage, while identifying further the strategic partners and nuances within what appeared to be homogenous groups in the process. Listen to concerns, try to unpack the way knowledge, attitudes, skills and aspirations are intertwined with claims to rights and where insecurity blocks change.
- Start with the three exploratory tools of Section 1 and use early results to select which other tools can be used to understand the complexity and priority issues of the area (Figure 49.1).

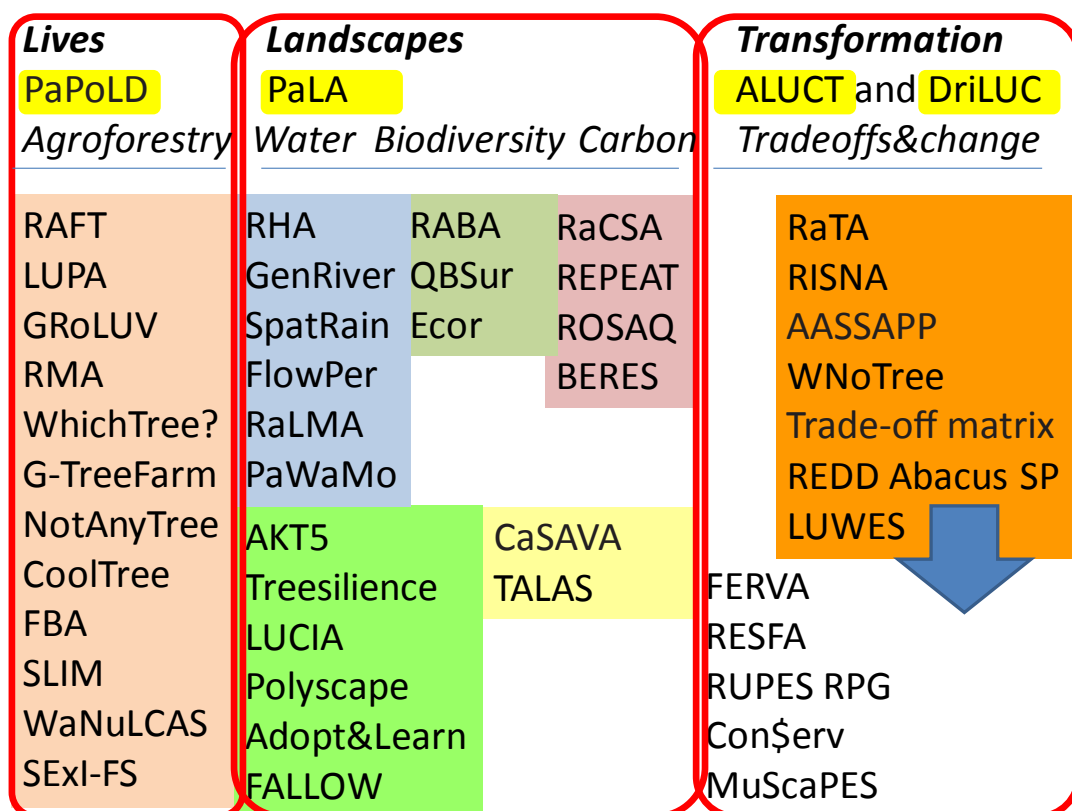


Figure 49.1. Grouping of the tools as a stepped approach to the complexity of the socio-ecological system

- Identify opportunities for some 'early wins' to create confidence and trust before facing the bigger challenges. Remain honest and humble about what these wins can achieve in the face of the bigger issues.
- Create a safe space where emerging knowledge can be criticized, dissected, enriched without undermining confidence and self esteem, celebrating success in relation to the external relations and ensuring that due credit is given for all roles and contributions.
- Have team members immersed in the field, without overly tight deadlines on deliverables, to facilitate the identification of new issues and solutions while engaging with the landscape, the people, its history and the multiple visions, risks, perceptions and aspirations. There always are multiple timescales involved and the typical project operates at only one of these, while real change is a much slower process.
- Protect the team from the tendency of management systems to become more than the support system for internal fairness and efficiency plus external accountability that they are supposed to be.
- Build in quality time points for reflection and internal learning, with key stakeholders of the landscapes and issues of focus, as well as internally. Share emerging lessons widely to get feedback and create new alliances. Don't be shy to challenge existing theories of change in the research or development realm, even those that underpin current funding, when the evidence and experience does not appear to align existing theory and established wisdom.
- Be ready for harsh criticisms and strong blocks generated by competing stakeholders; consider resource limitations that create protracted knowledge and communication that can harm the negotiation process

■ Example of application

None of the above steps are particularly new or innovative. Experience with the ASB Partnership for Tropical Forest Margins was described by Tomich et al (2007). Subsequent experience in projects such as REALU (Bernard et al 2013) have reconfirmed the possibility of working in a nesting of national teams within an international effort to jointly learn and explore new avenues. Many of the steps are also closely linked to outcome mapping, which has been widely applied (<http://www.outcomemapping.ca/>).

Referring to the six leading questions of Figures 0.3 and 0.13, we recently experimented with a new boundary object: a hexagon of six posters which on each side gives highlights of emerging understanding of one of the aspects while allowing team members and others to walk around and notice new connections between what might have been seen as separate issues. Examples of the sets of six posters for ten learning landscapes can be found at <http://worldagroforestry.org/apps/slideshow>.

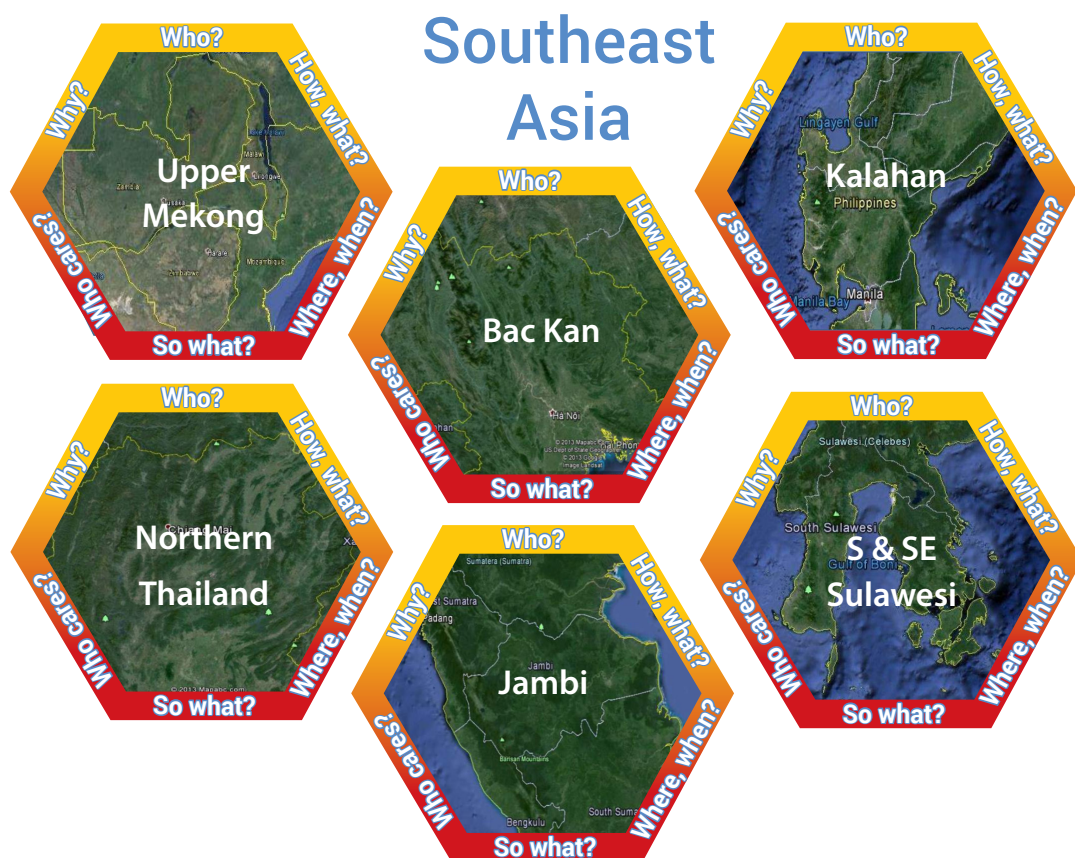


Figure 49.2. Learning landscapes as question-filled hexagons

■ Concluding remarks

Our overarching hypothesis from volume I (van Noordwijk et al 2011) for this tool collection has been:

Investment in institutionalising rewards for the environmental services that are provided in multifunctional landscapes with trees is a cost-effective and fair way to reduce vulnerability of rural livelihoods to climate change and to avoid larger costs of specific ‘adaptation’ while enhancing carbon stocks in the landscape.

Through the various tools and discussions herein, the concepts of multifunctionality, environmental services, livelihoods and climate change will hopefully become concrete for any specific context and discussions can progress towards institutional support for work on the ground that reduces human and ecosystem vulnerability. The negotiation support tools presented in this volume offer tremendous opportunities for deriving what is legitimate, credible and salient solutions to complex landscape issues but the tools are only as good as the users’ ability to apply them. A well-trained and committed team is needed. Our toolbox is constantly growing and we welcome contact with all who want to make this a joint effort.



The landscape scale is a meeting point for bottom–up local initiatives to secure and improve livelihoods from agriculture, agroforestry and forest management, and top–down concerns and incentives related to planetary boundaries to human resource use.

Sustainable development goals require a substantial change of direction from the past when economic growth was usually accompanied by environmental degradation, with the increase of atmospheric greenhouse gasses as a symptom, but also as an issue that needs to be managed as such.

In landscapes around the world, active learning takes place with experiments that involve changes in technology, farming systems, value chains, livelihoods' strategies and institutions. An overarching hypothesis that is being tested is:

Investment in institutionalising rewards for the environmental services that are provided by multifunctional landscapes with trees is a cost-effective and fair way to reduce vulnerability of rural livelihoods to climate change and to avoid larger costs of specific 'adaptation' while enhancing carbon stocks in the landscape.

Such changes can't come overnight. A complex process of negotiations among stakeholders is usually needed. The divergence of knowledge and claims to knowledge is a major hurdle in the negotiation process.

The collection of tools—methods, approaches and computer models—presented here was shaped by over a decade of involvement in supporting such negotiations in landscapes where a lot is at stake. The tools are meant to support further learning and effectively sharing experience towards smarter landscape management.

