

Physical and social science perspectives on the use of rural catchments

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Structure of presentation

- ▶ Introduction and project aims
- ▶ Generic framework for analysis
- ▶ Case study
 - River bank fencing
- ▶ Moving forward

Introduction

► Aim of research:

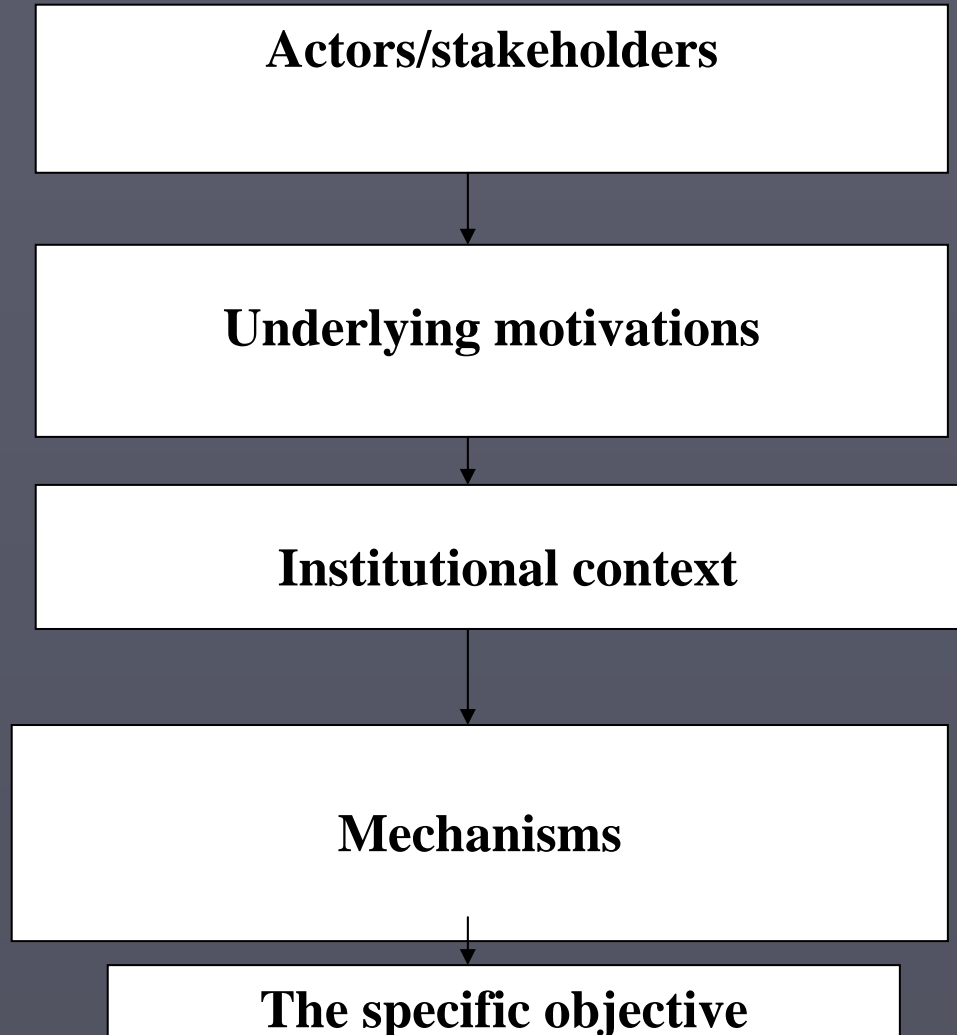
- To develop a practical framework for interdisciplinary research between science and non-science based stakeholders.
- Study will provide a conceptual and methodological framework for further research on the multiple interactions of rural populations and landscape resources

Project aims

► Specific objectives are to:

- understand the different knowledges, claims and practices at play in the rural landscape
- explore the ways in which information is communicated between different stakeholders
- identify the points at which human behaviours map onto river catchments, paying particular attention to the relative scale of human activity and physical processes
- develop a research framework to explore the relationship between human behaviour and physical landscapes
- build interdisciplinary capacity

Generic framework for analysis



Actors/stakeholders

- ▶ Not mutually exclusive groups
- ▶ May have common or conflicting interests and priorities
- ▶ Individuals may represent the interests of more than one group
- ▶ E.g. Conservation agencies; local residents; recreational groups; parish council

Underlying motivations

- ▶ All actors can see the range but prioritise differently according to values
- ▶ How do actors prioritise values?
- ▶ E.g. livelihood creation; enjoyment of 'natural' environment; community; desire for transparency of process.

Institutional context

- ▶ Organisations
- ▶ E.g. NYMNPA; EA; English Nature; DEFRA; EU Commission.
- ▶ Rules of practice
- ▶ More or less transparent to different actors
- ▶ different knowledges may be important
- ▶ E.g. markets; habit/tradition; regulation

Mechanisms

- ▶ Mainly about practices
- ▶ Many practices involve physical/social interface
- ▶ Knowledges about practices/mechanisms different for different actors
- ▶ Case study to follow

**Biodiversity conservation
/sustainable development**

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graph TD; A[Biodiversity conservation /sustainable development] --> B[Reduction of silt pollution]; A --> C[Maintaining heather moorland]; B --> D[Fencing river banks]; B --> E[Grips]; C --> F[Cattle grids]; C --> G[SSSIs];
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Reduction of silt pollution

Maintaining heather moorland

**Fencing
river banks**

Grips

Cattle grids

SSSIs

Fencing river banks

► Actors/stakeholders:

- Local land owners, EA, NYMNPA

► Motivations:

- Enjoyment of 'natural' environment
- Biodiversity conservation
- Community
- Livelihood creation

Fencing river banks: Institutional context:

Organisations

- NYMNPA, EA, farmers, landowners

► Rules of practice:

- Partnership based on provision of materials and labour
- Agri-environment schemes

Fencing river banks

► Mechanism

- Fencing prevents cattle poaching on river banks where livestock would cause erosion and addition of silt to the river. Hence silt supply is reduced.

Fencing river banks

► Communication/conflict

- Limited number of stakeholders so communication easier and more effective

► Scale

- Erosion and silt pollution locally associated with cattle poaching; repercussions extra-local
- Practice of fencing involved agencies within the catchment and beyond, but was undertaken at the land owner scale

Learning from fencing

- ▶ Social relationship may influence the choice of physical mechanism
- ▶ Ease of management may not achieve the most effective solution.
- ▶ Simplicity of response locally approved
- ▶ Change in relative significance of institutions (through the CAP and the increased significance of agri-environment)
- ▶ 'Champion' helps

Moving forward

- ▶ The social and physical interrelate at the level of **mechanisms**
- ▶ Social context enhances/restricts extent to which physical mechanism goes to meeting objectives
- ▶ Need integrated management with objectives broken down into bite size units of practice
- ▶ Focus on how power operates across and within scales. How do power relations mediate communication and conflict?