ENGAGEMENT OF MAJOR GROUPS, REGIONAL ORGANIZATIONS AND PROCESSES IN THE IAF

THE POTENTIAL OF POLICY LEARNING

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Experiences to date

- Increasing collaboration in last two decades has played important role in development of global consensus on *what to do*;

- Recognition of need to incorporate multi-level governance and cross-sectoral approaches;

- However, increasing frustration at the relatively modest pace and scale of change.

Global Forest Expert Panel report on international forest governance

- A complex set of governance arrangements have evolved, mainly forests-related rather than forests-focused;

- The forest governance challenge is to move from a focus on forests towards the concept of "forests+" that embraces inter-sectoral and inter-institutional complexity;

- Forests+ will be coordinated by learning instruments, involving the *development of new policy learning and engagement platforms.*

Key questions

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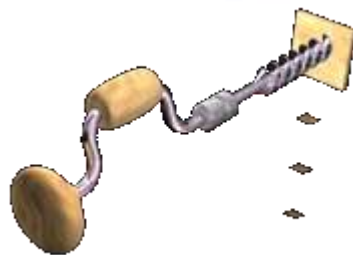Forschungsanstalten

From consensus over goals to learning about interventions

- At present, most stakeholder dialogues focus on understanding different perspectives;

- This can leads to compromise (zero sum) that may not yield desired results;

- Less attention on synergistic solutions;

- Policy learning offers a new technique to harness collective strategic knowledge from, and across, a range of stakeholders;

- Promises to reveal new combinations of policy instruments capable of addressing ongoing challenges on forests.

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What is policy learning?

- " *The phenomenon in which policy makers and relevant stakeholders devote attention to understanding, assessing, and hypothesizing about the cause and effect of policy interventions across multiple levels for ameliorating specified problems.*" (Cashore, Goehler, Rayner, Bernstein, 2013)

- At its core: clarification of what policies are expected to achieve, how and why
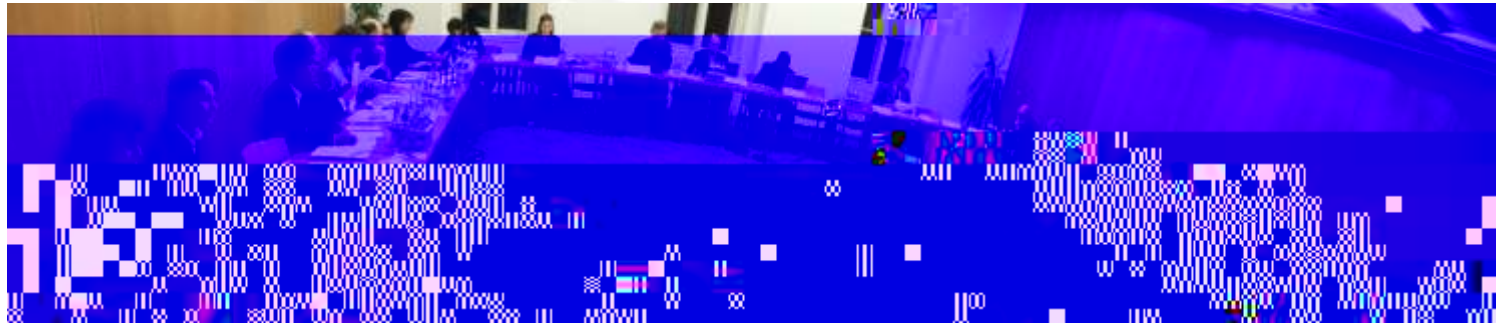
What is the added value?

- Can help uncover synergistic policy solutions

- Generates knowledge about effective strategy across
  - Stakeholders
  - Multiple levels of government/governance

- Ideally situated for global efforts
  - No single authority
  - Policy pathways
  - Coherence-Coordination of strategy key

- Help avoid unintended countervailing efforts

How to foster policy learning?

- Conceptually: different types of problems

- Procedurally: series of steps

- Institutionally: from ad hoc towards systematic learning

Conceptually: What are those types of problems policy learning may help address?

Type 1: Win-win	Type 2: Compromise	Type 3: Hierarchical interest
	Example: land-use allocation	
	Example: timber legality verification	
	Example: 2° warming target	

The example of legality verification

- When classified as Type 2
    - Stakeholders compromise on standards
    - Assumes incorrectly as static "zero sum" world.
- When classified as Type 1 stakeholders focus on evolution
    - Phase I: building coalition of "bootleggers and Baptists" (forest companies and environmental groups) that emphasizes
        » incentives for participation (modest standards at first)
        » building supply chain tracing
    - Phase II:
        » Once supply chain tracking entrenched, standards can increase

Picture by Erik Patel
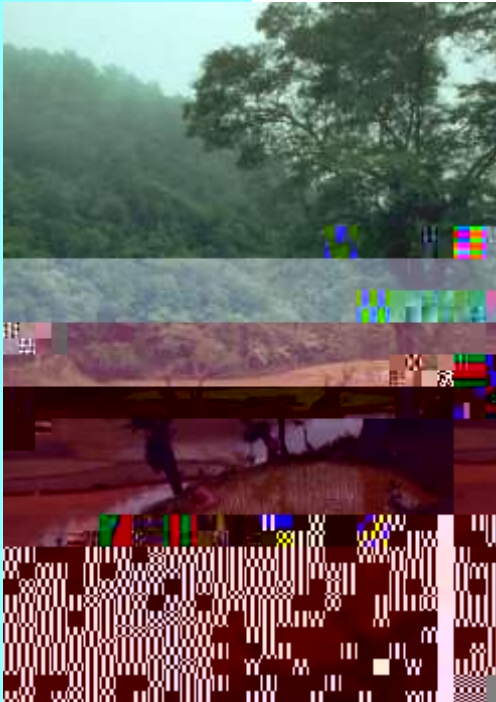
Procedurally: Handbook on policy learning

- IUFRO Task Force on International Forest Governance in collaboration with Yale's Governance Environment and Markets Initiative:
    - Handbook on policy learning (in preparation);
    - Idea is to "speed up" organic policy learning.

- CPF Working Group on Policy Learning (currently being established) to test and further develop handbook in collaboration with IUFRO/GEM, using specific problems with global implications.

Institutionally: from ad hoc towards systematic learning

- Policy learning about forest-related problems takes place on an ad hoc basis, but has not yet been institutionalized;

- Long-term success of a learning approach requires institutional support so that knowledge is cumulative and quickly mobilized;

- Support for analysis of outcomes

Wrap-up

- Problem-focused policy learning offers potential to harness collective knowledge across stakeholders and levels, and to reveal new combinations of policy instruments

- As such, policy learning also offers potential to give more output legitimacy to next generation of international and multi-level deliberations on forests

- A new function of the IAF?

Thank you

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