

# Place-based planning and an underlying philosophy and process for sustainable ecosystem management

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## What's coming...

- **Thoughts on sustainability and ecosystem management**
- **Improving natural resource planning**
- **Public philosophy on the role of the public participation**
- **and implications for planning and research**
- **Place-based planning examples from US national forests**



# Sustainability

- What should be sustained?
- Who gets to decide?
- How is sustainability achieved? How is progress or success measured?



# Principles for sustainable ecosystem management

- Multi-scale perspective
- Integrated objectives
- Multi-disciplinary science
- Interagency cooperation
- Weaves together social, cultural, biophysical aspects, human judgments and values, social action, and holistic management of ecosystems



# Sustainable Ecosystem Management Requires...

**Forums and processes that enable people to bring local, cultural, experiential, and situational knowledge (Sancar 1994) to an exploration of what to sustain, how to proceed, and potential outcomes and implications of a particular course of action or inaction (Yankelovich 1991).**



# Planning as placemaking

How we think about, plan for, and what we do with our environment (Schneekloth and Shibley 1995).

- Empowering - making places meaningful, and connecting and reconnecting people with each other and their environment.
- Disempowering – decontextualizing activities and disconnecting actions and effects from places

# Professionalization of place

- Assumes that the public has neither the skills nor the responsibility to be actively involved in the process of planning (Bryan 1996) thus discounting opportunities for social learning (Krannich et al. 1994).



# Resource planning critique (Larsen et al. 1990)

- People expect ongoing involvement that builds long term relationships.
- They expect that their contributions will be valued.



# Resource planning critique (Larsen et al. 1990)

- The most important outcome of planning processes is the learning that occurs through the process. Participants learn about the place, each other, themselves, and about working together.



# Public philosophies (adapted from Sandel 1996 and Stanley 1988)

<b>Public</b> <b>Result of</b> <b>philosophy</b> <b>public philosophy</b>	<b>Competitive</b> <b>Pluralism</b>	<b>Deliberative</b> <b>Democracy</b>
<b>Education outcome</b>	<b>educate people in range of policies constrained by market economy</b>	<b>civic education, experiential inquiry, social learning</b>
<b>Consensus achieved</b>	<b>evaluate trade-offs among policy options developed by experts</b>	<b>shared, ongoing narrative defines common vision; civic engagement</b>
<b>Experiential analogy</b>	<b>grief - coping, focus on being deprived of something</b>	<b>immigration - adaptation to achieve improvement; empathy, civic friendship</b>
<b>Role of participants</b>	<b>aggregates of individuals with pre-formed wants, values based on individual interests</b>	<b>“complex social beings,” inherent obligation to common good, civic science</b>

# Social learning theory

- Knowledge + power + people = new knowledge, new benefits, potential for new action (Korten 1981), learning about interests (Shannon 1991) and negotiating meanings (Williams 1995).



# Social learning theory: a framework for place-based planning

- Sharing understanding of context, uniqueness, importance of places
- Exploring issues, concerns, solutions, and strategies
- Understanding judgments of acceptability and “working through” issues (Yankelovich 1991)
- Improving the possibility of achieving sustainable forest management (Shindler and Cramer 1999).

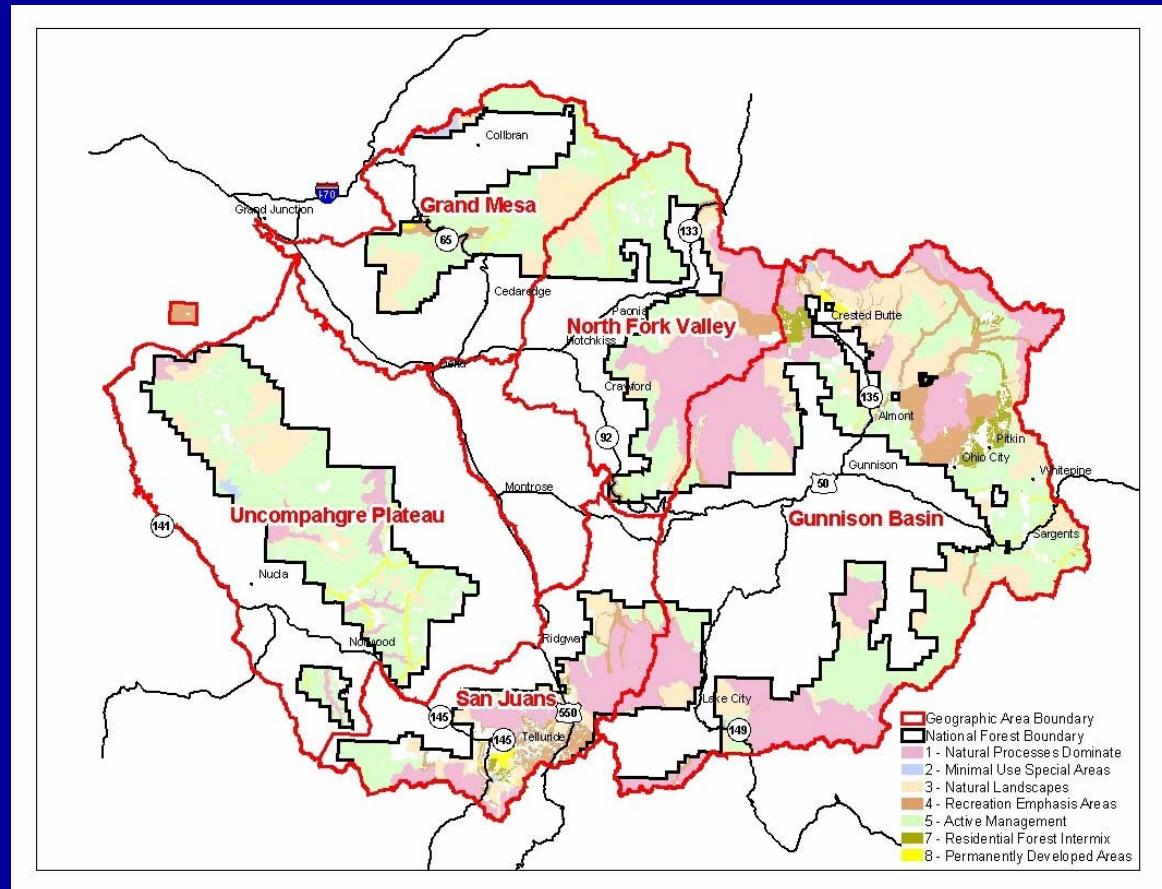
# Participatory, place-based planning

- **Caring about places is different than caring about resources and builds on lived experience and place existence values**
- **Anyone can report place-based information**
- **A multiplicity of interactions = many potentials (Wheatley 1994)**



# Forest Service examples

- Beaverhead-Deerlodge NF, Montana
- Chugach NF, Alaska
- Grand Mesa, Uncompahgre, and Gunnison NFs, Colorado



# Common themes

- Scale was an issue- smaller scales are easier
- National Environmental Protection Act (NEPA) and forest plan requirements were barriers
- Resistance to new, unproven approaches
- Adaptive management approach
- Stakeholder involvement promotes social and institutional learning
- Use of maps and mapping activities produces much information
- Need to incorporate non-local interests

# Ongoing Challenge

- How can local knowledge of places be incorporated with scientific knowledge to inform decisions leading to sustainable forest management?

