Participation in research and development projects

Ola Dolinska, Lisode

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WHO WE ARE AND WHAT WE DO?

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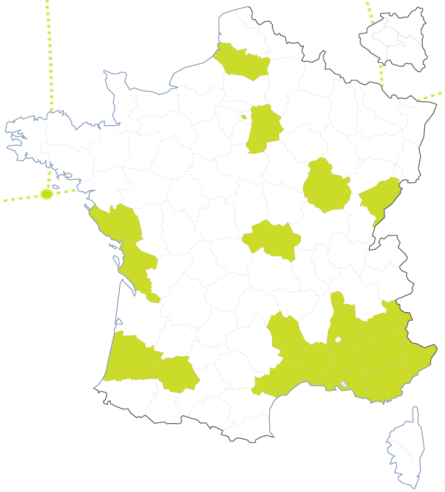
- French company (a cooperative), based in Montpellier
- Specialized in design and implementation of **participatory process**
- Areas of work:
  - Thematic: natural resources management (mainly water), agricultural innovation, urban planning, fishery, organizational change, etc.
  - Geographic: France and MENA. South America, West Africa, Caribbean, South Pacific.
  - Consultancy, research, training

We exist since 2008
We are 6 consultants



We have worked in 17 countries where we've conducted over **120 participatory processes**

We have trained around **1000** professionals and **3000** students in design of participatory process and in group facilitation

We have facilitated around **500 workshops** mobilizing almost **10 000** participants, from a citizen to a minister

We have participated in **10** research projets and co-authored over **30** scientific papers

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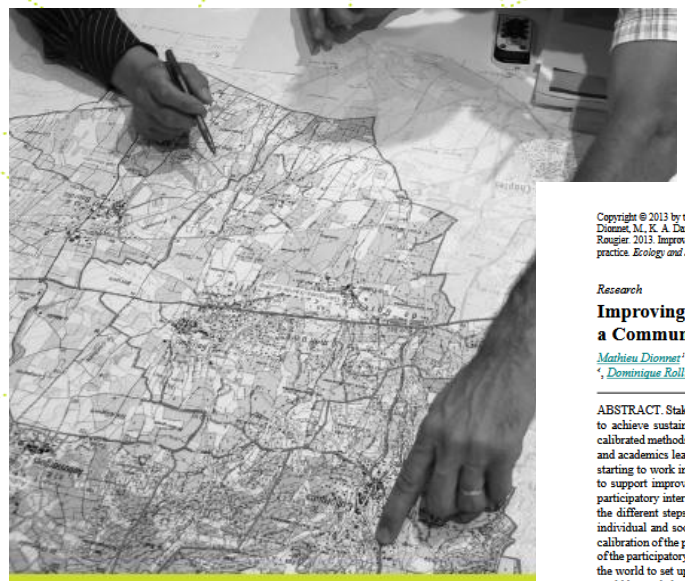
Our experience in research

- We have worked as partners in several research projects:
  - assisting research teams in conducting participatory processes
  - assisting research teams in conducting interdisciplinary research
- Our own research activities on participatory methods and tools
- Knowledge production (and diffusion) on different topics (innovation process, interinstitutional coordination, evaluation of participatory process)



GUIDE DE **CONCERTATION TERRITORIALE** ET DE FACILITATION

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Montpellier 2017

Dionnet, M., K. A. Daniell, A. Imache, Y. von Korff, S. Bouarfa, P. Garin, J.-Y. Jamin, D. Rollin, and J.-E. Rougier. 2013. Improving participatory processes through collective simulation: use of a community of practice. *Ecology and Society* 18(1): 36. http://dx.doi.org/10.5751/ES-05244-180136

Research

Improving Participatory Processes through Collective Simulation: Use of a Community of Practice

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ABSTRACT. Stakeholder and public participation in natural resources management (NRM) is now widely accepted as necess to achieve sustainable development outcomes. Yet, effective implementation of participatory processes necessitates w calibrated methods and tools, as well as carefully honed facilitation skills that are difficult to gain without practice. Practitior and academics leading these processes are thus encouraged to better reflect on, prepare, and justify their interventions, bef starting to work in the field with stakeholders. Our paper shows how a Simulation Community of Practice (SCoP) was set to support improved participatory practice. The specificity of this community is that its members not only discuss plan participatory interventions, but also simulate these processes by adopting roles of future participants, and by working thro the different steps of the workshop that will be later implemented in the field. The evaluation of our approach shows individual and social learning of participants in the SCoP is developed, leading mainly to improved facilitator skills and calibration of the participatory methods and tools being tested. A space is also provided for deepening reflection on the purpo of the participatory process and the values that guide these interventions. Our experience could provide a model for others aro the world to set up their own SCoP to support participatory NRM practice. Further improvements to our SCoP and new o could be made by enhancing the feedback mechanisms between the field sites and the community, in order to encourage m cumulative learning and to reinforce the members' interest, maintaining their involvement in the community over time.

Key Words: *community of practice; natural resource management; public participation; role play; simulation*

INTRODUCTION

Stakeholder and public participation in natural resources management (NRM) is now widely accepted as necessary to achieve sustainable development outcomes (United Nations 2002, United Nations Development Programme (UNDP) 2006). The reasons for this include: (1) that local people and other stakeholders have a democratic right to freedom of expression and to have a say in decision-making processes that will affect their lives and livelihoods, whether this is through the election of others to represent their views (representative democracy) or directly where they provide their own individual views (participative democracy) (United Nations Economic Commission for Europe (UNECE) 1998, Gaventa 2004); (2) in order to make decisions and implement many management strategies in areas where power and resources are dispersed, the resources and collective agreement of many stakeholders are commonly required (Daniell et al. 2010a); (3) stakeholder and local knowledge can be accessed and used in the development of better informed and more widely acceptable and implementable management strategies (Stern and Fineberg 1996, Fischer 2000); and (4) participation processes can lead to social learning and social cohesion (Webler et al. 1995, Bousquet et al. 2002, Ison et al. 2004, Pahl-Wostl and Hare 2004, HarmoniCOP 2005), which are necessary for coping with future challenges, such as biodiversity loss, climate change, and freshwater use (Rockström et al., 2009). There are now great numbers of examples of participatory resource management processes across the world that range in size from local processes v small groups to multi-level and multi-national endeavors (Holmes and Scoones 2000, Etienne 2010, von Korff et al. 2 for some collections of examples). Despite the growth of capacity of many organizations and individuals to devel manage, and implement such processes, practitior generally face common issues and challenges when work in the field (Table 1).

Table 1 shows that many choices need to be made w designing or leading a participatory NRM process. Th choices relate to aspects which include the objectives of process, the selection of participants, the design implementation of the process, the methods and tools, and scope of evaluation. Table 1 also underlines the importa of facilitation skills for implementing these processes in field. Consequently, two types of issues naturally arise practitioners or academics leading participatory NI processes: (1) how "good" decisions can be made relate participatory process design, implementation, and evaluati and (2) how sufficient practical knowledge and skills ca developed in order to effectively facilitate the participat process. Additionally, when working in the field v stakeholders, practitioners face many other social, ethi political, and technical challenges (Table 1) due to complexities and dynamic nature of local contexts, as wel to the uncertainties associated with impacts of actions external factors. Some commonly experienced challenge

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N° : 2016 IAVFF 51641

THESE DE DOCTORAT

préparée à l'Institut des sciences et industries du vivant et de l'environnement (AgroParisTech)

pour obtenir le grade de

Docteur de l'Institut agronomique vétérinaire et forestier de France

Spécialité : Sciences Sociales

École doctorale n°581
Agriculture, alimentation, biologie, environnement et santé (ABIES)

par

Aleksandra DOLINSKA

Designing intervention to support endogenous agricultural innovation process in the South: identifying conditions for its effectiveness. The case of an irrigated scheme in Tunisia.

Directeur de thèse : Patrick D'AQUINO
Co-encadrement de la thèse : Jean-Emmanuel ROUGIER

Thèse présentée et soutenue à Montpellier, le 10 novembre 2016

Composition du jury :

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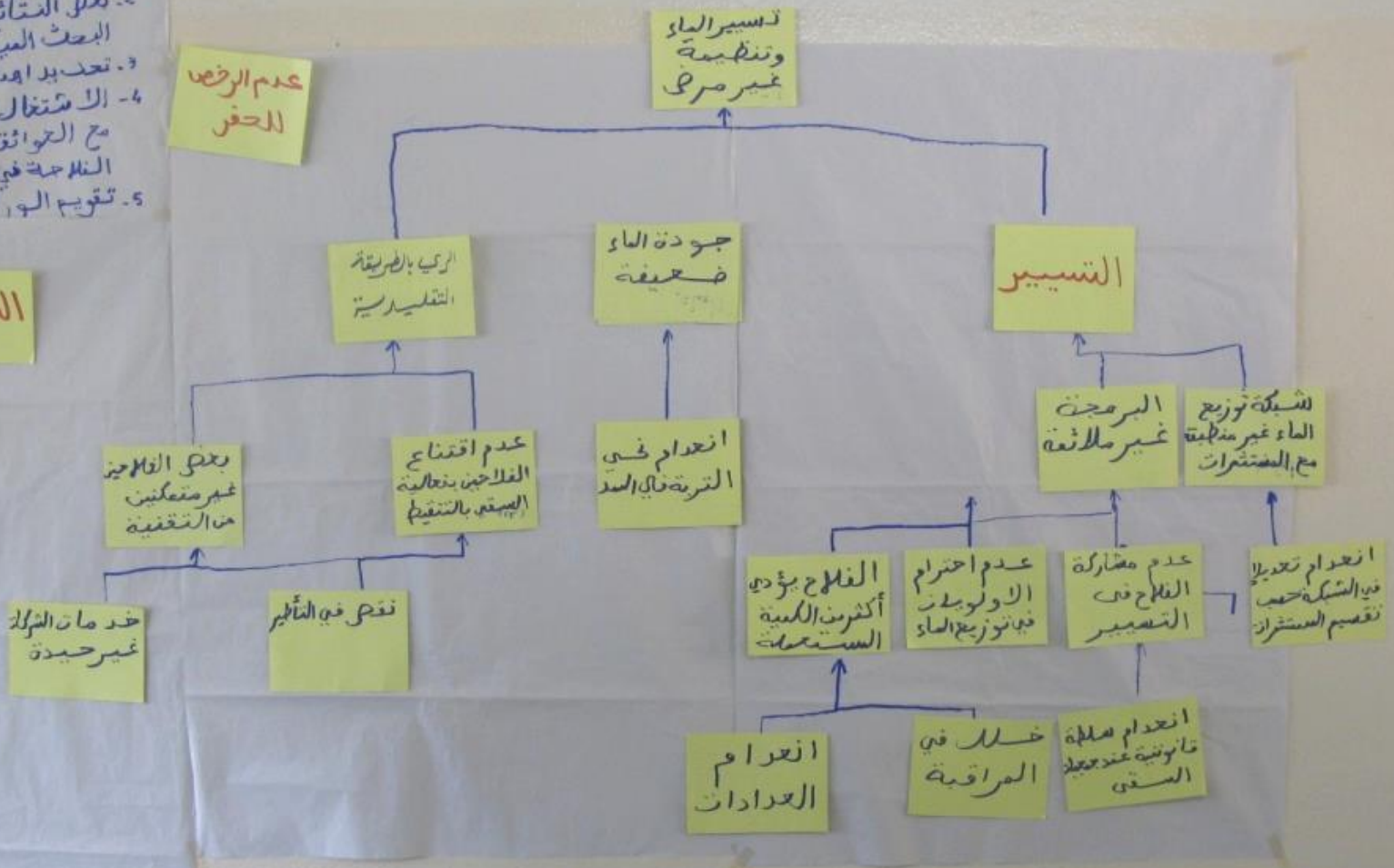
برنامج الورشة :

1. تقديم الدورة وطريقة العمل بشكل عا
2. عرض النتائج التي توصلنا اليها من خ
البحث الميداني والورشات مع الفلاحين
3. تحديد اهداف ورشة هذا اليوم
4. الاشتغال حول الانتظارات بعلاقة
مع الوثائق التي تعرف
الفلاحة في منطقة سيدي
5. تقويم الورشة

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SECTOR 4
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2 Arroz


AGRICULT

PARTICIPATION

Why participation?

- To achieve better results
  - *Produce better quality data*
  - *Gain better understanding of complex systems*
  - *Secure better uptake of results*
- Because it matters (normative approach)
- Because we have to (constraint)
- *To improve innovation process*

And for the participants?

- « **To take part in** » - satisfaction from joining a collective action;
- « **To contribute** » - satisfaction from sharing knowledge, ideas, experience with others;
- « **To benefit from**» - looking to gain something in/from the process.

(Zack, 2011)

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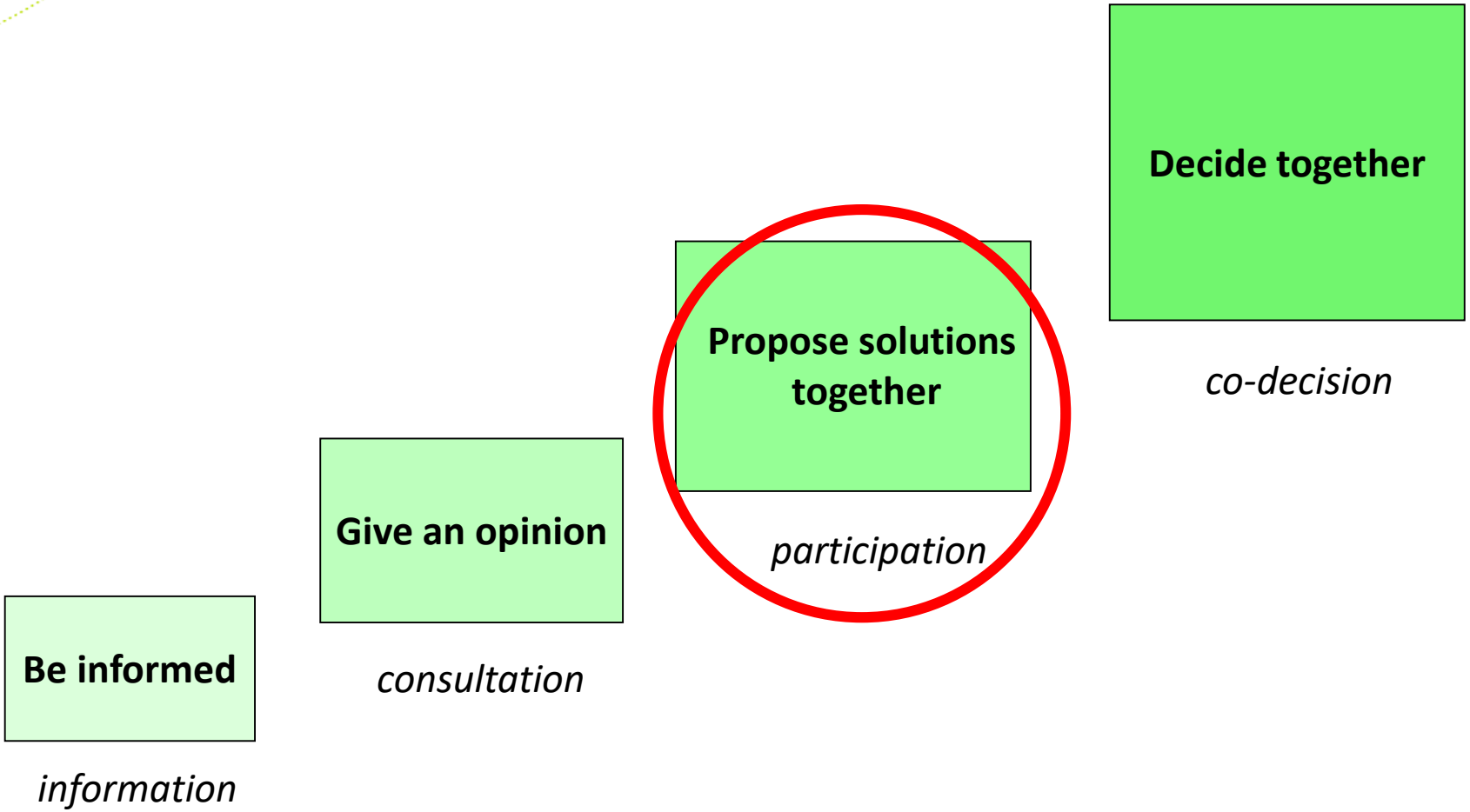
What is participation?



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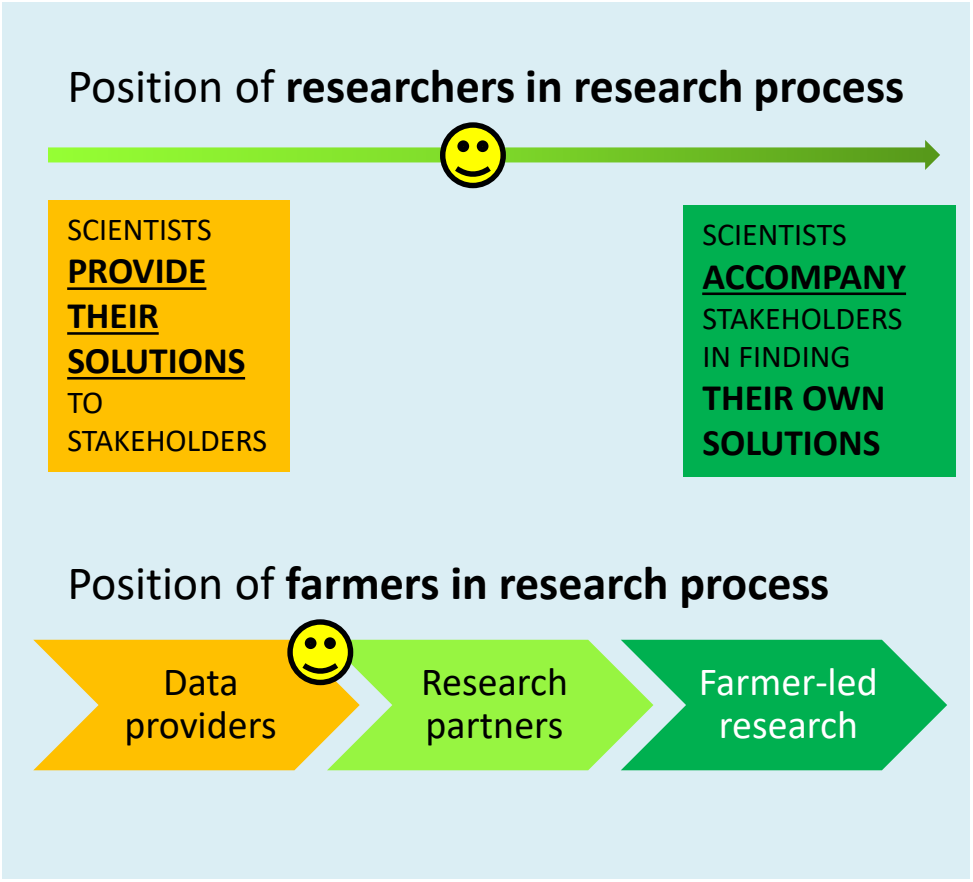
How much participation in a research project?

Level of participation	Participants' role
8. Participants' control	Decision making and action are fully delegated to participants.
7. Delegating power	Power over research process is partially delegated to participants.
6. Partnership	Participants can negotiate with researchers, including negotiating their roles, responsibilities and the level of control over what is going to happen.
5. Involvement	Participants' opinions are taken into account but it is still the researchers who take decisions.
4. Consultation	Participants give their opinions but have no control over if and how their opinions are taken into account.
3. Information	Researchers inform public about what has been done, is beeing done or will be done asking no feedback
2. Education	Researchers provide partial or biaised information to a passive public.
1. Manipulation	

Adapted after Arnstein 1969



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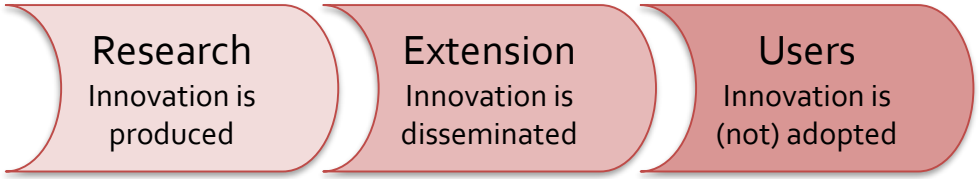
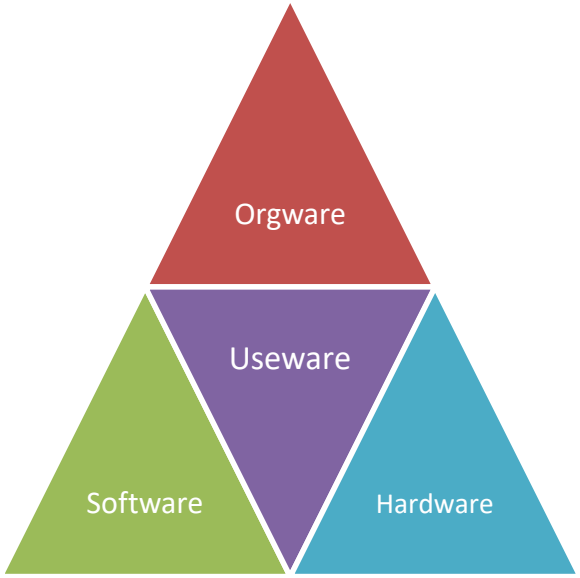
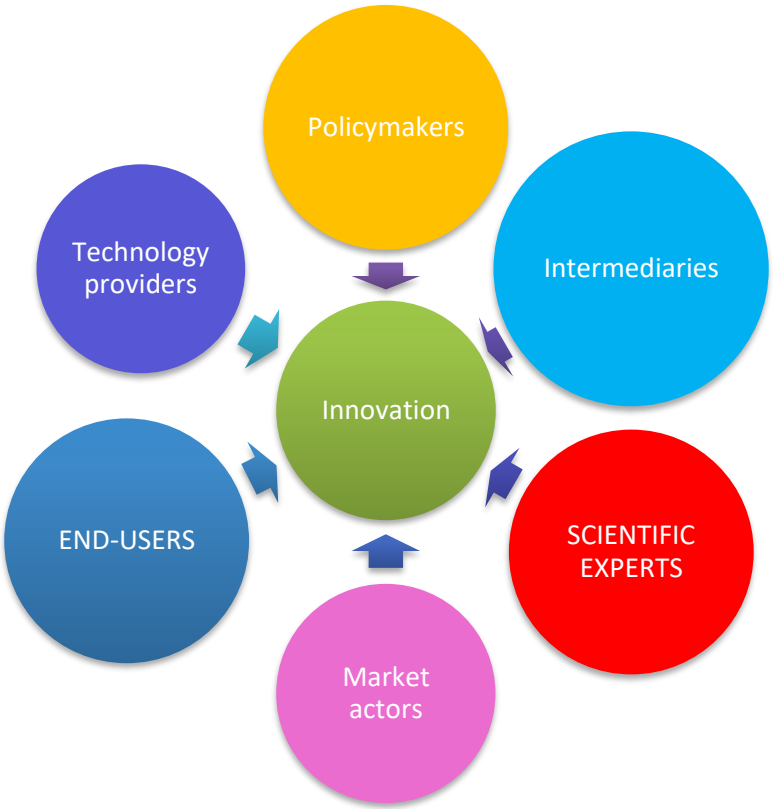
Participation and different innovation models

Linear model of innovation (technology transfer)



Different components of innovation
(Smits 2002, Leeuwis and Aarts 2011)





Innovation system – different actors produce, exchange and use knowledge

What can be the role of research/technical expertise in innovation process? (1/2)

In the linear approach:

- Researchers/experts **provide solutions**
- Researchers/experts **produce "innovation"** (new technology) - they are its sole source
  - Comfortable, familiar position for researchers/experts
  - But what if **users do not adopt** provided solutions?

What can be the role of research/technical expertise in innovation process? (2/2)

In the systemic approach:

- Researchers/experts are **one of the many sources of knowledge**
- Researchers/experts **facilitate innovation process**
  - demand articulation with users (problem diagnosis, foresight exercises, etc.) → **PARTICIPATION**
  - innovation network composition (linkages between relevant actors) → **PARTICIPATION**
  - innovation process management (translating between different actors using different reference frames (users, markets, institutions, technology providers, research), establishing working procedures, etc.) → **PARTICIPATION**

Participatory tools in research and development projects: role-playing games

Role-playing games can be used to :

- Simulate the implementation of a novelty with various stakeholders in order to identify:
  - elements of the context that will need to be “dealt with”
  - adaptations needed
  - resources needed
  - actions required
  - stakeholders that need to be included in the process

- Decision-support tool in innovation development (finding and testing innovative solution together)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