

GAP
Connecting Science
Society and Policy

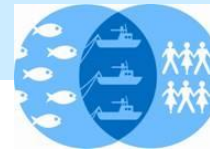


**Baltic Maritime Spatial Planning Forum
PartiSEApate Conference
17-18 June 2014, Riga, Latvia**

GAP2 - Maritime Spatial Planning – connecting science, stakeholders and policy

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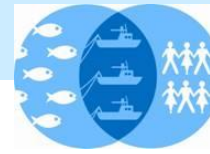


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Outline

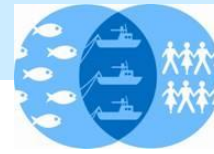
- **7FP GAP2 the Baltic Case Study “Integrating the Baltic Sea fisheries into the process of Maritime Spatial Planning”**
- **What science we need – transdisciplinarity**
- **From linear to collaborative science-policy interface**
- **Science-policy co-production**
- **How to do it? Answer: the Mutual Learning**
- **Where we are now - learning from ongoing planning**
- **Towards planning for the Blue Growth – jobs, value and sustainability**
- **Conclusions**



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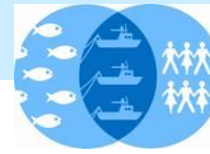
The aim of the EU 7FP Project „Bridging the gap between science, stakeholders and policy makers: phase 2 - Integration of evidence-based knowledge and its application to science and management of fisheries and the marine environment (GAP2)“ is to promote and enable processes for open and effective participation of stakeholders in research and management



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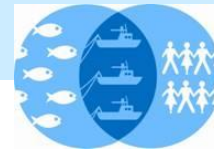
What science we need – transdisciplinary research



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- **Hirsch Hadorn *et al.*, (2008) state that transdisciplinary research is necessary when knowledge about a societally relevant problem field is uncertain, when the concrete nature of problems is disputed, and when there is a great deal at stake for those concerned by the problems and involved in investigating them**



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From linear to collaborative science-policy interface

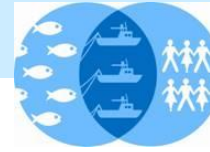


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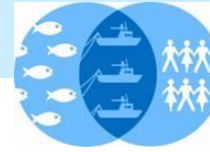
Linear Science-Policy Interface

It is stated (Koetz et al., 2011) that the linear cognitive model of SPI is based on belief in a clear distinction between “objective knowledge” and “subjective values” and presumes politically neutral scientists “speak truth to power” providing objective representations of reality, upon which decision makers take rational decisions subsequently implemented by administrators.



From linear to collaborative Science-Policy Interface

- **The context of Maritime Spatial Planning, according to recent studies, tends to be complex, uncertain and controversial and it cannot be adequately addressed based on work done within the “linear” science-policy interface (SPI).**
- **It is believed that the way forward is to move towards a more participatory and “collaborative” SPI model**



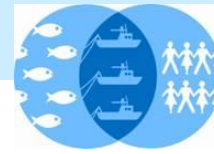
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Co-production of science and policy

According to Forsyth (2008), co-production refers to processes by which knowledge, including scientific knowledge, is framed, collected, and disseminated through social interaction and change.

Jasanoff (2004) defines co-production as the simultaneous production of knowledge and social order.

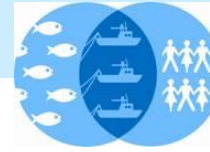


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How to do it? Answer: the Mutual Learning

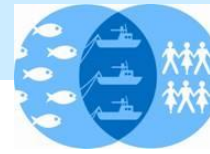


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Mutual Learning

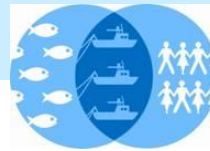
Scholz (2000) argues that transdisciplinarity aspires to make the change from research for society to research with society while the Mutual Learning can be conceived of as the adaptation process inherent in interaction and joint problem solving between science and society.



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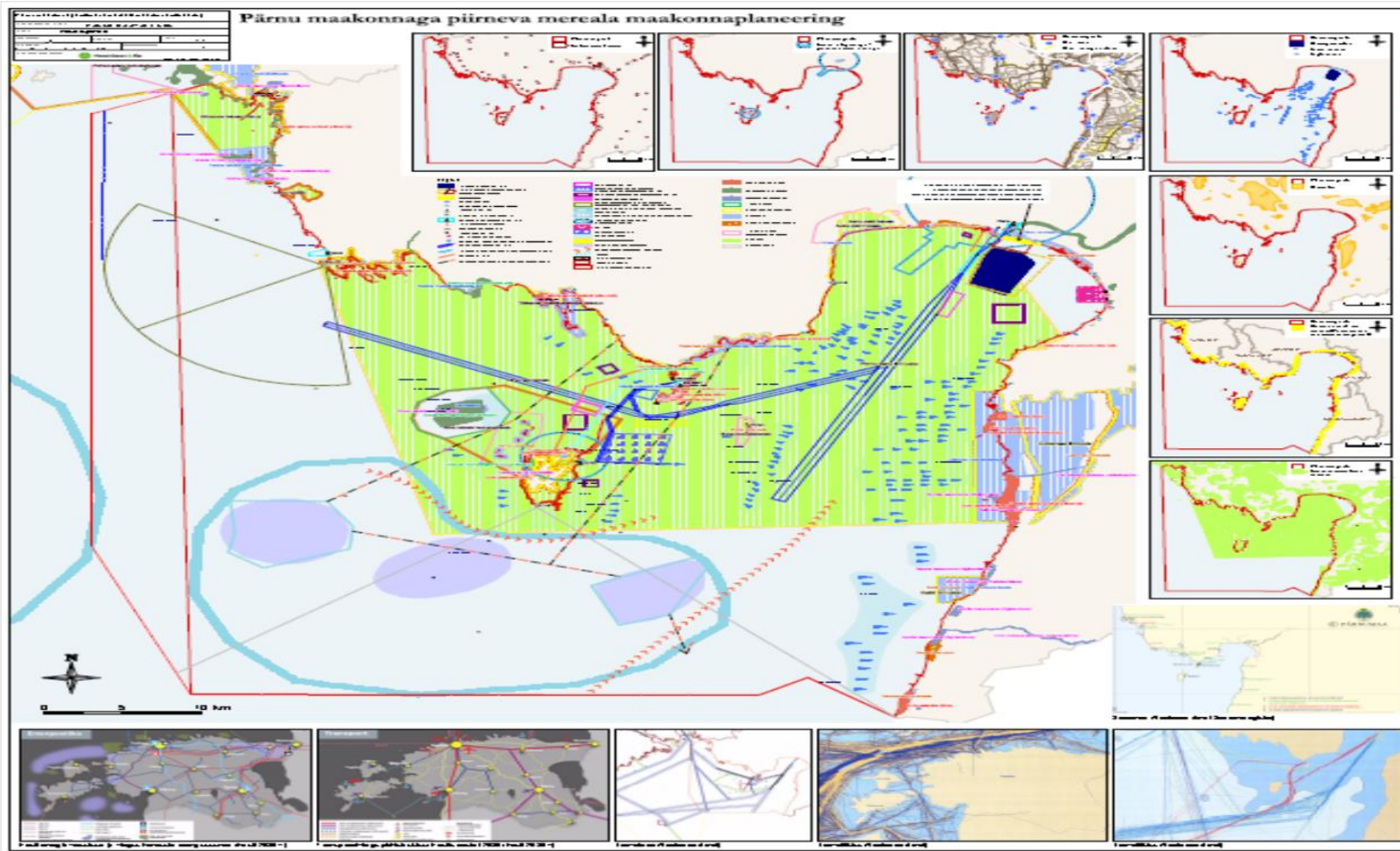


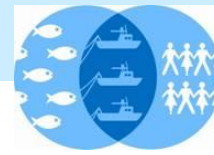
Learning from ongoing planning



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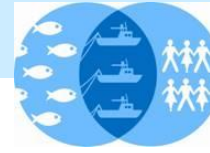


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Way forward:

Towards planning for the Blue Growth – jobs, value and sustainability



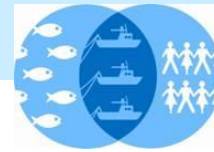
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The Blue Growth

- **Blue growth is defined as smart, sustainable and inclusive economic and employment growth from the oceans, seas and coasts**



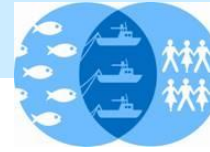
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The Blue Growth

Key objectives:

- **Jobs**
- **Value**
- **Sustainability**

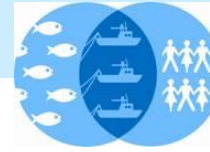


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CONCLUSIONS

- **Transdisciplinarity - from research to society to research with society**
- **Towards collaborative science-policy interface**
- **Participatory processes based on the Mutual Learning**
- **Towards planning for the Blue Growth – jobs, value and sustainability**

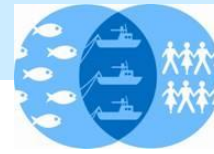


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Acknowledgements

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Thank you for your attention