



LEARNFORCLIMATE

Learning to realize multiple forest policy objectives under climate related stress and disturbance

Berlin, October 1-2, 2024

LEARNFORCLIMATE

www.ltu.se/learnforclimate

Karin Beland Lindahl, Political Science, Luleå University of Technology, Sweden



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 773324

Project partners

- Luleå University of Technology (LTU), Sweden
- Swedish University of Agricultural Sciences (SLU), Sweden
- University of Freiburg (ALU-FR), Germany
- European Forest Institute (EFI), Germany
- University of Ljubljana (UL), Slovenia
- Institute of Philosophy and Sociology of the Polish Academy of Sciences (IFiS), Poland
- University of Agriculture (UAK), Poland

+ forest owner associations, companies and E-NGOs in each country

Total project budget: 1 474 977 €

- Project start: May 9, 2022
- Project end date: October, 2025



LEARNING?

What?

- Changes in values, beliefs and behaviour
- Important pathway to change
- Takes place at different levels: policy makers, advocacy coalitions, forest owners/managers

Why?

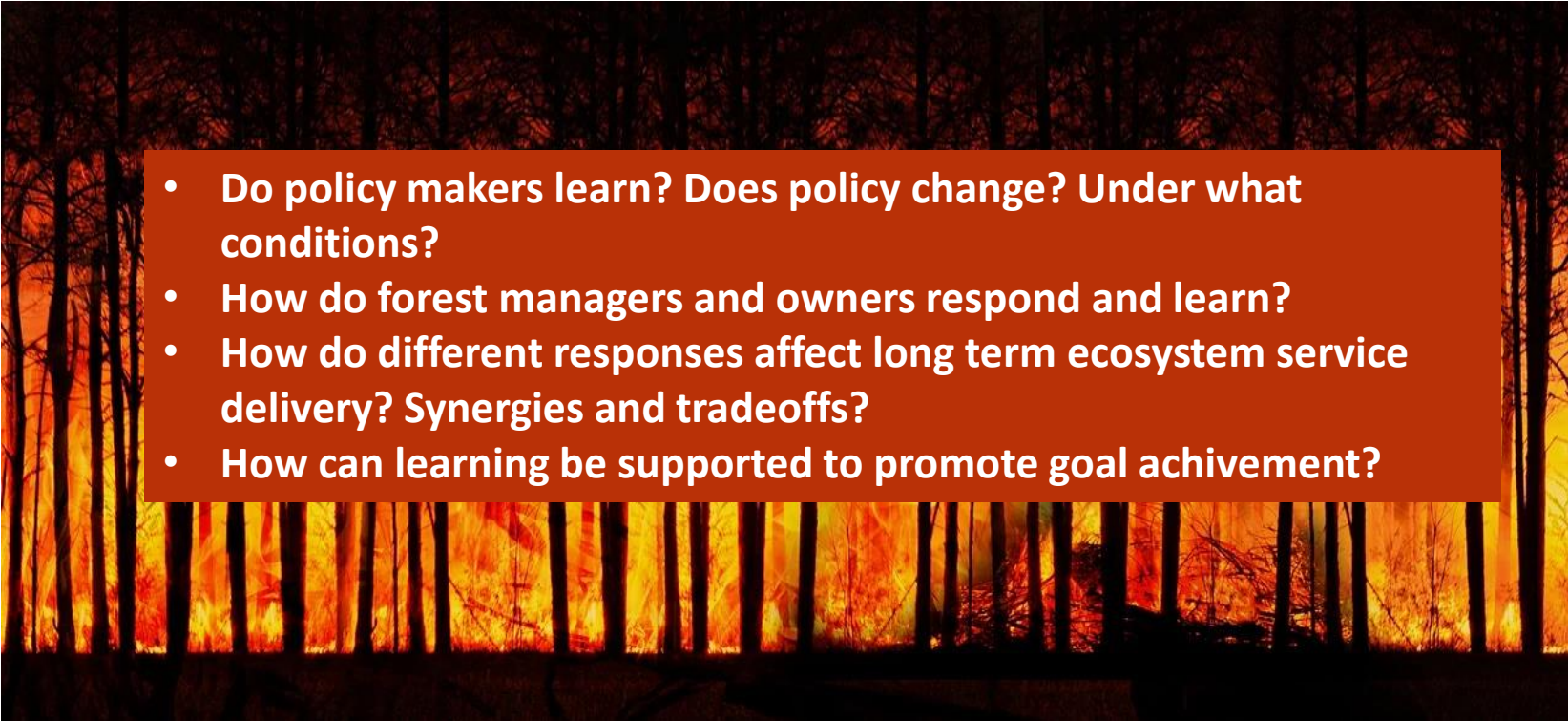
- Disruptive events such as climate change, fires, storms, droughts....
- Knowledge sharing





LEARNFORCLIMATE

Aim: to support learning that enables concurrent achievement of multiple forest related SDGs and EU objectives while responding to the constraining - and enabling - roles of climate change related stress and disturbances.

- 
- A photograph of a forest with a fire overlay, creating a dramatic orange and yellow glow. The text is overlaid on a dark orange rectangular background.
- Do policy makers learn? Does policy change? Under what conditions?
 - How do forest managers and owners respond and learn?
 - How do different responses affect long term ecosystem service delivery? Synergies and tradeoffs?
 - How can learning be supported to promote goal achievement?

An integrated transdisciplinary approach



Learning among policy makers and advocacy coalitions

WP2

Collaborative learning among scientists and key actor

WP5

Learning among forest owners and managers

WP3

Scientific learning about biodiversity and ES outcomes

WP4



Photo: Sveaskog

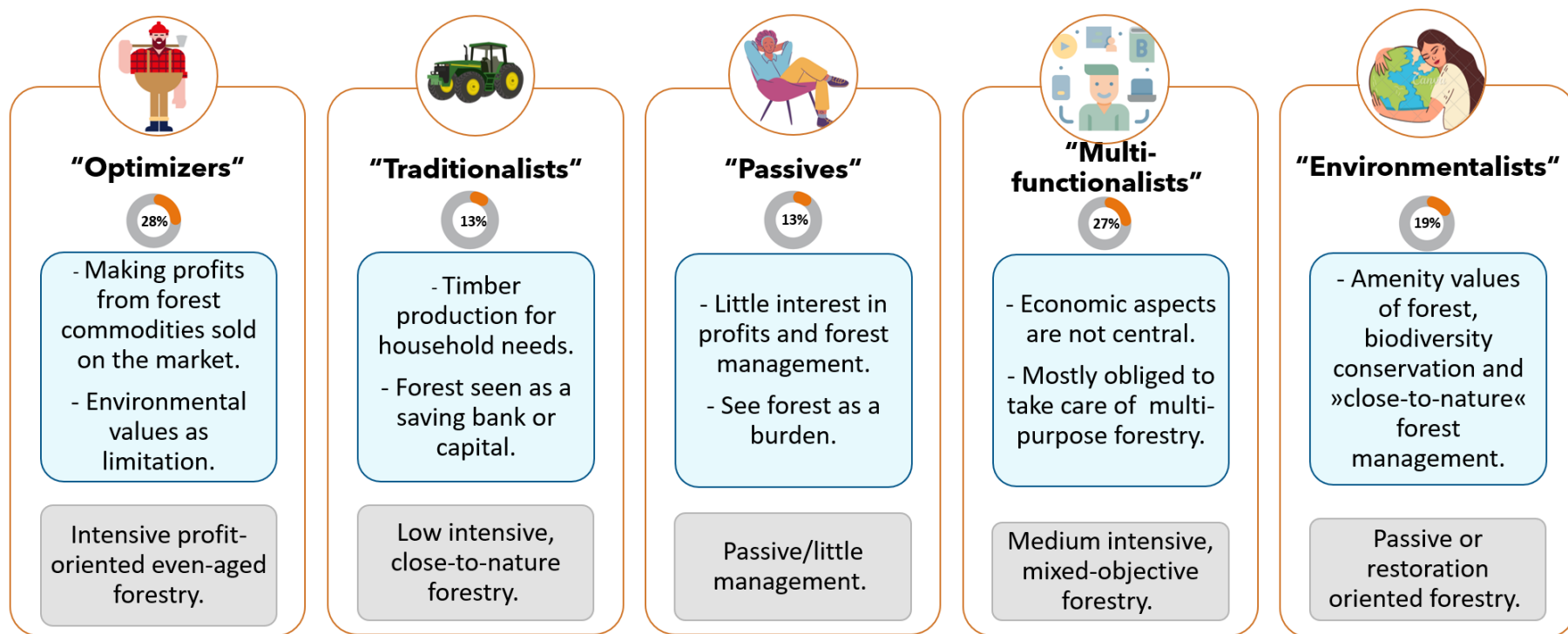
WP 2: Policy learning? Forest policy change 2000 – 2020 in Sweden, Poland, Germany and Slovenia

- Relatively stable despite disrupting events
- But, **substantial changes** and **revisions** have been made – to varying degrees in different countries
- Factors affecting responsiveness?
 - magnitude of climate related stress and disturbance
 - institutional structure
 - advocacy coalitions



WP3: How do forest owners respond and learn?

Forest owners' profiles and their forest management behaviour





WP3: How do forest owners respond and learn?

Country	Germany	Poland	Slovenia	Sweden
N° of types	4	2	4	3
Types	Multi-functionalists Optimizers Traditionalists Environmentalists	Multi-functionalists Optimizers	Multi-functionalists Environmentalists Optimizers Traditionalists	Multi-functionalists Optimisers Environmentalists

Factors affecting responsiveness:

- Policy and policy coherence
- R&D and technical innovation
- Timber/wood market
- Economic incentives and costs





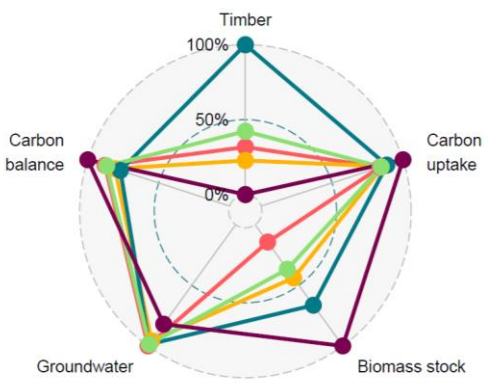
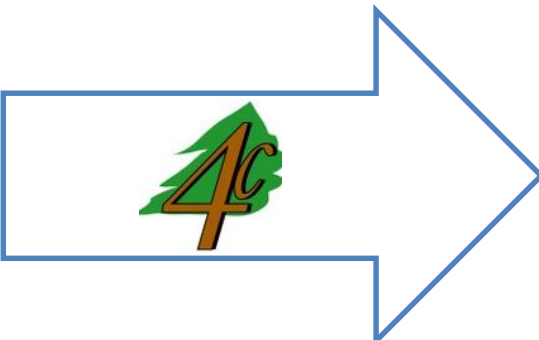
WP 4: How do different responses affect biodiversity and ecosystem service synergies and trade-offs?

	 BIODIVERSITY FIRST			 MULTIFUNCTIONALITY		 WOOD BIOECONOMY FIRST	
LANDSCAPE MANAG. APPR.	land sparing	land sparing	land sharing	TRIAD	land sharing	land sparing	land sharing
REST./ ADAPT. APPROACH	passive	active --> passive	passive	passive and active	passive and active	passive and active	active
MANAGEMENT INTENSITY	low	low	low	low/ medium/ high	medium	high/ medium	medium/ high
BULGARIA	★★	★★★★★	★★★	★★★★★	★	★★	★★★★
GERMANY	★ ₁	★★	★★★	★★★ ₁	★★★★★ ₁	★ ₁	★★★
POLAND	★	★★★★ ₁	★★ ₁	★★★★★	★★★	★★★★★ ₁	★★★★ ₁
SLOVENIA	★★ ₁	★★★★ ₁	★★★	★★★★ ₁	★★★	★★ ₁	★★★
SPAIN	★★	★★★	★★	★★★★★	★★★★★	★★★★★	★★★
SWEDEN	★★ ₁	★★★★	★★★	★★★ ₁	★★★★★	★★★	★★
	STRATEGY1	STRATEGY2	STRATEGY3	STRATEGY4	STRATEGY5	STRATEGY6	STRATEGY7



WP 4: How do different responses affect biodiversity and ecosystem service synergies and trade-offs?

	BIODIVERSITY FIRST			MULTIFUNCTIONALITY		WOOD BIOECONOMY FIRST	
LANDSCAPE MANAG. APPR.	land sparing	land sparing	land sharing	TRIAD	land sharing	land sparing	land sharing
REST / ADAPT. APPROACH	passive	active → passive	passive	passive and active	passive and active	passive and active	active
MANAGEMENT INTENSITY	low	low	low	low/ medium/ high	medium	high/ medium	medium/ high
BULGARIA	☆☆	☆☆☆☆	☆☆☆	☆☆☆☆	☆	☆☆	☆☆☆☆
GERMANY	☆	☆☆	☆☆	☆☆	☆☆☆☆	☆☆	☆☆
POLAND	☆	☆☆☆	☆☆	☆☆☆☆	☆☆	☆☆☆☆	☆☆☆
SLOVENIA	☆☆☆	☆☆☆	☆☆	☆☆☆☆	☆☆	☆☆☆	☆☆
SPAIN	☆☆	☆☆	☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆
SWEDEN	☆☆	☆☆☆☆	☆☆	☆☆	☆☆	☆☆	☆☆
STRATEGY1 STRATEGY2 STRATEGY3 STRATEGY4 STRATEGY5 STRATEGY6 STRATEGY7							



Implementation strategies + forest owner behavior

Model-based assessment of ecosystem services and biodiversity under climate change and disturbances

Analysis of synergies and trade-offs

WP 5: Collaborative learning to support goal achievement?



Conclusions so far...

- There is learning - BUT slow, relatively limited and varying between countries...
- What could enhance learning?
 - More disruptive events
 - Coherent policy frameworks
 - Strong supportive advocacy coalitions
 - Enabling institutions (rules and norms)
 - Knowledge and technology
 - Economic incentives/reduced costs
 - ?





Thank you!

karin.beland.lindahl@ltu.se

ForestValue

Website: <https://forestvalue.org/>

Twitter: <https://twitter.com/ForestValue2017>

LinkedIn: <https://www.linkedin.com/groups/12110816/>