



LEUPHANA
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Learning and Implementation in Biodiversity Policy

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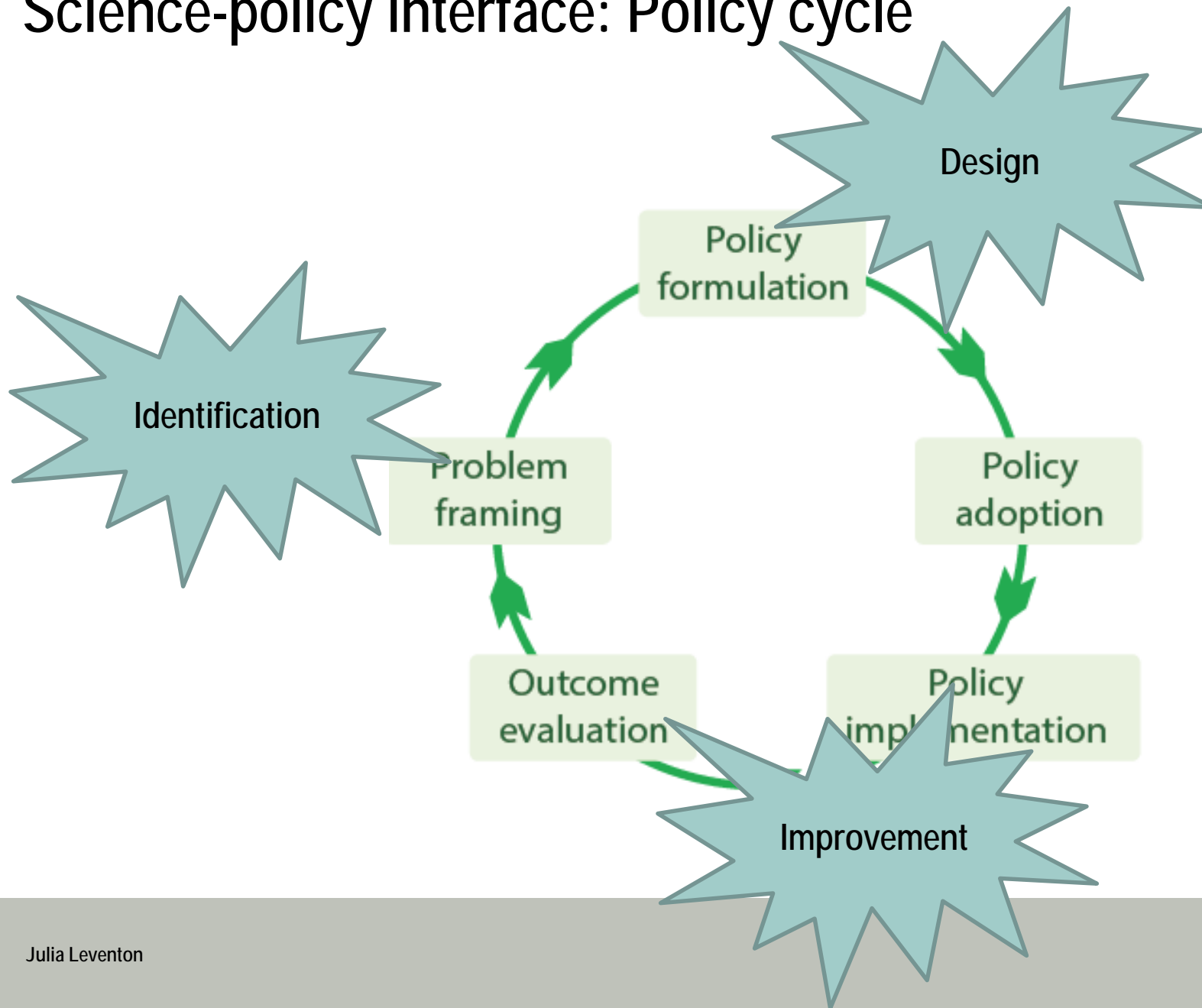


Overview

- The science-policy interface
 - 'the' policy cycle
 - Dominant theories on how science enters policy
- Recognising different forms of policy and of science
- Knowledge exchange and mutual learning for impact



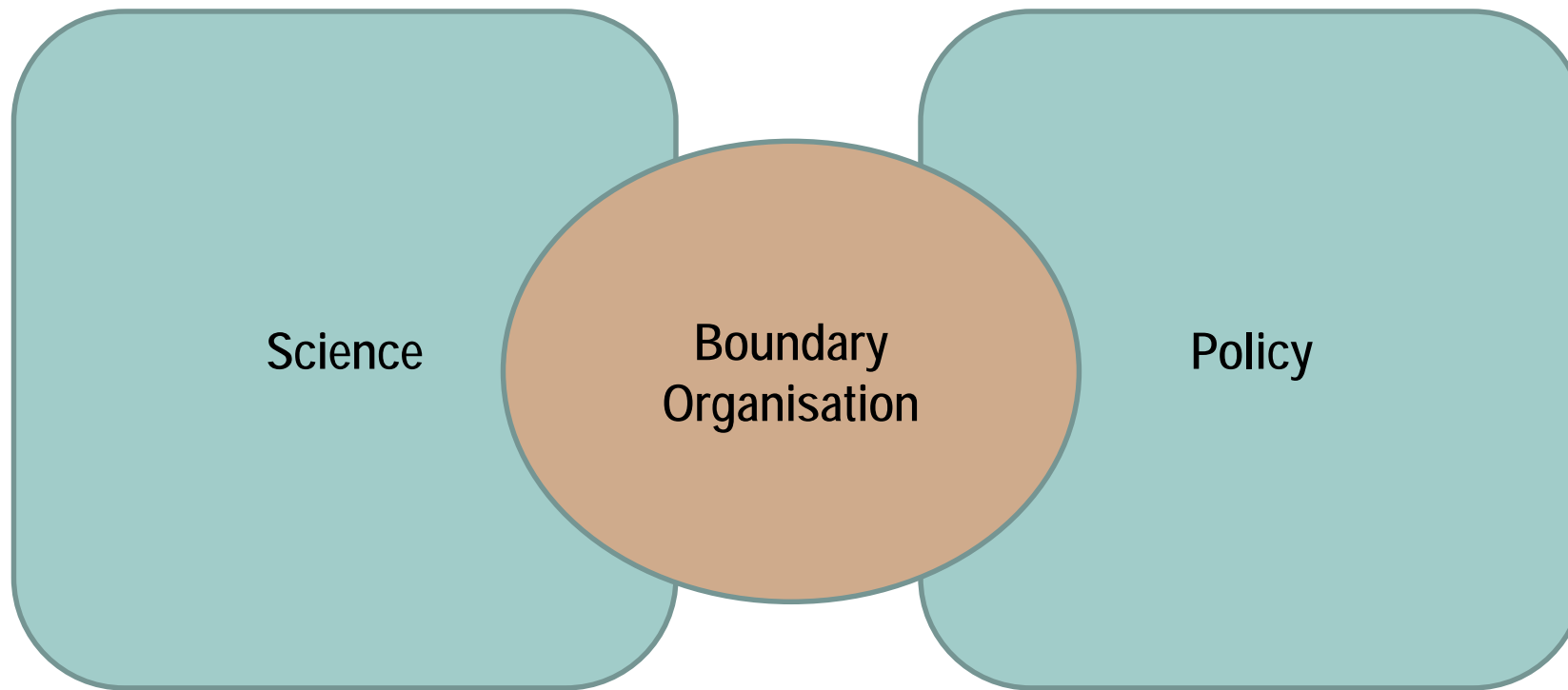
Science-policy interface: Policy cycle





Science-policy interface: Dominant theories

Boundary organisations





Science-policy interface: Dominant theories

Punctuated Equilibrium

- Baumgartner and Jones
- Policy systems remain in equilibrium until there is a big shock
 - Problem identification
 - Implementation goes very wrong
 - E.g. industrial accidents
- Opportunities for science around shocks – input sought.



Science-policy interface: Dominant theories

Advocacy Coalition

- Sabatier, 1986
- Actors form coalitions around shared beliefs
- Coalitions are multi-stakeholder: scientist, policy maker, consumer, etc.
- Whole policy cycle



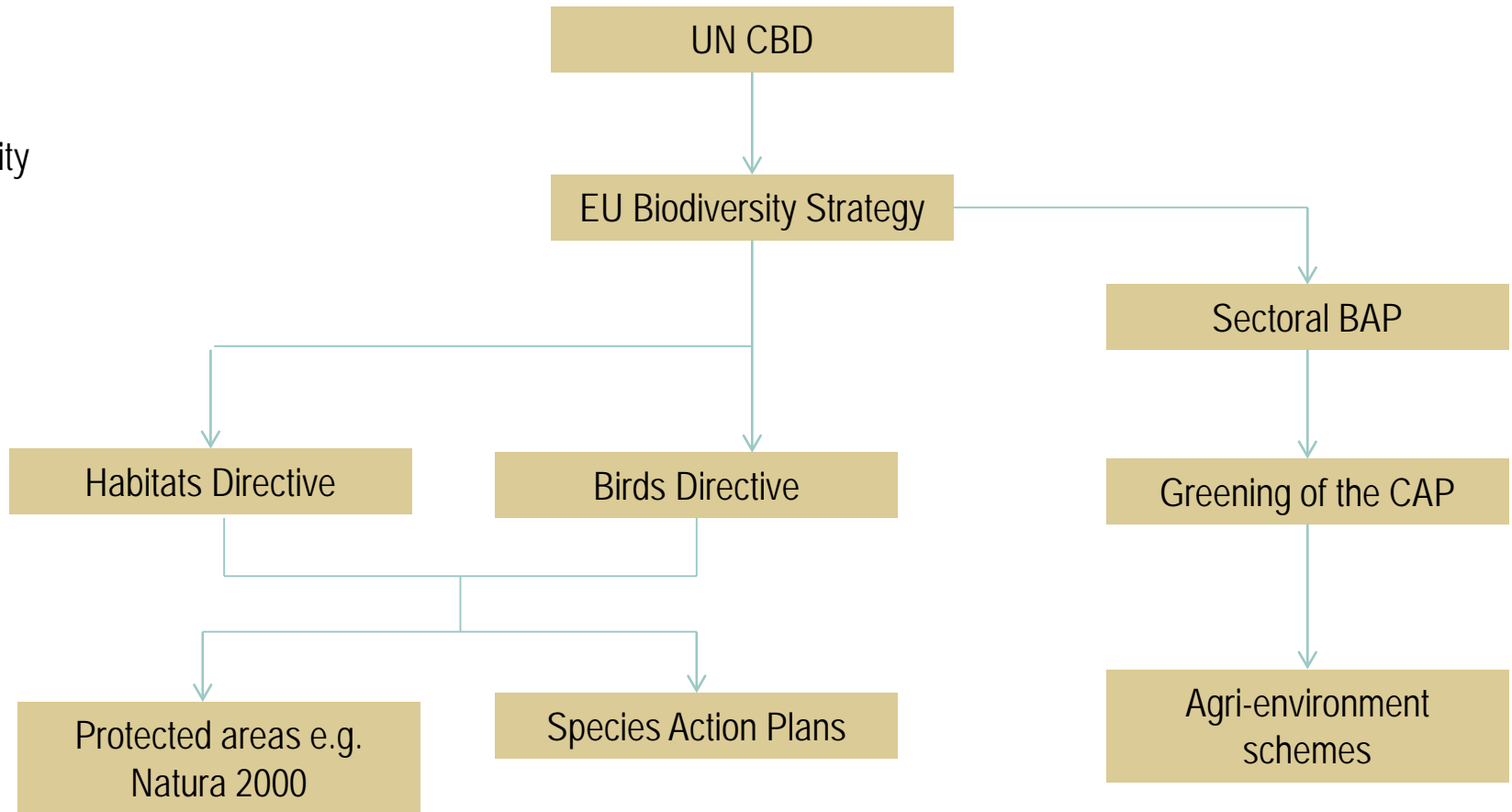
The Governance Context: EU

Multilevel governance system

Goals

Subsidiarity

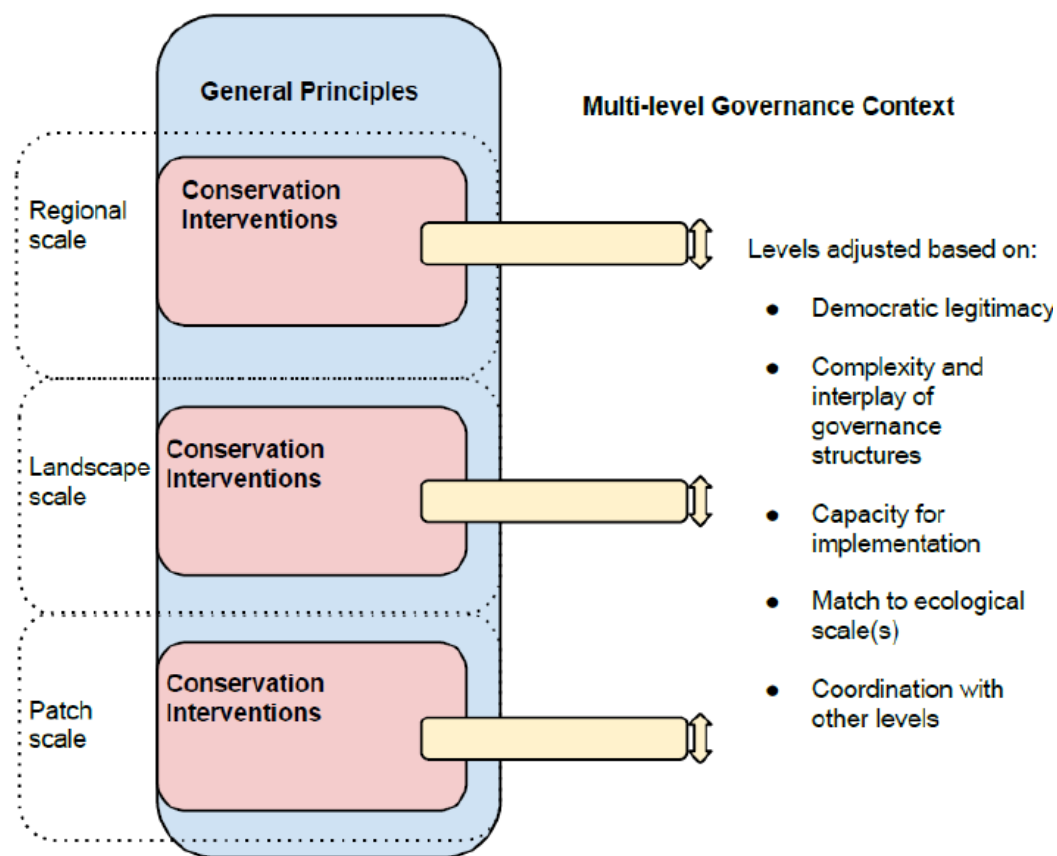
Actions





Different forms of science and policy

Ekroos, Leventon et al., 2016. Embedding evidence on conservation interventions within a context of multi-level governance. Conservation Letters.



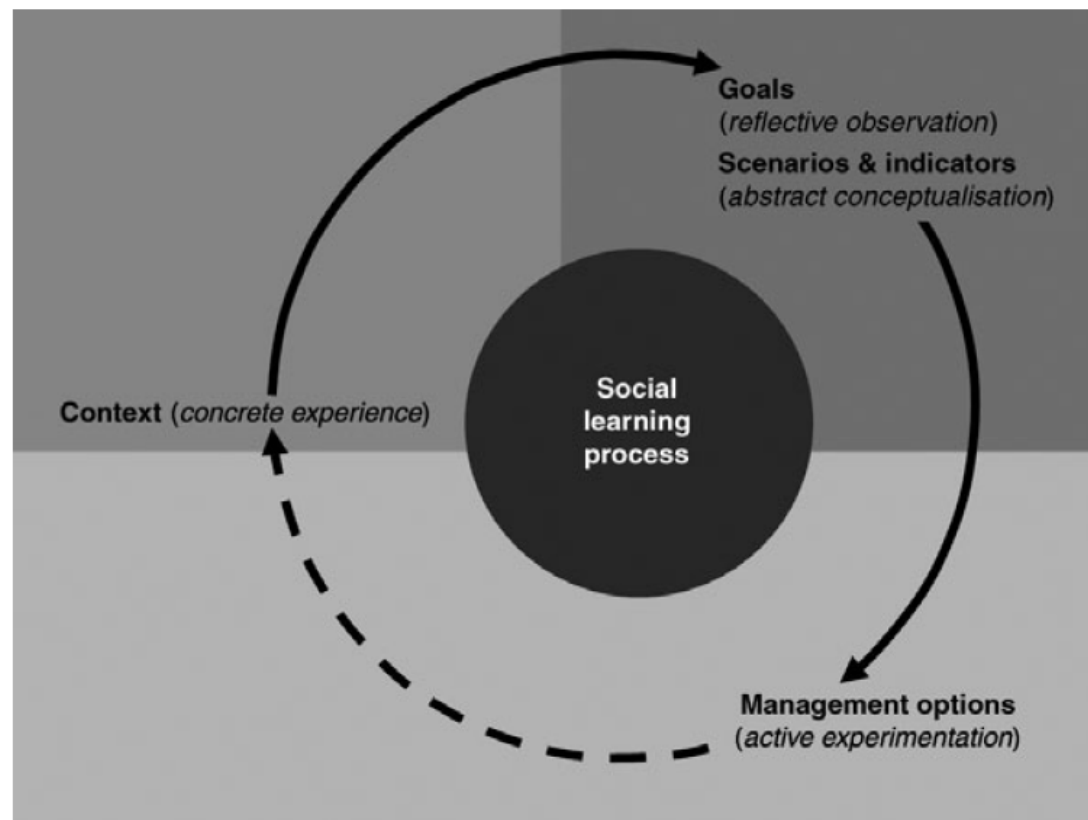


Knowledge Exchange and Mutual Learning

— Move away from science telling policy

- Need to match research with policy needs
- Need to match timeframes

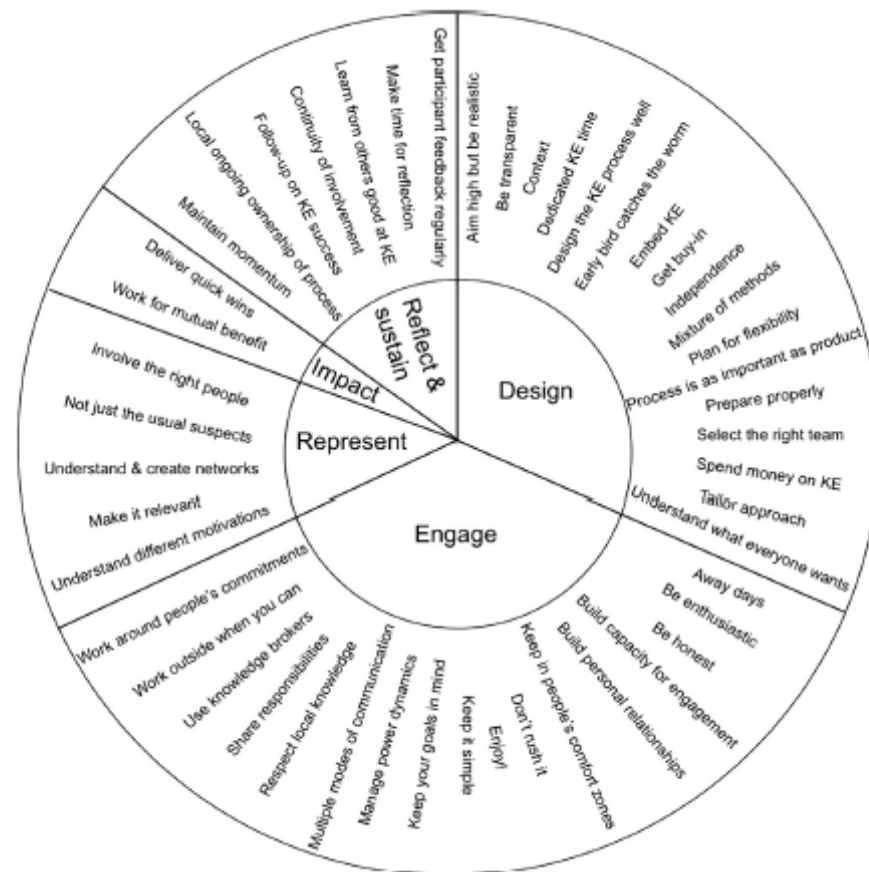
Dougill, Fraser et al., 2006. Learning from doing participatory research: Lessons from the Peak District national park. *Journal of Agricultural Economics*. 57 259-275.





Knowledge Exchange and Mutual Learning

Reed, Stringer et al., 2014. Five principles for the practice of knowledge exchange in environmental management. *Journal of Environmental Management* 146, 337-345.





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Future questions...

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