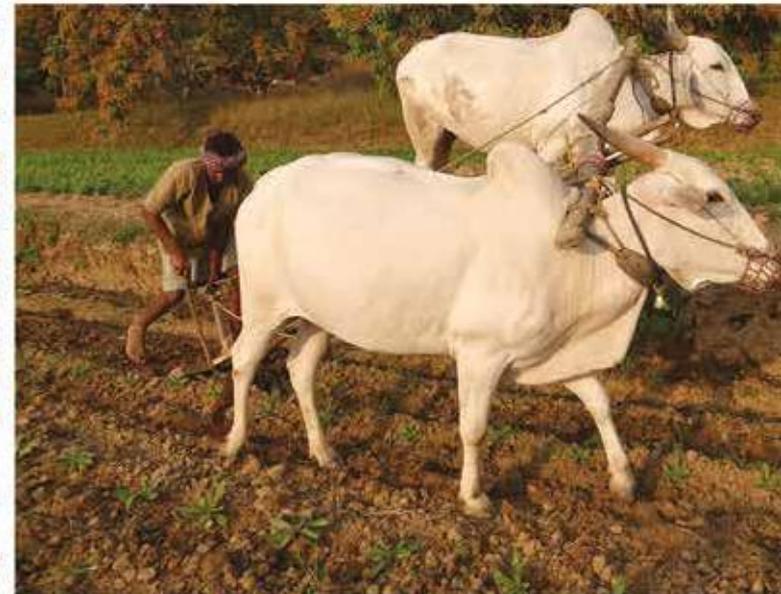




IFSTAL

Innovative Food Systems Teaching And Learning



IFSTAL Accra 2018

Tuesday 24 July – Lecture 3 and Workshop 3
Framings, Boundaries and Stakeholders



This session

Learning Objectives

- Describe what framings and narratives are and be able to justify why they are important
- Appreciate the different boundaries around an issue or problem, give some examples, and identify some alternatives
- Understand what stakeholder analysis is, apply it to your group project and critically analyse it



Framings, Narratives, Boundaries

- The way we see the world is only ever partial and selective
- Systems approach = be aware of power and our limited knowledge, communicate effectively with people who can fill in the gaps
- Framings, narratives and boundaries are useful metaphors and tools for seeing how we all create and use knowledge
- Can help us to ask better questions and choose more appropriate methods for the situation



Framings

- Frames represent the different ways we see the world and what we focus on
- Our framings help create **system boundaries**, i.e. the borders of a system, determined by the observer(s), which define where action can be taken
- Often this has a disciplinary focus, but also wider socio-cultural factors influence how we frame and understand things, our worldview (the way we see the world from what position)



Framings

- When we 'frame' something, it allows us to focus on certain objects by bringing them to the foreground of our thinking, while reducing others to the background



- We do this all the time in our thinking when we decide on what to focus on, or determine what something is, and isn't

Exercise

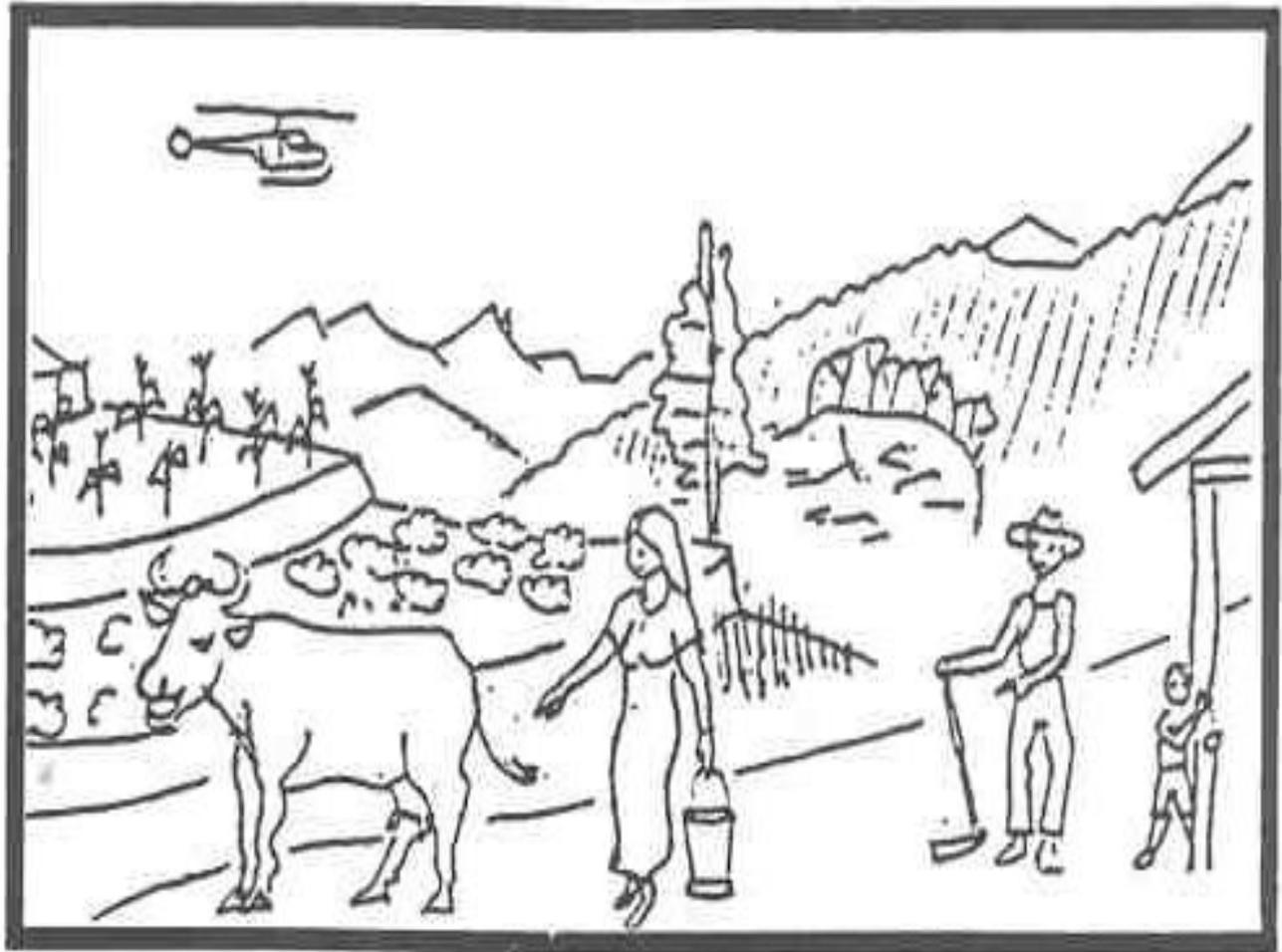


2 mins – think about and note:

- What do you see? What else would you want to know? What would you investigate to understand more? How would you go about it?

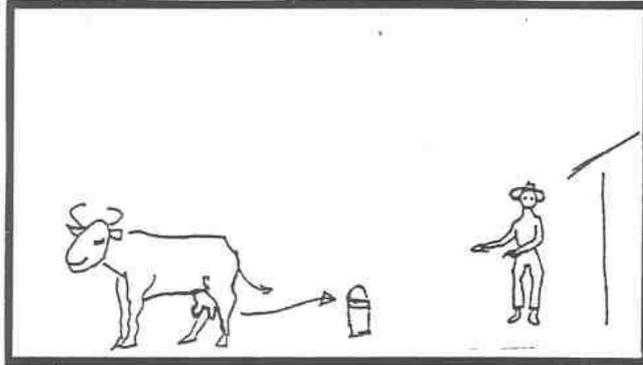
3 mins – discuss in pairs your respective thoughts

Full picture

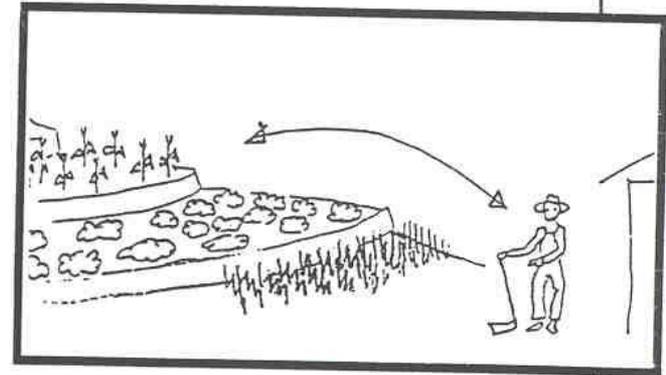


Disciplinary perceptions

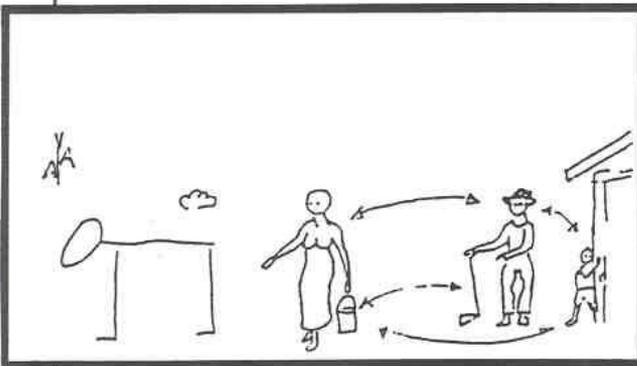
What the multidisciplinary Expert-mission sees



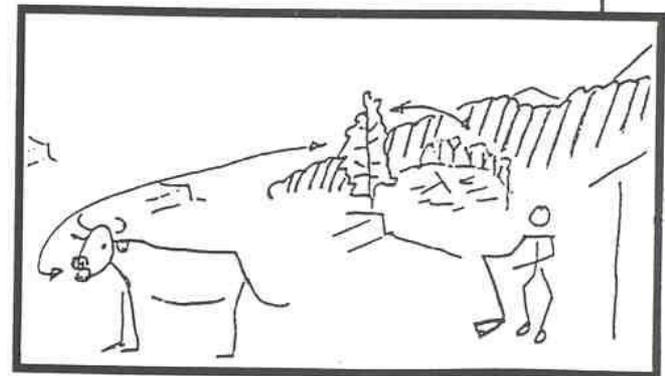
The view of the dairy-specialist



The view of the agronomist



The view of the sociologist



The view of the ecologist



Framings

“A systems approach begins when you first see the world through the eyes of another.” C.W. Churchman

- Bringing different framings together = a more holistic and comprehensive picture of what is going on
- Particularly important for addressing complex, wicked problems



- When it comes to methods, it can help us to consider who we need to consult or involve in a study, project, or intervention to:
 1. Better understand what is going on
 2. See who or what might benefit or suffer from what we propose

Narratives

- **Narratives:** the stories we tell ourselves and others about how we think the world is or ought to be
- Stories usually have a beginning, a middle and an ending. Narratives follow a similar structure:

Beginning	Defines a problem
Middle	Expands on consequences and why it's important
End	Poses Solutions



- We identify a problem, pose solutions and then present potential ways of achieving them

Narratives

- Narratives are used to persuade people and justify behaviour and activities
- Often several conflicting narratives co-exist
- Narratives can be created through a number of different practices, and represent our partial ways of understanding a problem or system

Stating goals	Defining problems	Including disciplines
Setting agendas	Prioritising issues	Interpreting results
Posing questions	Setting baselines	Highlighting values
Deciding context	Choosing methods	Drawing boundaries
Discounting time	Recruiting expertise	Formulating criteria
Handling uncertainties	Characterising options	
Constituting 'proof'	Exploring sensitivities	

- Important to consider when we want to investigate a complex problem – they influence the types of methods we use, hypotheses we form, and solutions we propose
- Different people may have different narratives and framings for the same problem, and this can result in misunderstandings and conflict

Boundaries

- Concept of 'boundary' linked to 'distinctions' as outlined in DSRP
- What kinds of boundaries can you think of?
- There are physical boundaries (e.g. walls) and **conceptual boundaries**:
 - national borders
 - organisational structures
 - limits of knowledge and understanding
 - boundaries on values and what is important





Boundaries

- To communicate effectively, knowledge has to pass across these different boundaries
- This requires:

Open channels of communication – active, iterative and inclusive

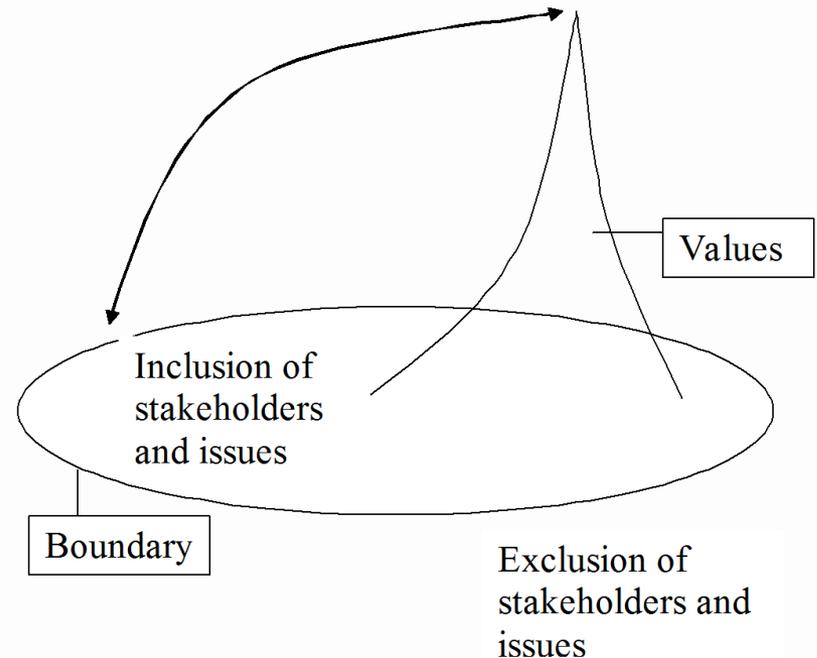
Translation – the ability to communicate in a way that is understood by people with a different frame of reference, i.e. decode jargon, etc.

Mediation – the ability to make accommodations and trade-offs, and to resolve differences.

- Without these, actual communication and collaboration will be impossible

Boundaries

- When thinking systemically about a problem context, we need to be able to **critique our values and the boundaries of our understanding**
- Boundaries and value judgements are intimately connected – **the values that you hold will direct the drawing of boundaries around the knowledge that you think is relevant**



Sources of influence	Boundary judgements informing a system of interest (S)			
	Social roles (Stakeholders)	Specific concerns (Stakes)	Key problems (Stakeholding issues)	
Sources of motivation	1. Beneficiary	2. Purpose	3. Measure of improvement	The involved
	Who ought to be/is the intended beneficiary of the system (S)?	What ought to be/is the purpose of S?	What ought to be/is S's measure of success?	
Sources of control	4. Decision maker	5. Resources	6. Decision environment	
	Who ought to be/is in control of the conditions of S?	What conditions of success ought to be/are under the control of S?	What conditions of success ought to be/are outside the control of the decision maker?	
Sources of knowledge	7. Expert	8. Expertise	9. Guarantor	
	Who ought to be/is providing relevant knowledge and skills for S?	What ought to be/are relevant new knowledge and skills for S?	What ought to be/are regarded as assurances of successful implementation?	
Sources of legitimacy	10. Witness	11. Emancipation	12. Worldview	The affected
	Who ought to be/is representing the interests of those negatively affected by but not involved with S?	What ought to be/are the opportunities for the interests of those negatively affected to have expression and freedom from the worldview of S?	What space ought to be/is available for reconciling differing worldviews regarding S among those involved and affected?	



Stakeholder Analysis

“A stakeholder is someone who can affect, or is affected by, decisions about an issue that concerns him or her”

The MSP Guide, Jim Woodhill

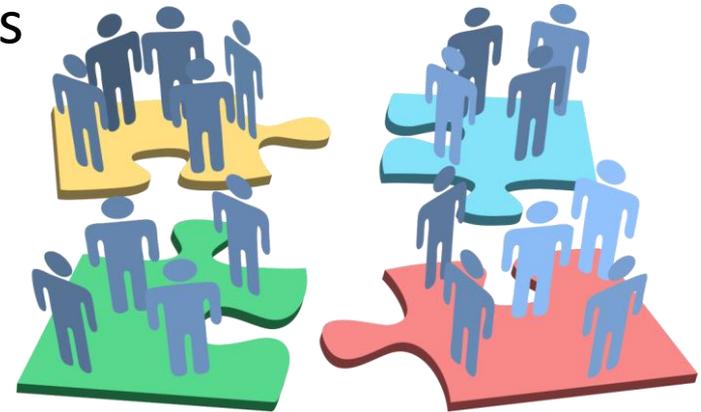
Why should we pay attention to stakeholders?

- Overview of Stakeholder Analysis
- Framings, narratives and boundaries
 - linked to DSRP
- Flexibility in implementation
- Can be used with other methods

Stakeholder Analysis

Four phases:

1. Identify your stakeholders
2. Understanding your stakeholders
3. Prioritising your stakeholders
4. Managing your stakeholders



“A systems approach begins when first you see the world through the eyes of another.”

C. W. Churchman



Identifying Your Stakeholders

Many ways to do this...

Secondary data

Background literature review
(grey literature, websites)

Country studies

Organisational profiles, staff lists, reports

Media

2°

Primary data

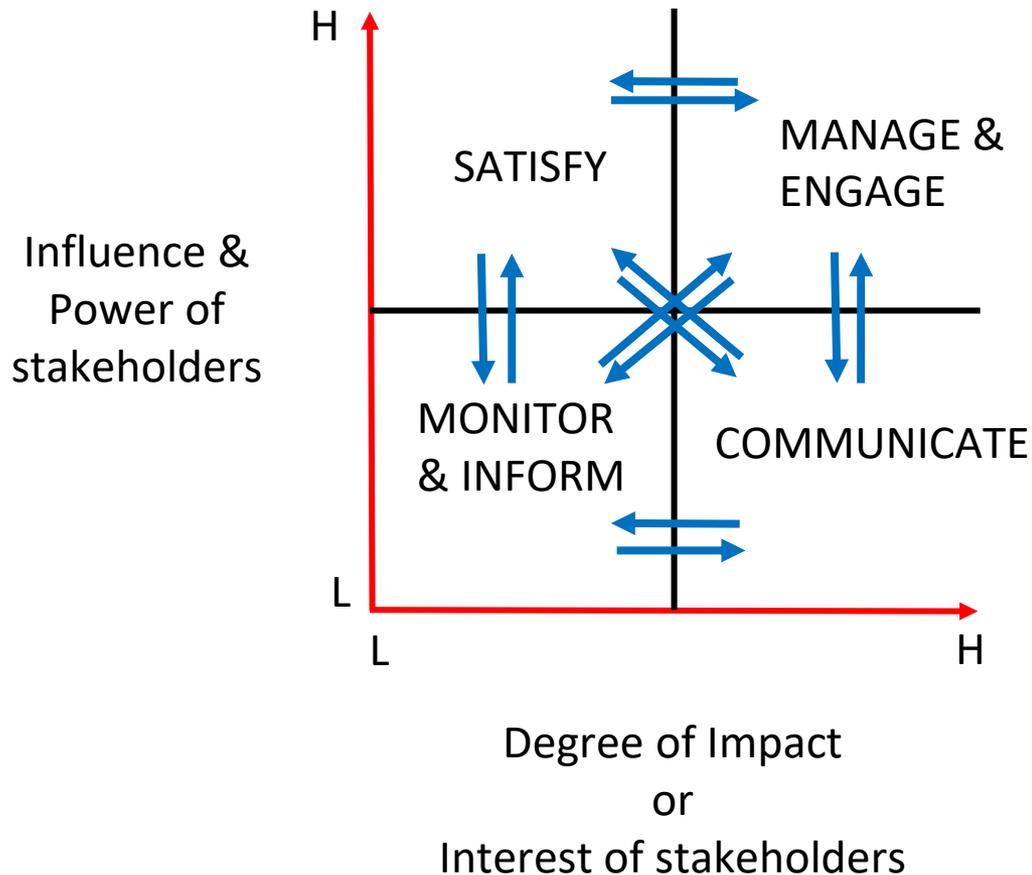
Identify 'gatekeepers'

Interview experts ('professional'
and not)

'Snowballing'

1°

Grouping, Prioritising and Managing Stakeholders



When do you do it?

- During first stage of research
- Varies depending on project
- Continually re-assess

How?

→ BRAINSTORM



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